Thursday, February 9th
and Friday, February 10th

Sheraton Centre Hotel
123 Queen Street West
Toronto, Ontario

Programme
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Dear Delegates:

Welcome to the 36th annual Reading for the Love of It conference. Whether you are a first-year attendee, or returning for the 36th time, I hope the days ahead provide you with an opportunity to reconnect, restore, and reflect. Our annual conference is a time for educators, writers and researchers to reconnect with colleagues from near and far. Reading for the Love of It provides a much needed chance to recharge as we learn about new strategies and teaching ideas. It also affords us time for reflection; to read, write, think and talk about our own learning and our professional practice. I hope that this year’s conference provides you with an opportunity for all of this.

Our programme committee, led by first vice-president Kathy Lazarovitz, has planned another remarkable line-up. We are pleased to welcome back many long time friends: Mary Bigler, David Booth, Larry Swartz, Tony Stead, Jeffrey Wilhelm, Sharon Taberski and Kathy Lundy. In addition, we are proud to welcome some of our first time speakers including Wes “Maestro" Williams. “Maestro" is an author and one of Canada’s most successful and influential Hip Hop Artists. Canadian author Paulette Bourgeois is also joining us. Her Franklin books are beloved by children everywhere …they have been translated into 38 languages. Children’s author Kathryn Otoski is joining us for the first time. Her beautiful children’s books touch on themes of acceptance, tolerance, and the power of one voice. We are also honoured to welcome acclaimed Canadian writer Joseph Boyden as our banquet speaker this year. Joseph writes about First Nations heritage and culture and as a teacher of writing will have much to share with us at Thursday’s Awards Banquet. Erin Gruwell, whose experience was captured in the award winning Hollywood film Freedom Writers, will be speaking at our Friday luncheon.

This year, for the first time, we are holding two movie screenings: Louder Than A Bomb and The First Grader. Each film will be moderated by media literacy experts who will provide us with an opportunity to explore media studies.

Our conference has much to offer for Kindergarten to ESL and secondary school teachers. Both critical and media literacy are explored in a number of sessions providing delegates with an opportunity to consider the impact of twenty first century thinking and learning. Our rich programme will invite you to engage in professional learning related to many important topics in literacy including: assessment, French, boys’ literacy, adolescent literacy, oral language, drama and the arts.

Drop by and meet our executive at the Annual General Meeting in the Churchill Room on Wednesday evening. Connect with friends and colleagues, and participate in our annual AGM where we vote for our Board of Directors for the coming year.

Thank you for joining us this year. I hope you enjoy the conference and your time at the Sheraton Centre in the heart of downtown Toronto.

Sincere thanks to the Toronto Catholic District School Board, and the Toronto District School Board for their continued support.

Enjoy the days ahead... and Reading for the Love of It!

Teresa Paoli
President
Conference Session Planner

Review the programme and use the conference session planner to list your presentation choices. This is for your personal use only. You may freely choose the sessions in which you are most interested. The Association recommends you attend a maximum of three sessions per day and use a 75-minute time slot to visit the exhibit area.

Access to sessions is strictly limited to the maximum capacity indicated, and is on a first come, first served basis. Include a back-up session choice in each time slot.

The executive reserves the right to clear each meeting room of all attendees following each session.

Thursday, February 9, 2012

8:15 am - 4:30 pm Exhibitors’ Display — Sheraton Hall (only available to registered delegates)

8:30 am - 10:00 am

9:00 am - 10:15 am

10:45 am - 12:00 noon

12:15 pm - 2:00 pm

2:15 pm - 3:30 pm

7:00 pm - 9:30 pm

Friday, February 10, 2012

8:15 am - 4:00 pm Exhibitors’ Display — Sheraton Hall (only available to registered delegates)

8:30 am - 10:00 am

9:00 am - 10:15 am

10:45 am - 12:00 noon

12:15 pm - 2:00 pm

2:15 pm - 3:30 pm
Schedule of Events

Delegates must be registered and may freely choose the sessions in which they are most interested. There is no advance session selection. **Access to sessions is strictly limited to the maximum capacity indicated, and is on a first come, first served basis.**

**Wednesday, February 8, 2012**

7:00 pm - 7:30 pm  Late registration pick-up — Concourse Level
8:00 pm - 11:00 pm  Annual General Meeting — Churchill Room — all registered delegates are welcome

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**Thursday, February 9, 2012**

8:00 am - 4:00 pm  On-site registration (only if space available) — Concourse Level
8:30 am - 10:00 am  Breakfast with speaker **Paulette Bourgeois**
8:15 am - 4:30 pm  Exhibitors’ Display — Sheraton Hall (only available to registered delegates)
9:00 am - 10:15 am  Presentations and Workshops
10:15 am - 10:45 am  Health Break
10:45 am - 12:00 noon  Presentations and Workshops
12:15 pm - 2:00 pm  Luncheon with speaker **Wes “Maestro” Williams**
12:45 pm - 2:00 pm  Presentations and Workshops
2:15 pm - 3:30 pm  Presentations and Workshops
7:00 pm - 9:30 pm  Awards Banquet with speaker **Joseph Boyden**

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**Friday, February 10, 2012**

8:00 am - 10:00 am  On-site registration (only if space available) — Concourse Level
8:15 am - 4:00 pm  Exhibitors’ Display — Sheraton Hall (only available to registered delegates)
8:30 am - 10:00 am  Breakfast with speaker **Kathryn Otoshi**
9:00 am - 10:15 am  Presentations and Workshops
10:15 am - 10:45 am  Health Break
10:45 am - 12:00 noon  Presentations and Workshops
12:15 pm - 2:00 pm  Luncheon with speaker **Erin Gruwell**
12:45 pm - 2:00 pm  Presentations and Workshops
2:15 pm - 3:30 pm  Presentations and Workshops

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**Important Notes**

- Try to attend 3 sessions/workshops per day.
- May we suggest...a bag lunch for 12:45 - 2:00 pm sessions.
- Access to the Exhibitor Display is only available to those who have registered as a delegate to the conference.
- Meal function Keynote Speakers are an additional cost.
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<td>Real Kids, Real Books, Real Reading, Real Results: Increasing Comprehension through Effective Word Study</td>
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<td>Neil Andersen (Film)</td>
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<td>More Media Literacy Teaching Strategies</td>
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<td>Claude Belanger</td>
<td>Fluency: A Stepping Stone to Comprehension</td>
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<td>Mary Bigler</td>
<td>Reading FUNDamentals</td>
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<td>David Booth</td>
<td>Out Loud: When Children Breathe Life into Printed Text</td>
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<td><strong>Paulette Bourgeois</strong></td>
<td><strong>The Ten Best Things About Franklin the Turtle</strong></td>
<td>Breakfast</td>
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<td>Gail Boushey &amp; Joan Moser</td>
<td>The Daily 5: What’s New, Tried and True</td>
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<td>Exactly How to Have Assessments Inform Instruction for Greater Student Achievement by Using The Café Menu</td>
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<td><strong>Joseph Boyden</strong></td>
<td><strong>Walk to Morning: Stories From a Writer’s Life</strong></td>
<td>Breakfast</td>
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<td>Bruce Carmody (French)</td>
<td>STORYTELLERS ALL! The Art of Storytelling in the Classroom</td>
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<td>TOUS CONTEURS: L’art du conteur dans la salle de classe</td>
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<td>Rachel Cooke</td>
<td>Making the Invisible Visible: Explicit Teaching Strategies for Reading, Writing, Oral &amp; Media</td>
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<td>Edmond Dixon</td>
<td>Where the Boys Are: Strategies that Work! Using Drama Across the Curriculum</td>
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<td>Writing: Finding Voice in the Stroke of a Pen</td>
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<td>&quot;Where is the Love?&quot; — Fostering Students’ Passion For Learning</td>
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<td>Lorna Earl</td>
<td>Rethinking Assessment With Purpose in Mind</td>
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<td>The Mask Messenger</td>
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<td>Early Intensive Reading Intervention</td>
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<td>David Freeman &amp; Yvonne Freeman</td>
<td>Essential Practices for English Language Learners Engaging English Language Learners in Academic Literacy</td>
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<td>Vanessa Grieve &amp; Nanette Owusu-Ansah</td>
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<td><strong>Becoming a Catalyst for Change</strong></td>
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<td>Enoch Hale</td>
<td>Introduction to Foundational Critical Thinking Concepts, Principles and Instructional Applications</td>
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<td>Stress — Learn an Easy Way to Keep it out of your Life and Classroom</td>
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<td>Alix Harte</td>
<td>Closing the Gap: The Imperative of Using Interdisciplinary Studies to Improve Student Achievement Let’s Talk About It! Unlocking the Power of Accountable Talk</td>
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<td>Peter Heydon</td>
<td>How the English Language Learner Brain Works</td>
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<td>Reading and Writing with Your Whole Self: Using Simple Drama Strategies to Deepen Thinking and Feeling Responses to Literature</td>
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<td>How Writing Notebooks Lead to Revision</td>
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## Thursday, February 9 at a Glance

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<td>8:30 am - 10:00 am</td>
<td><strong>Paulette Bourgeois</strong></td>
<td>The Ten Best Things About Franklin The Turtle</td>
<td>General</td>
<td>Grand B. East (max. 625)</td>
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<td>9:00 am - 10:15 am</td>
<td>Janet Allen</td>
<td>Get Real: Instructional Strategies to Support Reading</td>
<td>Jr. &amp; Int.</td>
<td>Dominion N. (max. 250)</td>
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<td>Claude Belanger</td>
<td>Fluency: A Stepping Stone to Comprehension</td>
<td>Jr. &amp; Int.</td>
<td>Kenora (max. 50)</td>
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<td>Mary Bigler</td>
<td>Reading FUNDamentals</td>
<td>General</td>
<td>Grand B. West (max. 400)</td>
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<td>G. Boushey &amp; J. Moser</td>
<td>The Daily 5: What’s New, Tried and True</td>
<td>Primary (1-3)</td>
<td>Grand B. C. (max. 600)</td>
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<td>Bruce Carmody</td>
<td>STORYTELLERS ALL! The Art of Storytelling</td>
<td>General/ELL/FSL</td>
<td>Carleton (max. 40)</td>
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<td>Edmond Dixon</td>
<td>Where the Boys Are: Strategies that Work!</td>
<td>Primary (1-3)</td>
<td>Simcoe-Dufferin (max. 100)</td>
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<td>Carolyn Filice</td>
<td>Early Intensive Reading Intervention</td>
<td>Primary (1-3)</td>
<td>City Hall (max. 110)</td>
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<td>V. Grieve &amp; N. Owusu-Ansah</td>
<td>Developing Early Literacy Skills Through Storytelling</td>
<td>Kindergarten</td>
<td>Elgin (max. 40)</td>
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<tr>
<td></td>
<td>Enoch Hale</td>
<td>Introduction to Foundational Critical Thinking</td>
<td>Jr. &amp; Int.</td>
<td>Conference B/C (max. 150)</td>
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<tr>
<td></td>
<td>Alix Harte</td>
<td>Closing the Gap: The Imperative of Using Picture Books</td>
<td>Primary &amp; Junior</td>
<td>Windsor E/W (max. 70)</td>
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<tr>
<td></td>
<td>Don Jones &amp; Jill Staples</td>
<td>Media and Literacies: An Exploration of Media Literacy</td>
<td>Int. &amp; Senior</td>
<td>Kent (max. 50)</td>
</tr>
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<td></td>
<td>M. Junyk &amp; N. Junyk</td>
<td>Teaching in the Paperless Classroom</td>
<td>Int. &amp; Senior</td>
<td>Conference H (max. 60)</td>
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<td></td>
<td>Penny Kittle</td>
<td>Storyboards Lead Writers to Flexible Thinking</td>
<td>Int. &amp; Senior</td>
<td>Dominion South (max. 200)</td>
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<tr>
<td></td>
<td>Sharon Korpan</td>
<td>Putting the IT into LI TERacy (Primary/Junior)</td>
<td>Primary &amp; Junior</td>
<td>Wentworth (max. 50)</td>
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<td></td>
<td>Maria &amp; Jim Martella</td>
<td>What’s the Buzz?</td>
<td>General</td>
<td>Conference G (max. 65)</td>
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<td>M. Spring &amp; A. Bell Stuart</td>
<td>Discovering A Sense of Place in Kindergarten</td>
<td>Primary (1-3)</td>
<td>Conference F (max. 70)</td>
</tr>
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<td></td>
<td>Miriam Trehearan</td>
<td>Learning to Write and Loving it! Kindergarten</td>
<td>Kindergarten</td>
<td>Essex Ballroom (max. 260)</td>
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<td>Fern Westernoff</td>
<td>Kindergarten Classrooms: Connecting with Stories</td>
<td>General/ELL/FSL</td>
<td>Huron (max. 50)</td>
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<tr>
<td></td>
<td>Jeffrey Wilhelm</td>
<td>Creating a Network of Learners</td>
<td>Junior &amp; Int.</td>
<td>Civic Ballroom (max. 430)</td>
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<tr>
<td>10:45 am - noon</td>
<td>Lisa Donohue</td>
<td>Writing: Finding Voice in the Stroke of a Pen</td>
<td>Primary &amp; Junior</td>
<td>Carleton (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Lorna Earl</td>
<td>Rethinking Assessment With Purpose in Mind</td>
<td>General</td>
<td>Grand B. Centre (max. 600)</td>
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<td></td>
<td>D. Freeman &amp; Y. Freeman</td>
<td>Essential Practices for English Language</td>
<td>Primary &amp; Junior</td>
<td>Simcoe-Dufferin (max. 100)</td>
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<td>Sylvia Gunnery</td>
<td>Real Revision</td>
<td>Junior &amp; Int.</td>
<td>Elgin (max. 40)</td>
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<td>Lori Jamison</td>
<td>“Teacher, I Hurt My Arm Knee!” Oral Language</td>
<td>Kindergarten</td>
<td>Grand B. West (max. 400)</td>
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<td></td>
<td>Donna Kozak</td>
<td>Power of Talk in the Early Years — How to Talk</td>
<td>Primary (K-3)</td>
<td>Essex Ballroom (max. 260)</td>
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<td>Kathy Lundy</td>
<td>Text to Self: Take It Personally</td>
<td>Int. &amp; Senior</td>
<td>Windsor E/W (max. 70)</td>
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<td>Aldo Malatesta</td>
<td>Comics in the Classroom</td>
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<td>Huron (max. 50)</td>
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<td>Michelle Muir</td>
<td>Luscious Literacy: Words That Taste Good</td>
<td>Junior (4-6)</td>
<td>City Hall (max. 110)</td>
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<td>Marina Nemat</td>
<td>Prisoners in Iran</td>
<td>General</td>
<td>Conference D/E (max. 90)</td>
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<td>Kathryn Otoshi</td>
<td>Got Story? Writing &amp; Illustrating Your Own Story</td>
<td>General</td>
<td>Conference F (max. 70)</td>
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<tr>
<td></td>
<td>P. Reilly &amp; M. Picco</td>
<td>Are Your Students Really Comprehending</td>
<td>Primary &amp; Junior</td>
<td>Conference G (max. 65)</td>
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<td></td>
<td>A. Roy &amp; J. Le Bouthillier</td>
<td>L’enseignement efficace de l’écriture en ...</td>
<td>General/ELL/FSL</td>
<td>Kenora (max. 50)</td>
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<td>Kirk Krak, Kirk Krak</td>
<td>General</td>
<td>Wentworth (max. 50)</td>
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<td></td>
<td>Timothy Shanahan</td>
<td>Exploring Reading-Writing Relations</td>
<td>Junior (4-6)</td>
<td>Dominion S. (max. 200)</td>
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<td></td>
<td>Tony Stead</td>
<td>Developing Empowered Readers and Writers</td>
<td>Primary (K-3)</td>
<td>Civic Ballroom (max. 430)</td>
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<td>Larry Swartz</td>
<td>When Good Books Matter</td>
<td>Primary &amp; Junior</td>
<td>Conference B/C (max. 150)</td>
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<td>Sharon Taberski</td>
<td>Improving Guided Reading: Clear Focus, More ...</td>
<td>Primary (K-3)</td>
<td>Dominion N. (max. 250)</td>
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<td>D. Vetter &amp; C. Stewart</td>
<td>Respecting Ways of Knowing: Culturally Competent</td>
<td>General</td>
<td>Conference H (max. 60)</td>
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<td>N. Young &amp; C. Connors</td>
<td>The Four Resources Model: From Theory to Practice</td>
<td>Int. &amp; Senior</td>
<td>Kent (max. 50)</td>
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<td>Speaker</td>
<td>Presentation Title</td>
<td>Most Interest to</td>
<td>Room (Capacity)</td>
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<td>12:15 pm - 2:00 pm</td>
<td>Wes “Maestro” Williams</td>
<td>Stick to Your Vision</td>
<td>General</td>
<td>Grand B. East (max. 625)</td>
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<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Janet Allen</td>
<td>Real Kids, Real Books, Real Reading, Real Reading</td>
<td>Junior &amp; Int.</td>
<td>Dominion N. (max. 250)</td>
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<td></td>
<td>Bruce Carmody</td>
<td>TOUS CONTEURS: L’art du conteur dans la ...</td>
<td>General/ELL/FSL</td>
<td>Carleton (max. 40)</td>
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<td>Theresa Hanrahan</td>
<td>Media Literacy — 1,2,3!</td>
<td>Primary (1-3)</td>
<td>City Hall (max. 110)</td>
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<td>Alix Harte</td>
<td>Let’s Talk About It! Unlocking the Power of ...</td>
<td>Primary &amp; Junior</td>
<td>Kenora (max. 50)</td>
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<td>Peter Heydon</td>
<td>How the English Language Learner Brain Works</td>
<td>General/ELL/FSL</td>
<td>Conference F (max. 70)</td>
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<td>Christine Jackson</td>
<td>Reading and Writing with Your Whole Self: ...</td>
<td>Junior (4-6)</td>
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<td>Lori Jamison</td>
<td>Guided Reading: Making the Most of the 18 ...</td>
<td>Primary (1-3)</td>
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<td>D. Jones &amp; J. Staples</td>
<td>Using Descriptive Feedback: Assessment For ...</td>
<td>Int. &amp; Senior</td>
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<td>Penny Kittle</td>
<td>How Writing Notebooks Lead to Revision</td>
<td>Int. &amp; Senior</td>
<td>Simcoe-Dufferin (max. 100)</td>
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<td>Sharon Korpan</td>
<td>Putting the IT into Literacy (Intermediate/...</td>
<td>Int. &amp; Senior</td>
<td>Wentworth (max. 50)</td>
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<td>Chris Kubsch</td>
<td>Writing Out of the Box: Engaging Students ...</td>
<td>Int. &amp; Senior</td>
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<td>Pam Levi</td>
<td>First Nations Culture and History Through ...</td>
<td>K-8</td>
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<td>Paula Markus</td>
<td>Supporting Linguistically and Culturally ...</td>
<td>General/ELL/FSL</td>
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<td>Barbara Reid</td>
<td>Do You See What I Mean?</td>
<td>Primary (K-3)</td>
<td>Windsor E/W (max. 70)</td>
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<td></td>
<td>Tony Stead</td>
<td>Diving Deeper with Inquiry</td>
<td>K-6</td>
<td>Civic Ballroom (max. 430)</td>
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<td>J. Strachan &amp; K. Grose</td>
<td>Flash Forward: Rethinking Learning</td>
<td>General</td>
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<td>Miriam Trehearne</td>
<td>Learning to Write and Loving it! Kindergarten</td>
<td>Kindergarten</td>
<td>Essex Ballroom (max. 260)</td>
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<td>Mélanie Watt</td>
<td>Mélanie Watt in a Nut Shell</td>
<td>Kindergarten</td>
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<td>Frieda Wishinsky</td>
<td>YOU CAN BE A WRITER TOO!</td>
<td>Primary (1-3)</td>
<td>Elgin (max. 40)</td>
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<tr>
<td>12:45 pm - 3:30 pm</td>
<td>Neil Andersen</td>
<td>Teaching with Movies: The First Grader</td>
<td>General</td>
<td>Conference B/C (max. 150)</td>
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<td>2:15 pm - 3:30 pm</td>
<td>Mary Bigler</td>
<td>Reading FUNdamentals</td>
<td>General</td>
<td>Grand B. West (max. 400)</td>
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<td>David Booth</td>
<td>Out Loud: When Children Breathe Life into ...</td>
<td>Junior (4-6)</td>
<td>Civic Ballroom (max. 430)</td>
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<td>G. Boushey &amp; J. Moser</td>
<td>Exactly How to Have Assessments Inform ...</td>
<td>Primary (1-3)</td>
<td>Grand B. Centre (max. 600)</td>
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<td>Edmond Dixon</td>
<td>Using Drama Across the Curriculum</td>
<td>Primary (1-3)</td>
<td>Kenora (max. 50)</td>
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<td>Robert Faust</td>
<td>The Mask Messenger</td>
<td>General</td>
<td>Windsor E/W (max. 70)</td>
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<td>Sue Jackson</td>
<td>Exploring “Big Ideas” and Inquiry with Young ...</td>
<td>Kindergarten</td>
<td>Conference G (max. 65)</td>
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<td>M. Junyk &amp; N. Junyk</td>
<td>Teaching in the Paperless Classroom</td>
<td>Int. &amp; Senior</td>
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<td>Aldo Malatesta</td>
<td>Visual and Iconic Literacy</td>
<td>Int. &amp; Senior</td>
<td>Conference H (max. 60)</td>
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<td>M. Mulhern &amp; B. Gunding</td>
<td>What’s Critical About Critical Literacy?</td>
<td>Int. &amp; Senior</td>
<td>Wentworth (max. 50)</td>
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<td>Julia Myer</td>
<td>Play To Learn: Experiential Learning in the ...</td>
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<td>Huron (max. 50)</td>
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<td>Kathryn Otoshi</td>
<td>Raising Social Awareness Through Character ...</td>
<td>General</td>
<td>Conference F (max. 70)</td>
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<td>Timothy Shanahan</td>
<td>Exploring Reading-Writing Relations</td>
<td>Junior (4-6)</td>
<td>Simcoe-Dufferin (max. 100)</td>
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<td>M. Spring &amp; A. Bell Stuart</td>
<td>Creative Art Mapping, An Inquiry Approach ...</td>
<td>Kindergarten</td>
<td>Essex Ballroom (max. 260)</td>
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<td>Sharon Taberski</td>
<td>Background Knowledge, Comprehension,...</td>
<td>Primary (K-3)</td>
<td>Dominion N. (max. 250)</td>
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<td>Nicole Thibault</td>
<td>Comment intégrer les compétences culturelles ...</td>
<td>General/ELL/FSL</td>
<td>Elgin (max. 40)</td>
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<td>K. Tilly, J. Ophek &amp; J. Grant</td>
<td>Teaching Kids News: Building a media-savvy ...</td>
<td>Primary (1-3)</td>
<td>Conference D/E (max. 90)</td>
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<td>Jeffrey Wilhelm</td>
<td>Seeing Students as Experts: Framing ...</td>
<td>Junior &amp; Int.</td>
<td>Dominion S. (max. 200)</td>
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<tr>
<td>7:00 pm - 9:30 pm</td>
<td>Joseph Boyden</td>
<td>Walk to Morning: Stories from a Writer’s Life</td>
<td>General</td>
<td>Dominion B. (max. 350)</td>
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<td>Date/Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
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<tr>
<td>8:30 am - 10:00 am</td>
<td><strong>Kathryn Otoshi</strong></td>
<td>The Power of Literacy — Counting Together</td>
<td>General</td>
<td>Grand B. East (max. 625)</td>
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<tr>
<td>9:00 am - 10:15 am</td>
<td>Janet Allen</td>
<td>Get Real: Instructional Strategies to Support...</td>
<td>Junior &amp; Int.</td>
<td>Dominion N. (max. 250)</td>
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<td>Claude Belanger</td>
<td>Fluency: A Stepping Stone to Comprehension</td>
<td>Junior &amp; Int.</td>
<td>Kenora (max. 50)</td>
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<td>G. Boushey &amp; J. Moser</td>
<td>The Daily 5: What’s New, Tried and True</td>
<td>Primary (1-3)</td>
<td>Grand B. Centre (max. 600)</td>
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<td>Bruce Carmody</td>
<td>STORYTELLERS ALL! The Art of Storytelling...</td>
<td>General/ELL/FSL</td>
<td>Kent (max. 50)</td>
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<td>Edmond Dixon</td>
<td>Where the Boys Are: Strategies that Work!</td>
<td>Primary (1-3)</td>
<td>Simcoe-Dufferin (max. 100)</td>
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<td>Carolyn Filice</td>
<td>Early Intensive Reading Intervention</td>
<td>Primary (1-3)</td>
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<td>D. Freeman &amp; Y. Freeman</td>
<td>Engaging English Language Learners in...</td>
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<td>V. Grieve &amp; N. Owusu-Ansah</td>
<td>Developing Early Literacy Skills Through Play...</td>
<td>Kindergarten</td>
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<td>L. McDonald, S. Hu &amp; S. Mohamed</td>
<td>What’s Your Story</td>
<td>General/ELL/FSL</td>
<td>Carleton (max. 40)</td>
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<td>Cris Tovani</td>
<td>The Energy to Teach: Matching Instruction to ...</td>
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<td>Fern Westernoff</td>
<td>Kindergarten Classrooms: Connecting with ...</td>
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<td>10:45 am - noon</td>
<td>Rachel Cooke</td>
<td>Making the Invisible Visible: Explicit Teaching...</td>
<td>Int. &amp; Senior</td>
<td>Kenora (max. 50)</td>
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<td>Lisa Donohue</td>
<td>“Where is the Love?” — Fostering Students’...</td>
<td>Primary &amp; Junior</td>
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<td>J. Robinson &amp; S. Newmaster</td>
<td>What Classroom Teachers Need to Know:...</td>
<td>General/ELL/FSL</td>
<td>Kent (max. 50)</td>
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<tr>
<td></td>
<td>A. Roy &amp; J. Le Bouthillier</td>
<td>L’enseignement efficace de l’écriture en ...</td>
<td>General/ELL/FSL</td>
<td>Wentworth (max. 50)</td>
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<tr>
<td></td>
<td>M. Spring &amp; A. Bell Stuart</td>
<td>Discovering A Sense of Place in Kindergarten...</td>
<td>Primary (1-3)</td>
<td>Simcoe-Dufferin (max. 100)</td>
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<td></td>
<td>Tony Stead</td>
<td>Diving Deeper with Inquiry</td>
<td>K-6</td>
<td>Civic Ballroom (max. 430)</td>
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<td></td>
<td>Larry Swartz</td>
<td>When Good Books Matter</td>
<td>Primary &amp; Junior</td>
<td>Dominion N. (max. 250)</td>
</tr>
<tr>
<td></td>
<td>Sharon Taberski</td>
<td>Improving Guided Reading: Clear Focus, More ...</td>
<td>Primary (K-3)</td>
<td>Grand B. West (max. 400)</td>
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<td></td>
<td>Miriam Treheranne</td>
<td>Learning to Write and Loving it! Kindergarten</td>
<td>Kindergarten</td>
<td>Dominion S. (max. 200)</td>
</tr>
<tr>
<td></td>
<td>D. Vetter &amp; C. Stewart</td>
<td>Respecting Ways of Knowing: Culturally...</td>
<td>General</td>
<td>Conference H (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Jeffrey Wilhelm</td>
<td>Creating a Network of Learners</td>
<td>Junior &amp; Int.</td>
<td>Essex Ballroom (max. 260)</td>
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<td>12:15 pm - 2:00 pm</td>
<td>Erin Gruwell</td>
<td>Becoming a Catalyst for Change</td>
<td>General</td>
<td>Grand B. East (max. 625)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Janet Allen</td>
<td>Real Kids, Real Books, Real Reading, Real ...</td>
<td>Junior &amp; Int.</td>
<td>Civic Ballroom (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Mary Bigler</td>
<td>Reading FUNDamentals</td>
<td>General</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>G. Boushey &amp; J. Moser</td>
<td>Exactly How to Have Assessments Inform ...</td>
<td>Primary (1-3)</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>Bruce Carmody</td>
<td>TOUS CONTEURS: L’art du conteur dans la ...</td>
<td>General/ELL/FSL</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Edmond Dixon</td>
<td>Using Drama Across the Curriculum</td>
<td>Junior &amp; Int.</td>
<td>Kenora (max. 50)</td>
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<tr>
<td></td>
<td>Theresa Hanrahan</td>
<td>Media Literacy — 1,2,3!</td>
<td>Primary (1-3)</td>
<td>Conference D/E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Peter Heydon</td>
<td>How the English Language Learner Brain Works</td>
<td>General/ELL/FSL</td>
<td>Conference F (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Christine Jackson</td>
<td>Reading and Writing with Your Whole Self: ...</td>
<td>Junior (4-6)</td>
<td>Conference G (max. 65)</td>
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<tr>
<td></td>
<td>Lori Jamison</td>
<td>Guided Reading: Making the Most of the 18 ...</td>
<td>Primary (1-3)</td>
<td>Essex Ballroom (max. 260)</td>
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<tr>
<td></td>
<td>Don Jones &amp; Jill Staples</td>
<td>Media and Literacies: An Exploration of Meaning</td>
<td>Int. &amp; Senior</td>
<td>Conference H (max. 60)</td>
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<tr>
<td></td>
<td>Sharon Korpan</td>
<td>Putting the IT into LITERacy (Intermediate/...</td>
<td>Int. &amp; Senior</td>
<td>Carleton (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Donna Kozak</td>
<td>Power of Talk in the Early Years — How to ...</td>
<td>Primary (K-3)</td>
<td>Windsor E/W (max. 70)</td>
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<td></td>
<td>Chris Kubsch</td>
<td>Writing Out of the Box: Engaging Students ...</td>
<td>Int. &amp; Senior</td>
<td>Wentworth (max. 50)</td>
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<tr>
<td></td>
<td>Pam Levi</td>
<td>First Nations Culture and History Through ...</td>
<td>K-8</td>
<td>City Hall (max. 110)</td>
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<td></td>
<td>M. Spring &amp; A. Bell Stuart</td>
<td>Creative Art Mapping. An Inquiry Approach ...</td>
<td>Kindergarten</td>
<td>Dominion S. (max. 200)</td>
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<td></td>
<td>Cris Tovani</td>
<td>When Reading is Hard: Why Students Need ...</td>
<td>Int. &amp; Senior</td>
<td>Dominion N. (max. 250)</td>
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<td></td>
<td>Jeffrey Wilhelm</td>
<td>Seeing Students as Experts: Framing Curriculum ...</td>
<td>Junior &amp; Int.</td>
<td>Simcoe-Dufferin (max. 100)</td>
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<tr>
<td></td>
<td>Frieda Wisninsky</td>
<td>YOU CAN BE A WRITER TOO!</td>
<td>Primary (1-3)</td>
<td>Elgin (max. 40)</td>
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<td></td>
<td>N. Young &amp; C. Connors</td>
<td>The Four Resources Model: From Theory to ...</td>
<td>Int. &amp; Senior</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td>12:45 pm - 3:30 pm</td>
<td>Greg Jacobs</td>
<td>TIFF Learning Presents Louder Than a Bomb</td>
<td>General</td>
<td>Conference B/C (max. 150)</td>
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<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Neil Andersen</td>
<td>More Media Literacy Teaching Strategies</td>
<td>Junior (4-6)</td>
<td>City Hall (max. 110)</td>
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<td></td>
<td>Mary Bigler</td>
<td>Reading FUNDamentals</td>
<td>General</td>
<td>Grand B. Centre (max. 600)</td>
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<td></td>
<td>David Booth</td>
<td>Out Loud: When Children Breathe Life into ...</td>
<td>Junior (4-6)</td>
<td>Civic Ballroom (max. 430)</td>
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<td>Rachel Cooke</td>
<td>Making the Invisible Visible: Explicit Teaching ...</td>
<td>Int. &amp; Senior</td>
<td>Kenora (max. 50)</td>
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<td></td>
<td>Greg Halket</td>
<td>Stress — Learn an Easy Way to Keep it Out of ...</td>
<td>General</td>
<td>Wentworth (max. 50)</td>
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<td></td>
<td>Alix Harte</td>
<td>Let’s Talk About It! Unlocking the Power of ...</td>
<td>Primary &amp; Junior</td>
<td>Simcoe-Dufferin (max. 100)</td>
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<td>Sue Jackson</td>
<td>Great Beginnings! Literacy in the Kindergarten ...</td>
<td>Kindergarten</td>
<td>Conference G (max. 65)</td>
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<td></td>
<td>Don Jones &amp; Jill Staples</td>
<td>Using Descriptive Feedback: Assessment For ...</td>
<td>Junior &amp; Int.</td>
<td>Conference H (max. 60)</td>
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<td></td>
<td>Penny Kittle</td>
<td>How Writing Notebooks Lead to Revision</td>
<td>Int. &amp; Senior</td>
<td>Dominion S. (max. 200)</td>
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<td></td>
<td>Kathy Lundy</td>
<td>The Language of Caring Classrooms</td>
<td>Junior &amp; Int.</td>
<td>Windsor E/W (max. 70)</td>
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<td>Aldo Malatesta</td>
<td>Visual and Iconic Literacy</td>
<td>Int. &amp; Senior</td>
<td>Huron (max. 50)</td>
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<td></td>
<td>J. Robinson &amp; S. Newmaster</td>
<td>What Classroom Teachers Need to Know: ...</td>
<td>General/ELL/FSL</td>
<td>Kent (max. 50)</td>
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<td>Itah Sadu</td>
<td>The Power of Picture Books</td>
<td>General</td>
<td>Conference F (max. 70)</td>
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<td></td>
<td>J. Strachan &amp; K. Grose</td>
<td>Flash Forward: Rethinking Learning</td>
<td>General</td>
<td>Dominion N. (max. 250)</td>
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<td></td>
<td>Sharon Taberski</td>
<td>Background Knowledge, Comprehension, ...</td>
<td>Primary (K-3)</td>
<td>Grand B. West (max. 400)</td>
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<td></td>
<td>Nicole Thibault</td>
<td>Comment intégrer les compétences culturelles ...</td>
<td>General/ELL/FSL</td>
<td>Elgin (max. 40)</td>
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<td>K. Tilly, J. Ophek &amp; J. Grant</td>
<td>Teaching Kids News: Building a Media-Savvy ...</td>
<td>Primary (1-3)</td>
<td>Conference D/E (max. 90)</td>
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<td>Miriam Trehearne</td>
<td>Learning to Write and Loving it! Kindergarten</td>
<td>Kindergarten</td>
<td>Essex Ballroom (max. 260)</td>
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</table>
Speaker Sessions & Profiles

Janet Allen

Get Real: Instructional Strategies to Support Reading and Writing Nonfiction

THURSDAY AND FRIDAY
Thursday: 9:00 am - 10:15 am • Dominion North (max. 250)  
Friday: 9:00 am - 10:15 am • Dominion North (max. 250)

DESCRIPTION: We all know just how interested our students are in reading “real” books about “real” people and events. However, in order for our students to read about these people and events, they have to know and be able to use a variety of strategies to negotiate the diversity of topics, text structures, and specialized information found in these texts. Join us as we explore ways we can help our students get excited about learning using real books!

INTENDED FOR: Junior and Intermediate Teachers

SPEAKER PROFILE: Janet Allen is an international consultant recognized for her literacy work with at-risk students. She is the author of numerous professional books. Her most recent book is More Tools for Teaching Content Literacy (Stenhouse, October, 2008). Other publications include: Inside Words: Tools for Teaching Academic Vocabulary 4-12; Tools for Teaching Content Literacy; On the Same Page: Shared Reading Beyond the Primary Grades; Yellow Brick Roads: Shared and Guided Paths to Independent Reading; and, Words, Words, Words: Teaching Vocabulary in Grades 4-12 (Stenhouse Publishers).

Janet’s other writing includes diverse contributions to the profession. She has written numerous professional articles and chapters in texts related to young adult literature, teaching reading and writing, and vocabulary instruction. She is a senior program consultant for McDougal Littell’s 6-12 Literature series. In addition, she has authored an audio-assisted literacy workshop for students in grades 3-12 published by Recorded Books: Plugged-in to Reading and Plugged-in to Nonfiction.

Janet taught high school reading and English in northern Maine from 1972 until 1992 when she relocated to Florida to teach English and reading education courses at the University of Central Florida. During her tenure at UCF, she directed the Central Florida Writing Project and assisted in the creation of the Orange County Literacy Project. Dr. Allen has received several teaching awards including the Milken Foundation’s National Educator Award. Janet left her position at UCF seven years ago and now spends her time researching, writing, speaking, and conducting seminars and content literacy institutes across the country.

SECOND PRESENTATION:

Real Kids, Real Books, Real Reading, Real Results: Increasing Comprehension through Effective Word Study

THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Dominion North (max. 250)  
Friday: 12:45 pm - 2:00 pm • Civic Ballroom (max. 430)

DESCRIPTION: This interactive workshop is designed to assist teachers in developing effective instructional strategies to support students in learning words to deepen comprehension. Instructional tools will be modeled to demonstrate four critical aspects of a comprehensive vocabulary program: developing word consciousness; teaching individual words; developing strategies for learning new words independently; and, increasing volume and diversity of independent reading. Additional instructional strategies will be shared for extending students’ word knowledge into their writing. Each instructional strategy will be modeled using a variety of nonfiction and fiction texts and participants will leave with many titles and graphic organizers to use in their classrooms.

INTENDED FOR: Junior and Intermediate Teachers

Neil Andersen

Teaching with Movies: The First Grader

THURSDAY AND FRIDAY
Thursday: 12:45 pm - 3:30 pm • Conference B/C (max. 150)

DESCRIPTION: The First Grader, based on a true story, is a movie set in a remote primary school in the Kenyan bush where hundreds of children are jostling for a chance for the free education promised by the new Kenyan government. One new applicant causes astonishment when he knocks on the door of the school. He is Maruge, an old Mau Mau veteran in his eighties, who is desperate to learn to read and write at this late stage of his life. He fought for the liberation of his country and now feels he must have the chance of an education so long denied — even if it means sitting in a classroom alongside six-year-olds. thefirstgrader-themovie.com

Neil will introduce the movie briefly and then screen it. Afterwards, the group will explore how it might be used in media studies, as well as, other curriculum areas such as social studies, history, geography, etc.

INTENDED FOR: General

SPEAKER PROFILE: Neil Andersen's personal and professional interest in communications has led him to life-long learning in media and educational technology. He has taught film and/or media studies in high schools for over 30 years. He has been a computer resource teacher, helping teachers integrate technology into their curricula, and has given numerous educational keynotes and workshops across Canada, the US, Asia and Europe. Andersen has taught media courses for teachers at the University of Toronto, York University and at Mount Saint Vincent University. He is secretary of the Association for Media Literacy (Ontario) and on the Education Committee of the Media-Awareness Network. He has made movies and videos, authored student textbooks, teacher resource books (including Scanning Television), over 200 study guides, and designed interactive CDs, websites, programs, and posters. Currently, Neil is a Media Studies Additional Qualifications Instructor for York University.
integrated with many subjects and activities. Strategies can be adapted to students of differing ages and support and assess media literacy learning. The teaching strategies can be adapted to students of differing ages and integrated with many subjects and activities.

**INTENDED FOR:** Junior Teachers (4-6)

**Claude Belanger**

**Fluency: A Stepping Stone to Comprehension**

**THURSDAY & FRIDAY**

Thursday: 9:00 am - 10:15 am • Kenora Room (max. 50)
Friday: 9:00 am - 10:15 am • Kenora Room (max. 50)

**DESCRIPTION:** Research has shown that reading with a high level of fluency aids comprehension. Consequently, using strategies and materials that build fluency levels helps us achieve the goals of literacy instruction. In this session Claude Belanger will model teaching strategies that use types of materials shown to be useful in improving fluency levels including readers’ theatre, shared reading, choral reading, poetry and song. Integration with other curriculum expectations will be emphasized.

**INTENDED FOR:** Junior and Intermediate Teachers

**SPEAKER PROFILE:** Claude Belanger is a retired elementary school teacher with over thirty years experience in Ontario schools. He is the author/composer of several sing-together, Shared Reading Big Books and is currently a member of a writing team creating readers’ theatre scripts on Canadian Social Studies themes. Claude has presented at Literacy conferences in New Zealand, Australia, and all across Canada and the United States.

**Mary Bigler**

**Reading FUNdamentals**

**THURSDAY & FRIDAY**

Thursday: 9:00 am - 10:15 am • Grand Ballroom West (max. 400)
Thursday: 2:15 pm - 3:30 pm • Grand Ballroom West (max. 400)
Friday: 12:45 pm - 2:00 pm • Grand Ballroom West (max. 400)
Friday: 2:15 pm - 3:30 pm • Grand Ballroom Centre (max. 600)

**DESCRIPTION:** This fun-filled, informative and practical session is designed for teachers who want to make reading engaging, meaningful and fun for their students. You will laugh, learn and leave with many ideas you can implement immediately to improve students’ reading, writing, listening, speaking, viewing, and representing abilities.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Dr. Mary Bigler, professor of Teacher Education at Eastern Michigan University, is one of the most popular education speakers in North America. From pre-school teacher to college professor, at conferences and staff development programs, in classrooms, legislative assemblies and lecture halls around the world, Mary has spent her life promoting literacy, advocating for children and celebrating the joys of teaching.

**David Booth**

**Out Loud: When Children Breathe Life into Printed Text**

**THURSDAY & FRIDAY**

Thursday: 2:15 pm - 3:30 pm • Civic Ballroom (max. 430)
Friday: 2:15 pm - 3:30 pm • Civic Ballroom (max. 430)

**DESCRIPTION:** This presentation will explore strategies and contexts for engaging junior students in reading aloud — as a class, in groups, with a partner and in performance. We will incorporate poems, scripts, nonfiction, novels, personal writing and songs as modes for oral reading and interpretation.

**INTENDED FOR:** Junior Teachers (4-6)

**SPEAKER PROFILE:** Dr. David Booth is a long-standing friend and supporter of this conference. He is Professor Emeritus at the Ontario Institute for Studies in Education, (OISE), University of Toronto, and Chair of the Centre for Literacy at Nipissing University. He is a well-known international speaker on Literacy and the Arts in Education, and the author of: *Caught in the Middle* (Pembroke Publishers); *Whatever Happened to Language Arts?* (Pembroke Publishers); and *BoldPrint Kids* (Oxford).

**Paulette Bourgeois**

**The Ten Best Things About Franklin The Turtle**

**THURSDAY BREAKFAST**

Thursday: 8:30 am - 10:00 am • Grand Ballroom East (max. 625)

**DESCRIPTION:** *Franklin in the Dark* was published twenty-five years ago. The author shares stories and personal insights about the impact of the character on children and adults around the world.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Paulette Bourgeois is best-known for creating *Franklin the Turtle*, the character who appears in picture books illustrated by Brenda Clark. The books have sold more than 60 million copies and have been translated into 38 languages. An animated television series, merchandise, DVDs and full-feature movies are based on the character. She is also the author of award-winning books for children including *Oma’s Quilt* which was developed as a short film by the NFB, and more than two dozen non-fiction science books. She is a member of the Order of Canada, received an honorary doctorate degree from UWO, an award of merit from the Canadian Association of Occupational Therapists and most recently graduated with an MFA from UBC.
Gail Boushey and Joan Moser
\textbf{The Daily 5: What's New, Tried and True}

\textbf{THURSDAY & FRIDAY}
Thursday: 9:00 am - 10:15 am • Grand Ballroom Centre (max. 600)
Friday: 9:00 am - 10:15 am • Grand Ballroom Centre (max. 600)

\textbf{DESCRIPTION:} Join “The Sisters” in this lively and informative session, as they share what’s new with “The Daily 5,” an elegantly simple structure designed to develop, support, accelerate, and motivate students to be engaged for long periods of time in the act of reading. Lesson plans will be shared to start your children on the road to independence and high achievement while allowing teaching and assessing to be more focused and productive.

\textbf{INTENDED FOR:} Primary Teachers (1-3)

\textbf{SPEAKER PROFILE:} Gail Boushey and Joan Moser are known simply as “The Sisters” to the teachers they’ve worked with in Washington State and throughout the world. They are sisters, and elementary teachers with over 60 years of teaching experience in grades K-6, Special Ed and Reading Resource Specialist, between them. The 2 Sisters are published authors of the books \textit{The Daily 5: Fostering Literacy Independence in the Elementary Grades}, along with \textit{The Café Book — Engaging all Students in Daily Literacy Assessment and Instruction} (Stenhouse Publishers), as well as over one dozen professional development DVDs (available through Stenhouse Publishers and Choice Literacy) and their newly released Professional Development Library. (available through www.thedailycafe.com) The sisters are also webmasters of their professional development website www.thedailycafe.com. They are nationally known consultants specializing in literacy, assessment, and creating beautiful spaces for learning in classrooms.

\textbf{SECOND PRESENTATION:}
\textbf{Exactly How to Have Assessments Inform Instruction for Greater Student Achievement by Using The Café Menu}

\textbf{THURSDAY & FRIDAY}
Thursday: 2:15 pm - 3:30 pm • Grand Ballroom Centre (max. 600)
Friday: 12:45 pm - 2:00 pm • Grand Ballroom Centre (max. 600)

\textbf{DESCRIPTION:} Join “The Sisters” as they share their practical approach for analyzing student data, organizing results and managing instructional plans. Their approach allows for focused instruction based on students greatest areas of needs through their Café Menu, allowing for high academic achievement for all. This session will share their system as well as their newest Café menus, lessons and much more!

\textbf{INTENDED FOR:} Primary Teachers (1-3)

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\textbf{STRESS} & Learn an Easy Way to KEEP it OUT of your Life and Classroom & \\
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\textbf{INSTITUTE OF HEARTMATH®} & \\
& \\
\hline
\textbullet{} Over 19 years of Research at the non-profit Institute of HeartMath & \\
\textbullet{} Proven gains in Health, Longevity, Relationships and Academic Success & \\
\textbullet{} Advantages in the Classroom, on the Playground, in the Community, at Home & \\
\textbullet{} 5 Minute session each morning provides all day School-wide Benefits & \\
\textbullet{} 5 Minutes session before school closing provides Community Benefits & \\
\textbullet{} HeartMath tools are always available to you wherever you are & \\
\textbullet{} The BEST GIFT you will ever receive or give in teaching & \\
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“We are enjoying it (HeartMath) and I asked the students, ‘What if I was to stop HeartMath?’ They said they would be sad. So I will continue to build this classroom environment and use it in all that we do.”

— Laura, a Grade 3 teacher from Waterloo

\textbf{Circle Friday at 2:15 - 3:15 p.m. in the Wentworth Room}
\textbf{FREE DRAW}

HeartMath Licensed Resilient Educator®, Instructor,
Sanctuary Much Inc.
Business: 416 694-1636
Cell: 416 587-8529

This session presented by
HeartMath Licensed Resilient Educator®, Instructor Greg Hallet
We are available for Professional Development sessions at your school

\textbf{SECOND PRESENTATION:}
\textbf{Walk to Morning: Stories from a Writer’s Life}

\textbf{THURSDAY AWARDS BANQUET}
Thursday: 7:00 pm - 9:30 pm • Dominion Ballroom (max. 350)

\textbf{DESCRIPTION:} Having been both a teacher and a writer all of my adult life, and having been raised by a mother and seven sisters — all of them teachers — I’ve come by my profession honestly. But life hasn’t always been perfect. Far from it. On this evening I’ll share stories of both sadness and joy, of tragedy balanced out by triumphs, and of some of the lessons I continue to learn as a writer, professor, mentor, father, and friend.

\textbf{INTENDED FOR:} General

\textbf{SPEAKER PROFILE:} Joseph Boyden is a Canadian novelist and short story writer. A Canadian with Irish, Scottish and Métis roots, Joseph writes about First Nations heritage and culture. An international bestseller that has been translated into 15 languages, his first novel, \textit{Three Day Road}, has won a multitude of awards including the Rogers Writers’ Trust Fiction Prize, the McNally Robinson Aboriginal Book of the Year Award, and the Canadian Authors Association Book of the Year Award. \textit{Three Day Road} was also shortlisted for the Governor General Award for Fiction. Boyden’s second novel, \textit{Through Black Spruce}, was the 2008 winner of Canada’s most prestigious literary prize, the Scotiabank Giller Prize. He is the author of \textit{Born with a Tooth}, a collection of stories that was shortlisted for the Upper Canada Writer’s Craft Award. Boyden is a contributing writer for Canada’s \textit{Maclean’s} and \textit{Zoomer} magazines and has published fiction and nonfiction in a variety of places, including \textit{Walrus}, \textit{Driven}, and \textit{Globe and Mail}. His work has also appeared in publications such as \textit{Potpourri}, \textit{Cimarron Review}, \textit{Blue Penny Quarterly}, \textit{Black Warrior}, and \textit{The Panhandler}. He divides his time between Northern Ontario and Louisiana, where he teaches writing at the University of New Orleans.
Bruce Carmody

STORYTELLERS ALL! The Art of Storytelling in The Classroom

THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • Carleton (max. 40)
Friday: 9:00 am - 10:15 am • Kent (max. 50)

DESCRIPTION: In this workshop, storyteller and retired educator, Bruce Carmody, will help delegates explore the benefits of the ancient art of storytelling in modern literacy programs. Storytelling can be a valuable tool in all classrooms with all ages of students: French Immersion, ESL and regular language classrooms. This workshop will provide participants with an opportunity to develop their own storytelling skills and share strategies for helping students to learn this ancient art. Discover the storyteller that lives in you and then help your students explore their own storytelling skills.

INTENDED FOR: General/ELL/FSL

SPEAKER PROFILE: Bruce Carmody is a retired educator who spent 35 years with the former Scarborough Board of Education where he was a teacher, vice-principal and, principal, including 10 years as a principal in French Immersion schools.

Since retiring from education in June 1998, Bruce has pursued a new career, as a storyteller, an interest he developed while teaching. He is a former president of The Storytellers School of Toronto (now Storytelling Toronto) and remains actively involved with that organization. He is also a member of Storytellers of Canada/Conteurs du Canada.

As a storyteller, Bruce tells in both English and French in schools and churches across the province. He is a frequent teller at the Ontario Science Centre and has told historical stories in many of the smaller museums in Toronto. He has performed at Storytelling Festivals in Newmarket, Ottawa, Toronto, Brantford and St. Marys. For three years he taught storytelling to seniors at the Yonge Street Mission in Toronto. In September 2009, he led a six week course for seniors in the art of storytelling at the Toronto Reference Library. Bruce has also presented storytelling workshops at Ryerson and York Universities.

SECOND PRESENTATION:
TOUS CONTEURS: L’Art du Conteur Dans la Salle de Classe

THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Carleton (max. 40)
Friday: 12:45 pm - 2:00 pm • Kent (max. 50)

DESCRIPTION: Conteur et pédagogue retraité, Bruce Carmody, vous aidera à découvrir les avantages de l’art du conteur dans nos classes de littéracie d’aujourd’hui. Le conte peut devenir un outil pratique dans toutes les classes: immersion, français-langue-seconde, anglais-langue-seconde. Cet atelier offrira aux participants des techniques pour développer leurs habilités personnels comme conteurs (et conteuses) mais aussi pour aider les étudiants à devenir conteurs dans la classe. Découvrez le conteur qui existe déjà dans votre âme pour faire vivre le conte dans la salle de classe.

INTENDED FOR: General/ELL/FSL

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Get Real with Janet Allen
Instructional strategies to support reading and writing nonfiction

Out Loud with David Booth
When children breathe life into printed text

Create with Lisa Donohue
Finding voice in the stroke of a pen

Caught in the Middle
Reading and writing in the transition years

Write with Sylvia Gunnery
Real revision

Read with Lori Jamison
Making the most of the 18-minute lesson

The Writing Circle
A powerful classroom structure that supports writers and promotes peer interaction

Guided Reading
A model of reading instruction that is purposeful, planned, and focused

Explore with Kathy Lundy
The language of caring classrooms

Ask with “The Sisters”
Have assessments inform instruction for greater student achievement

Creating Caring Classrooms
How to encourage students to communicate, create, and be compassionate of others

Assess with “The Sisters”
Have assessments inform instruction for greater student achievement

Question with Tony Stead
Diving deeper with inquiry

Read with Lori Jamison
Making the most of the 18-minute lesson

Guided Reading
A model of reading instruction that is purposeful, planned, and focused

Write with Sylvia Gunnery
Real revision

Explore with Kathy Lundy
The language of caring classrooms

Question with Tony Stead
Diving deeper with inquiry

Join Us!
Meet these amazing author/educators, chat with colleagues, relax after a busy conference day.

Pembroke “Meet-and-Greet” Reception
City Hall Room — Sheraton Centre, 123 Queen Street West, Toronto
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Rachel Cooke

**Making the Invisible Visible: Explicit Teaching Strategies for Reading, Writing, Oral and Media**

**FRIDAY**
Friday: 10:45 am - noon • Kenora Room (max. 50)

**DESCRIPTION:** Explicit teaching is one of the keys to making invisible thinking strategies visible for students. This interactive workshop will focus on a variety of explicit teaching strategies covering all strands of the English curriculum. You will walk away with a grab bag of ready-to-use differentiated activities that will engage intermediate and senior students.

**INTENDED FOR:** Intermediate and Senior Teachers

**SPEAKER PROFILE:** Rachel Cooke is an Instructional Leader of English/Literacy, Grades 7 to 12, for the Toronto District School Board. She has developed school-based teacher initiatives that focus on practical teaching strategies and program development. Rachel is an educational advisor and author for McGraw-Hill Ryerson’s iLit series: *Remix: A Revolution of Text Forms.* For twenty-five years she has been an indefatigable champion of inclusive and anti-oppressive curriculum and teaching.

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Edmond Dixon

**Where the Boys Are: Strategies that work!**

**THURSDAY & FRIDAY**
Thursday: 9:00 am - 10:15 am • Simcoe-Dufferin (max. 110)
Friday: 9:00 am - 10:15 am • Simcoe-Dufferin (max. 110)
Friday: 12:45 pm - 2:00 pm • Kenora Room (max. 50)

**DESCRIPTION:** Do you need more from the boys in your class? Join us for this fast-paced and interactive workshop with practical techniques for helping engage boys passionately in reading and writing! Learn easy-to-use strategies that leverage what brain research reveals about the secrets of the “male mind.” This approach can help any teacher turn classroom resistors into focused achievers. PLEASE NOTE: Fun will be had. Do not attend this workshop unless you want to have a good time!

**INTENDED FOR:** Thursday and Friday morning sessions: Primary Teachers (1-3). Friday afternoon session: Junior and Intermediate Teachers

**SPEAKER PROFILE:** Dr. Edmond J. Dixon is an Ontario educator with 30 years experience as a teacher, administrator, writer, researcher and public speaker. He has researched the effects of differentiated activities on the brain, and his practical strategies have been tested with thousands of teachers and students in classroom settings. The results of his research and practice were published in his first book, *KEEN For Learning.* His most recent book is entitled *Where the Boys Are: Six Places Boys Go to Learn.* He is presently director of the KEEN Differentiated Learning Group, an organization for teachers who would like to make their classrooms the most exciting places in school!

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Lisa Donohue

**Writing: Finding Voice in the Stroke of a Pen**

**THURSDAY**
Thursday: 10:45 am - noon • Carleton (max. 40)

**DESCRIPTION:** Helping students to find their voice as authors can be one of the most challenging aspects of teaching writing. Through the use of mentor texts, student-constructed success criteria, collaboration and feedback, teachers can develop communities of writers where their authors’ voices can be heard. Inspiration, authenticity and creative classroom routines help students become confident, passionate writers.

**INTENDED FOR:** Primary and Junior Teachers

**SPEAKER PROFILE:** Lisa is an educator and author who lives in York Region, Ontario. With over 15 years of experience as a classroom teacher, mentor and literacy leader, she strives to find creative solutions and innovative teaching techniques that nurture and support student growth. As a Literacy Champion, Lisa works collaboratively with teachers across the province to develop balanced literacy programs, integrate technology and develop strategies that foster student success. Lisa is the author of many books including her latest, *The Write Voice* and the best selling book, *Independent Reading: Inside The Box.* Lisa believes that teaching is a profession of passion. She thinks that it is important to connect with each student on a personal level finding the things that interest and inspire each of them. As teachers, we shape the citizens who will lead us into the future.

**SECOND PRESENTATION:**
“Where is the Love?” — Fostering Students’ Passion For Learning

**FRIDAY**
Friday: 10:45 am - noon • Carleton (max. 40)

**DESCRIPTION:** Learning in the 21st century requires students to utilize a broad range of skills. These include the foundations of reading, writing, listening and speaking. However, as the world is rapidly evolving around us, students need to be savvy with digital, media, critical and social literacies. Through authentic, engaging learning opportunities, it is possible to maximize students’ creativity and passion for learning. Hear first-hand accounts of how shifting the focus from what we teach to how we learn can help change a student’s outlook, maximize engagement and foster a love for learning.

**INTENDED FOR:** Primary and Junior Teachers
**Lorna Earl**  
**Rethinking Assessment With Purpose in Mind**  
**THURSDAY & FRIDAY**  
Thursday: 10:45 am - noon • Grand Ballroom Centre (max. 600)  
Friday: 10:45 am - noon • Grand Ballroom Centre (max. 600)  
**DESCRIPTION:** As learning becomes a priority for all students, assessment takes on a different role. When assessment becomes a key component of learning, it can provide teachers and students with a “window” into what students understand and a mechanism for deciding what to do next. In this session, Lorna Earl will highlight three purposes of assessment, all of which are important in classroom practice:  
- **Assessment FOR Learning:** formative assessment that occurs during instruction to be used in the service of the next stage of learning. Teachers use many methods (e.g., observation, worksheets, questioning in class, student-teacher conferences) so that they can modify the learning work for their students.  
- **Assessment AS Learning:** extends the role of formative assessment for learning by emphasizing the role of the student, not only as a contributor to the assessment and learning process, but the critical connector between them. This is the regulatory process in meta-cognition. It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations and even major changes in what they understand.  
- **Assessment OF Learning:** summative assessment designed to certify learning and report to parents and students about their progress in school. Teachers use a range of methods (e.g., tests, exams, homework, projects, reports) to assess the quantity and accuracy of student work.  
Each of these purposes is important but they embody inherent tensions. The challenge is to get the balance right and to use all three assessment purposes to enhance student learning and provide rich and meaningful information to parents and others who care about student learning.  
**INTENDED FOR:** General  
**SPEAKER PROFILE:** Lorna Earl, PhD is Director of Aporia Consulting Ltd. and the current President of the International Congress of School Effectiveness and School Improvement. She has recently retired from a position as Associate Professor in the Theory and Policy Studies Department and Head of the International Centre for Educational Change at OISE/UT and is an part-time Professor at the University of Auckland. Lorna has worked for over 20 years in schools, school boards, ministries of education and universities. As a leader in the field of assessment and evaluation, she has been involved in consultation, research, evaluation and staff development with teachers’ organizations, ministries of education, school boards and charitable foundations in Canada, England, Australia, New Zealand, Europe and the United States. She is a prolific author and has written books, chapters and articles about assessment, using data for decision making, evaluation methods, knowledge mobilization, and networking for school improvement. Throughout her career, she has concentrated her efforts on issues related to evaluation of large-scale reform and assessment (large-scale and classroom) in many venues around the world.

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**Robert Faust**  
**The Mask Messenger**  
**THURSDAY & FRIDAY**  
Thursday: 2:15 pm - 3:30 pm • Windsor E/W (max. 70)  
Friday: 10:45 am - noon • Conference F (max. 70)  
**DESCRIPTION:** *The Mask Messenger* illuminates and expands the concept of the mask and its many purposes personally, cross culturally and historically. Through seamless transitions from mask to mask this performances reveals the relationship of masks to human psychology, business, fashion, art, dance, and theatre. To bring the various characters to life *The Mask Messenger* uses Commedia Dell’Arte style half-masks, full masks worn on top or back of the head. Audiences are amazed and delighted at simple physical movements that can completely transform the performer. The show has been performed over 2000 times at festivals, corporate events, universities, and in theatres throughout the United States and the world.  
**INTENDED FOR:** General  
**SPEAKER PROFILE:** Robert Faust, native New Orleanian, is the founder and artistic director of Faustwork Mask Theatre. He has produced and created six shows that have toured to theatres, festivals, universities, schools, and corporate events. The company has also made appearances in Italy, England, Australia, Hong Kong, Singapore, Brunei, Israel, and South Africa. Faustwork’s first symphony show, *Face the Music*, was created in 2006 and performed in Wichita and Arkansas City, Kansas. Mr. Faust has also performed and choreographed with Pilobolus.
Dance Theater, Martha Clarke, Jules Feiffer, Mangrove, and the Paul Winter Consort. In 2006, Mr. Faust played the roles of Oberon and Theseus in Motus O Dance Theatre’s production of A Midsummer Night’s Dream.

Mr. Faust designs and creates the masks used in Faustwork performances. His masks and sculptures — made from wood, leather, celsic, neoprene, or bronze — are primarily used on stage, but can occasionally be seen in galleries, and have been commissioned by the American Conservatory Theater in San Francisco, Pilobolus, Momix, Harvard University, The Paul Winter Consort, and David Kirk/Callaway Editions, Inc.

Carolyn Filice

Early Intensive Reading Intervention

THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • City Hall (max. 180)
Friday: 9:00 am - 10:15 am • City Hall (max. 180)

DESCRIPTION: This presentation will outline the components of an effective primary literacy intervention program. It will also highlight how to use assessment to drive student learning and how to guide struggling readers to achieve success.

INTENDED FOR: Primary Teachers (1-3)

SPEAKER PROFILE: Carolyn Filice has taught with the Toronto Catholic District School Board for 27 years. She specializes in early literacy education, guiding struggling readers to achieve success through effective and innovative teaching practices. In 2004, Carolyn was the recipient of the Reading for the Love of It Award. She shares her expertise by mentoring and coaching teachers, and by writing several support documents for the TCDSB.

David Freeman and Yvonne Freeman

Essential Practices for English Language Learners

THURSDAY & FRIDAY
Thursday: 10:45 am - noon • Simcoe-Dufferin (max. 110)

DESCRIPTION: The presenters describe 6 practices essential for teaching ELLs effectively. Teachers should know their students, teach language and content, organize curriculum around units of inquiry, draw on students’ languages and cultures, emphasize meaningful reading, and develop academic language. The presenters use PowerPoint slides with pictures from classrooms to illustrate each point.

INTENDED FOR: Primary and Junior Teachers

SPEAKER PROFILE: Dr. Yvonne Freeman is a professor of bilingual education and Dr. David Freeman is a professor of reading and ESL at the University of Texas, Brownsville. Both are interested in effective education for English language learners. They present regularly at international, national, and state conferences. They have also worked extensively in schools in the U.S. and abroad. They have evaluated the ESL program at Hong Kong International School and worked with teachers and administrators at La Paz Community School in Costa Rica. They have presented to faculty on ways to prepare teachers to teach ELLs at the University of North Texas, Stephen F. Austin University, Texas Christian University, Hostos Community College, and Hofstra University.

The Freemans have published books, articles and book chapters jointly and separately on the topics of second language teaching, biliteracy, bilingual education, linguistics, and second language acquisition. Their newest books are Between Worlds: Access to Second Language Acquisition 3rd edition (2011), Academic Language for English Language Learners and Struggling Readers (2009), the revised translation of, La enseñanza de la lectura y la escritura en el salón bilingüe y de doble inmersión (2009) published by Heinemann, English Language Learners: The Essential Guide (2007), published by Scholastic and a book they edited, Diverse Learners in the Mainstream Classroom (2008) published by Heinemann. Other books written by the Freemans and published by Heinemann include: the second edition of Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms; Dual Language Essentials for Teachers and Administrators; Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar; Closing the Achievement Gap: How to Reach Limited Formal Schooling and Long-Term English Learner; Teaching Reading in Multilingual Classrooms; and ESL/EFL Teaching: Principles for Success. The Freemans are authors of Houghton Mifflin Harcourt programs, On Our Way to English, Literacy by Design and STEEL (Strategic Teaching Essentials for English Learners), a professional development program for teachers to support their teaching of ELLs.

SECOND PRESENTATION:
Engaging English Language Learners in Academic Literacy

THURSDAY & FRIDAY
Friday: 9:00 am to 10:15 am Dominion South (max. 200)

DESCRIPTION: Secondary English language learners (ELLs) develop decoding skills fairly quickly, but they do not become engaged readers. They often lack the background knowledge, vocabulary, and comprehension skills needed to read grade level texts. This session presents culturally responsive strategies teachers can use to engage secondary ELLs in reading. These strategies are designed to build students’ vocabulary and help them comprehend grade-level texts. The presenters use slides from a secondary classroom to demonstrate how one teacher helped her ELLs develop academic literacy by engaging them in thematic studies.

DESCRIPTION: Intermediate and Senior Teachers

Vanessa Grieve and Nanette Owusu-Ansah

Developing Early Literacy Skills Through Play-Based Learning

THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • Elgin (max. 40)
Friday: 9:00 am - 10:15 am • Conference B/C (max. 150)

DESCRIPTION: This workshop will examine how teachers can effectively use Play-Based Learning in a Full-Day Early Learning Kindergarten classroom in order to enhance early literacy skills. We will look at how to incorporate reading, writing, and oral language into different centers and how to use a variety of tools to effectively assess the students.

INTENDED FOR: Kindergarten Teachers
Erin Gruwell
Becoming a Catalyst for Change

FRIDAY LUNCHEON
Friday: 12:15 pm - 2:00 pm • Grand Ballroom East (max. 625)

DESCRIPTION: Erin Gruwell will provide an inspirational one hour presentation titled “Becoming a Catalyst for Change.” She will share her motivational story, as portrayed in the book, The Freedom Writers Diary — How a Teacher and 150 Teens Used Writing To Change Themselves and the World Around Them. The focus of the presentation will be on overcoming hardships and creating positive change from within. The guest speaker will also perform a book signing for approximately one hour following the presentation.

INTENDED FOR: General

SPEAKER PROFILE: As a teacher in her now famous Room 203 at Wilson High School, Erin Gruwell fostered an educational philosophy that encouraged her students to re-think rigid beliefs about themselves and others, reconsider daily decisions, and ultimately re-chart their futures. Inspired by Anne Frank, Erin and her students captured their collective journey in The Freedom Writers Diary. Through poignant student entries and Erin’s narrative text, the book records their eye-opening, spirit-raising odyssey against intolerance and misunderstanding. In 2007, Paramount Pictures released Freedom Writers, starring two-time Oscar winner Hilary Swank as Erin. The film was based on The Freedom Writers Diary, the New York Times bestseller that chronicled Erin’s extraordinary journey with 150 high school students who had been written off by the education system. In that same year, Teach With Your Heart, Erin’s powerful memoir and call to arms was published. She has since founded the Freedom Writers Foundation where she currently teaches Full-Day kindergarten.

Real Revision
Thursday: 10:45 am - noon • Elgin (max. 40)
Friday: 10:45 am - noon • Elgin (max. 40)

DESCRIPTION: The first draft has been written… now what? Most students are quite pleased with this accomplishment—and more than happy to stop right there. Real Revision outlines key elements for meaningful revision and offers insightful strategies that encourage young writers to revise thoughtfully and often. In this workshop, each participant will create a brief first draft and work toward strengthening the writing through individual and group activities. All activities can be easily adapted for grades 4-12.

INTENDED FOR: Junior and Intermediate Teachers

SPEAKER PROFILE: Sylvia Gunnery is a writer and a teacher of writing, with 32 years experience working with students at the intermediate and senior levels. She first took herself seriously as a writer when she attended the Banff Centre in 1976 under the instruction of W.O. Mitchell. Since then, she has been inspired by her students to write many books for teens and children, including her two latest novels slated for spring 2012 with Lorimer and Pajama Press. A recipient of a Prime Minister’s Teaching Award, Sylvia shares her expertise in The Writing Circle (Pembroke) and in the classroom resource Revision Plus (Curriculum Plus). She has presented at conferences, libraries, and schools across Canada, and currently represents the Writers’ Union of Canada on the National Reading Campaign. Sylvia lives at Crescent Beach on the South Shore of Nova Scotia.

Introduction to Foundational Critical Thinking Concepts, Principles and Instructional Applications
Thursday: 9:00 am - 10:15 am • Conference B/C (max. 150)
Friday: 9:00 am - 10:15 am • Conference D/E (max. 90)

DESCRIPTION: This session is an interactive experience that will introduce faculty to foundational critical thinking concepts and principles. The workshop is organized to highlight various instructional strategies (best teaching practices) that move instruction away from didactic, teacher centered methods and toward dialectic and dialogic student centered methods. When taken together, critical thinking concepts and best instructional practices, instructors will be in possession of a framework that can aid in the construction of instructional opportunities that can lead to the development of critical thinking skills and dispositions.

INTENDED FOR: Junior and Intermediate Teachers

SPEAKER PROFILE: With over fifteen years of instructional experience and having facilitated over 100 professional development workshops, Dr. Hale brings a wealth of experience to the professional development setting. Recognizing the importance of placing critical thinking at the heart of instruction early on in his teaching career, Dr. Hale took an incremental but systematic approach to bringing critical thinking theory and practice into his courses. Dr. Hale is highly skilled in
designing lessons that fulfill curriculum standards, and he has extensive experience working with diverse student populations. As an instructor and a presenter, his approach is both practical and personal and is always focused on finding realistic ways to help students develop critical thinking skills and dispositions.

Dr. Hale holds a bachelor’s degree in intellectual and social history, a master’s degree in liberal arts and sciences, a secondary single subject teaching credential in social science, and a Ph.D. in Interdisciplinary Studies with an emphasis on critical thinking, teaching and learning. His research interests involve identifying practical methods for teaching students to identify and work through complex issues and problems as well as studying approaches to professional development and instructor preparation.

Dr. Hale regularly conducts national and international workshops for primary, secondary and post-secondary faculty on topics related to critical thinking and instructional and curriculum design. He teaches a graduate course on critical thinking and has been a presenter at the annual International Conference on Critical Thinking for the last six years.

Greg Halket

**Stress — Learn an Easy Way to Keep it out of your Life and Classroom.**

**FRIDAY**
Friday: 2:15 pm - 3:30 pm • Wentworth (max. 50)

**DESCRIPTION:** Stress is strange. Most people don’t know they have it. Once recognized it is very easily dissipated… when you know how. Our speakers will show you with a biofeedback device called the *emWave*, what it looks like and teach you an easy to learn strategy called the *HeartMath* technique to relieve it. The *emWave* will leave no doubt in your mind that this technique works. There is nothing to buy. You already have everything you need to do this except the knowledge of why and how this works. That is what we will provide. What does this have to do with your classroom? You will leave excited to take the *HeartMath* technique back to your students. Your students will see an improvement in their learning abilities, will treat you and their classmates with respect and will be healthier. There will be more joy in your teaching and you will also live a healthier and longer life.

P.S. Don't be fooled by the name *HeartMath*. It requires no Math ability although your student’s, Math skills and other abilities will improve.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Greg Halket, OCT holds a B.A. and an Honour Specialist in History and Law. Greg along with Jane Milligan, OCT, B.A., M.Ed are both HeartMath Licensed Resilient Educator Instructors and present HeartMath workshops through Sanctuary Much Inc.

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**Theresa Hanrahan**

**Media Literacy — 1,2,3!**

**THURSDAY & FRIDAY**
Thursday: 12:45 pm - 2:00 pm • City Hall (max. 180)
Friday: 10:45 am - noon • Conference D/E (max. 90)
Friday: 12:45 pm - 2:00 pm • Conference D/E (max. 90)

**DESCRIPTION:** This session will focus on helping students to understand, critically interpret, and create media texts. Strategies for integrating Media Literacy throughout the curriculum at the Primary level will be shared. Participants will explore activities using picture books, photographs, online resources, environmental print, sounds, and images that will bring excitement to Media Literacy lessons in grades 1, 2 and 3.

**INTENDED FOR:** Primary Teachers (1-3)

**SPEAKER PROFILE:** Theresa Hanrahan has been working within the TCDSB for over 19 years. During her career, Theresa has provided support to children and fellow educators as a literacy coach, reading intervention teacher, and professional learning network teacher. Theresa received the Reading for the Love of It Award in 2005 and she currently shares her love of literacy in a primary classroom.

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**Alix Harte**

**Closing the Gap: The Imperative of Using Interdisciplinary Studies to Improve Student Achievement**

**THURSDAY & FRIDAY**
Thursday: 9:00 am - 10:15 am • Windsor E/W (max. 70)
Friday: 9:00 am - 10:15 am • Windsor E/W (max. 70)

**DESCRIPTION:** As our curriculum becomes increasingly more crowded, educators are faced with making difficult decisions about how to fit it all in. New research indicates that when literacy and science intersect, not only do students demonstrate increased engagement, measures of academic achievement improve substantially.

**INTENDED FOR:** Primary and Junior Teachers

**SPEAKER PROFILE:** Alix Harte is currently the Program Coordinator of English/Literacy K-12 for the Toronto District School Board.

**SECOND PRESENTATION:**

**Let’s Talk About It! Unlocking the Power of Accountable Talk**

**THURSDAY & FRIDAY**
Thursday: 12:45 pm - 2:00 pm • Kenora Room (max. 50)
Friday: 2:15 pm - 3:30 pm • Simcoe-Dufferin (max. 110)

**DESCRIPTION:** Current research demonstrates the compelling power of accountable talk and confirms the fact that including planned and purposeful opportunities for accountable talk connected to the curriculum are non-negotiable. Participants will examine some of the latest research, as well as investigate a number of practical, hands on, use-it-tomorrow activities which will make a difference for all of our students.

**INTENDED FOR:** Primary and Junior Teachers
Booths 204–209

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Sue Jackson, Scholastic National Literacy Consultant & Literacy Place Author

Exploring ‘Big Ideas’ and Inquiry with Young 21st-Century Learners
Thursday @ 2:15 pm, Conference Room G

Great Beginnings! Literacy in the Kindergarten Classroom
Friday @ 2:15 pm, Conference Room G

Kindergarten–Grade 6

Tony Stead, Literacy Place Lead Author

Developing Empowered Readers and Writers Through Rich Oral Language Experiences
Thursday @ 10:45 am, Civic Ballroom • Friday @ 9:00 am, Civic Ballroom

Diving Deeper with Inquiry
Thursday @ 12:45 pm, Civic Ballroom • Friday @ 10:45 am, Civic Ballroom

Grades 4–8

Jeffrey Wilhelm, Senior Editor for The 10

Creating a Network of Learners
Thursday @ 9:00 am, Civic Ballroom • Friday @ 10:45 am, Essex Ballroom

Seeing Students as Experts: Framing Curriculum and Instruction as Inquiry
Thursday @ 2:15 pm, Dominion South • Friday @ 2:15 pm, City Hall Room

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How the English Language Learner Brain Works

THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Conference F (max. 70)
Friday: 12:45 pm - 2:00 pm • Conference F (max. 70)

DESCRIPTION: Neuroscience offers many insights into how the brain acquires language. While learning a first language is easy, learning a second language later is often a challenging task. There are factors of age, gender, and previous language and culture that come into play in second language acquisition. This workshop will explore these challenges and explore options for classroom and subject teachers in developing effective programs for their ELLs. We will look at subject-specific applications.

INTENDED FOR: General/ELL/FSL

SPEAKER PROFILE: A teacher for more than 20 years, Peter is currently the ELL lead teacher for the Toronto Catholic District School Board’s 200 elementary and secondary schools. He has also taught numerous ESL AQ courses for OISE at both the elementary and secondary levels. As an active member of the ESL/ELD Resource Group of Ontario, he recently helped produce a guide to assist teachers with programming considerations for English Language Learners with exceptionality. Among his many projects, he is currently working on co-creating a welcome package for teachers of new ELLs together with the Waterloo Catholic District School Board.

Christine Jackson

Reading and Writing with Your Whole Self: Using Simple Drama Strategies to Deepen Thinking and Feeling Responses to Literature

THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Conference G (max. 65)
Friday: 12:45 pm - 2:00 pm • Conference G (max. 65)

DESCRIPTION: This session will address some of Christine’s burning questions: How can we employ the questioning of strategies to deepen critical thinking and disrupt preconceived notions and assumptions? How can arts-based literacy strategies open our hearts and engage our minds? How can story and drama help us understand ourselves, each other and our world? Participants will be introduced to high-yield arts-based strategies for teaching point of view, empathy, critical stance, inference and analysis.

INTENDED FOR: Junior Teachers (4-6)

SPEAKER PROFILE: Christine Jackson has worked in a variety of arts and literacy education contexts. Recent roles and responsibilities include: Program Coordinator of the Arts at the TDSB; Education Officer leading the revision of the Arts Curriculum at the Ministry of Education; and Instructor, Initial Teacher Education and Additional Qualifications, OISE/UT. Christine has developed numerous curriculum resources that help teachers integrate the arts and literacy across the curriculum, including: Body Talk: Teaching Dance as a Language; Treasures for Teaching: Story, Drama, and Dance; Dance, Drama and Critical Literacy Lessons, 1-8; Weaving Layers of Meaning: A Collaborative Exploration of Critical Literacy and Multiliteracies.

Sue Jackson

Exploring ‘Big Ideas’ and Inquiry with Young 21st-Century Learners

THURSDAY & FRIDAY
Thursday: 2:15 pm - 3:30 pm • Conference G (max. 65)

DESCRIPTION: Are you interested in helping young learners develop the tools they need to pursue self-initiated inquiries? This interactive workshop will highlight the use of ‘big ideas’ and inquiry questions to begin conversations about topics/issues such as stewardship, sustainability, empathy, self-awareness or respect. Learn how to promote developmentally appropriate exploration, questioning, and problem solving to focus your students on thinking critically and delving below the surface of important topics. Examine resources that facilitate inquiry learning where students practice 21st century skills through listening, questioning, collaborating, talking, moving, dramatizing, playing, and artistic expression. Explore ways to make class inquiry vibrant with both print and digital resources.

INTENDED FOR: Kindergarten Teachers

SPEAKER PROFILE: Sue Jackson is an enthusiastic and innovative speaker, author, consultant, and educator. Prior to her role as Scholastic’s National Literacy Consultant, Sue was a Learning Coordinator for the Thames Valley DSB in Ontario, where she assisted teachers with the implementation of provincial and board literacy initiatives. Additionally, Sue has taught courses for the University of Western Ontario and she has written many educational publications, including: Scholastic’s Literacy Place for the Early Years, K-3; Moving Up with Literacy Place, 4-6; and Stepping Up with Literacy Place, 7-8. As a classroom teacher for 20 years, Sue brings a wealth of experience and a passion for hands-on, inquiry-based learning to her sessions.

SECOND PRESENTATION:

Great Beginnings! Literacy in the Kindergarten Classroom

THURSDAY & FRIDAY
Friday: 2:15 pm - 3:30 pm • Conference G (max. 65)

DESCRIPTION: In this workshop, participants will explore how to fit the pieces of a reading and writing program together to complement and support one another in the kindergarten classroom. Sue will examine the comprehension strategies and how to explicitly teach these strategies through ‘think aloud’ modelling, shared and guided practice, and independent application. Participants will leave with a better understanding of how to set up literacy centres, incorporate word work into reading and writing, and provide multiple opportunities for practice of literacy skills. Differentiated learning will also be addressed in this session.

INTENDED FOR: Kindergarten Teachers
Greg Jacobs
TIFF Learning presents Louder Than a Bomb, with co-director/co-producer Greg Jacobs
FRIDAY
Friday: 12:45 pm - 2:00 pm • Conference B/C (max. 150)
DESCRIPTION: Louder Than a Bomb tells the story of four Chicago high school poetry teams as they prepare to compete in the world’s largest youth slam. By turns hopeful and heartbreaking, the film captures the turbulent lives of these unforgettable kids, exploring the ways writing shapes their world, and vice versa. Louder Than a Bomb is not about “high school poetry” as we often think of it. It’s about language as a joyful release, irressibly talented teenagers obsessed with making words dance. While the topics they tackle are often deeply personal, what they put into their poems — and what they get out of them — is universal: the defining work of finding one’s voice. Winner of fifteen film festival prizes, including nine audience awards, Louder Than a Bomb has been hailed as “inspiring and electrifying” (Roger Ebert), “powerful and exhilarating” (Time-Out Chicago), “fascinating” (L.A. Times), “irresistible” (Chicago Tribune), “life-affirming” (New York Daily News), “a get-up-and-clap kind of movie” (Paste), and “a celebration of American youth at their creative best” (Variety).
INTENDED FOR: General
SPEAKER PROFILE: SISKEL/JACOBS Productions (SJP) is an award-winning Chicago-based television and documentary production company founded in 2005 by Jon Siskel and Greg Jacobs. Prior to Louder Than a Bomb, SJP produced the Emmy-winning History Channel program 102 Minutes That Changed America which reconstructs the events of 9/11 in New York City, using only sound and video from that morning. 102 Minutes has become standard viewing in high school and college classrooms across the country, a way for students to learn about the historical and emotional impact of 9/11.
SJP Co-founder Greg Jacobs served as VP/Chief Creative Officer at Towers Productions, where he oversaw the content of more than two hundred documentaries on five different networks, including award-winning shows and series for A&E, History, Discover, The Weather Channel and CNN. A graduate of Yale University, Greg has a master’s degree in history from Ohio State, and is the author of Getting Around Brown: Desegregation, Development and the Columbus Public Schools.

Lori Jamison
“Teacher, I Hurt My Arm Knee!” Oral Language Development in Kindergarten
THURSDAY & FRIDAY
Thursday: 10:45 am - noon • Grand Ballroom West (max. 400)
Friday: 9:00 am - 10:15 am • Grand Ballroom West (max. 400)
DESCRIPTION: James Britton once said that literacy floats on a sea of talk. We know that oral language development is the foundation of reading and writing. In this session, we’ll look at three facets of oral language development: spoken communication, phonological awareness, and vocabulary. You’ll get many practical ideas for teacher-guided language activities as well as for supporting oral language development in play-based learning.
INTENDED FOR: Kindergarten Teachers
SPEAKER PROFILE: Lori Jamison (Rog) is a teacher, curriculum consultant and author. In addition to her life work as a classroom teacher, Lori spent ten years as K-12 Language Arts Consultant in Regina, SK. Lori is one of only nine Canadians to have served on the Board of Directors of the International Reading Association and has been a featured speaker at numerous IRA conferences around the world. She is currently an independent educational consultant, speaking at conferences and consulting with school divisions across Canada and the U.S. Lori’s recent books include: Read, Write, Play, Learn: Literacy Instruction in Today’s Kindergarten (IRA, 2011); Guided Reading: Making the Most of the 18 Minute Lesson (Pembroke 2012); Marvelous Minilessons for Teaching Beginning Writing, K-3; and Intermediate Writing, Grades 4-6.

SECOND PRESENTATION:
Guided Reading: Making the Most of the 18 Minute Lesson
THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Grand Ballroom West (max. 400)
Friday: 12:45 pm - 2:00 pm • Essex Ballroom (max. 260)
DESCRIPTION: Guided reading is one of the most powerful tools we have for differentiating literacy instruction. In this session, Lori will share a lesson structure that involves focused multiple readings for comprehension strategies, word study and fluency practice. We’ll look at how the guided reading lesson differs for emergent, early, developing and fluent readers and you’ll pick up a collection of ideas for small group teaching and independent (“must-do”) activities, from sticky note toolkits to dollar-store manipulatives.
INTENDED FOR: Primary Teachers (1-3)

Don Jones and Jill Staples
Media and Literacies: An Exploration of Meaning
THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • Kent (max. 50)
Friday: 12:45 pm - 2:00 pm • Conference H (max. 60)
DESCRIPTION: Discover classroom approaches to enliven all areas of your literacy programme using a variety of media texts. Take away numerous resources and classroom ideas from this hands-on workshop.
INTENDED FOR: Intermediate and Senior Teachers
SPEAKER PROFILE: Don Jones has been a classroom teacher, Literacy/Mathematics Consultant, and Literacy Coordinator with the Halton District School Board. He has worked with educators on a variety of local, provincial, national and international projects and publications. He is currently on secondment to Charles Sturt University in Burlington, Ontario where he is a lecturer in Literacy, Mathematics, and Science in the Bachelor of Primary Education Program. More recent publications include: work with Live Ink (an engaging series of English resources 9-10); Essentially Science and Technology (a practical, hands-on series of resources for single and combined grades); Pearson Media Literacy (DVDs with media texts linked to the themes of Literacy in Action 7-8); and Math Makes Sense.
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Jill Staples has been a classroom teacher and an Itinerant Literacy and Numeracy Teacher with the Halton Catholic District School Board. She presents highly practical approaches through her AQ courses and her direct work with teachers in the classroom. She is currently on secondment to Charles Sturt University in Burlington, Ontario where she is a lecturer in the Bachelor of Primary Education Program.

SECOND PRESENTATION:
Using Descriptive Feedback: Assessment ‘For’ and ‘As’ Learning

THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Conference H (max. 60)
Friday: 2:15 pm - 3:30 pm • Conference H (max. 60)

DESCRIPTION: In this workshop educators learn how to use descriptive feedback to support assessment ‘for’ and ‘as’ learning in order to differentiate instruction and meet the needs of all learners. This hands-on, interactive session will provide participants with an opportunity to compare different types of feedback and witness the positive impact of descriptive feedback on student learning. Participants will have the opportunity to explore and write examples of meaningful descriptive feedback using student work samples, conferences and performance tasks that can be applied to their own practice. Additional resources will be provided for participants for future reference and immediate classroom use.

INTENDED FOR: Intermediate and Senior Teachers

Myra Junyk and Natalie Junyk
Teaching in the Paperless Classroom

THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • Conference H (max. 60)
Thursday: 2:15 pm - 3:30 pm • City Hall (max. 180)
Friday: 9:00 am - 10:15 am • Conference H (max. 60)

DESCRIPTION: Are you buried in paper? Have you considered integrating more technology into your literacy instruction to eliminate some of the reams of paper in your classroom? In this workshop, discover how you can use paperless teaching methods to enhance literacy instruction. These strategies will engage students and reinforce understanding of curricular expectations and media literacy. Discussion forums, wikis, blogs, YouTube, Google and Tumblr are just some of the resources that will be discussed to bring language and literature alive for your students. There will be an extensive activity and resource list provided.

INTENDED FOR: Intermediate and Senior Teachers

SPEAKER PROFILE: Myra Junyk has worked as a teacher, principal, K-12 Language Arts and Library coordinator, curriculum writer for the Ministry of Education, member of the Marilyn Baillie Picture Book Award Selection Committee, member of the Golden Oak Selection Committee and Chair of ELAN and the Red Maple Selection Committee. Currently, she is the Chair of the CLA Book of the Year for Children Jury. She is now a writer and literacy advocate.

Natalie Junyk is a secondary teacher with the Toronto Catholic District School Board. She has taught Art, English, English Literacy, Native Studies and Religion. She is an enthusiastic educator who runs the school newspaper, participates in literacy and arts initiatives, as well as working with struggling readers and writers. She firmly believes in digitizing the curriculum to achieve increased engagement for all students. Her M.Ed. thesis looked at the implementation of visual culture strategies in the secondary classroom.

Penny Kittle
Storyboards Lead Writers to Flexible Thinking

THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • Dominion South (max. 200)
Friday: 10:45 am - noon • Conference B/C (max. 150)

DESCRIPTION: Teach your students how to use visual tools so they can see scenes and ideas as movable parts. Helping students think through stories before writing leads to flexible, deep thinking about all of the qualities that make writing powerful. We’ll look at student work and play with storyboards of our own that we can use as models in our teaching. Come to sketch and think and share together.

INTENDED FOR: Intermediate and Senior Teachers

SPEAKER PROFILE: Penny Kittle teaches high school English and is a K-12 literacy coach in North Conway, NH. She is the author of four books, including Write Beside Them, which won the Britton Award in 2009, and Inside Writing, co-authored with Donald Graves. She is currently finishing a book on reading.

SECOND PRESENTATION:
How Writing Notebooks Lead to Revision

THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Simcoe-Dufferin (max. 110)
Thursday: 10:45 am - noon • Conference B/C (max. 150)
Friday: 2:15 pm - 3:30 pm • Conference H (max. 60)

DESCRIPTION: It’s a no-fail zone: the writing notebook. Notebooks anchor the daily work in my classroom and lead students to improve voice and clarity in their writing. We will explore how to use quick writes, re-reading, and revision to motivate students to invest more in their writing. Breathe life into your writing workshop with notebooks for gathering, thinking, and finding important things to write about.

INTENDED FOR: Intermediate and Senior Teachers

Sharon Korpan
Putting the IT into LIteracy (Primary/Junior) — e-Learning Ontario

THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • Wentworth (max. 50)
Friday: 9:00 am - 10:15 am • Elgin (max. 40)

DESCRIPTION: Engaging students in reading and writing can be a challenge, but it doesn’t need to be! Let blended learning and the Ontario Educational Resource Bank (OERB) — an online, searchable database of learning objects, videos, tutorials, and educational games — free to students in Ontario’s provincially-funded schools — help! This session will focus on a range of literacy resources for primary and junior students, showcasing newly created objects. We’ll teach you how to explore the OERB
yourself to find activities that can be accessed anytime, anywhere — from school, home, or anywhere with an internet connection!

INTENDED FOR: Primary and Junior Teachers

SPEAKER PROFILE: Sharon Korpan is currently an Education Officer for e-Learning Ontario, Ministry of Education. She was formerly a Special Assignment Teacher for JK-12 Information Technology Integration with St. Clair Catholic District School Board. Prior, she spent seven years as an intermediate classroom teacher. She has worked as a curriculum writer for the Ministry of Education and Ontario English Catholic Teacher Association. In addition, she is also an Additional Qualifications Course instructor. In her spare time, she is currently completing her Masters of Educational Technology from the University of British Columbia.

SECOND PRESENTATION:

Putting the IT into LITeracy (Intermediate/Secondary) — e-Learning Ontario

THURSDAY & FRIDAY

Thursday: 12:45 pm - 2:00 pm • Wentworth (max. 50)
Friday: 12:45 pm - 2:00 pm • Carleton (max. 40)

DESCRIPTION: This session is geared towards intermediate and senior teachers. Session description is the same as Putting the IT into LITeracy (Primary/Junior) — e-Learning Ontario session.

INTENDED FOR: Intermediate and Senior Teachers

Donna Kozak

Power of Talk in the Early Years – How to facilitate the development of young children’s oral narratives through playful learning experiences

THURSDAY & FRIDAY

Thursday: 10:45 am - noon • Essex Ballroom (max. 260)
Friday: 12:45 pm - 2:00 pm • Windsor E/W (max. 70)

DESCRIPTION: The Power of Talk in the Early Years — Oral Language development in the early years is foundational to eventual success in literacy skill acquisition; especially comprehension. Children need an extensive receptive and expressive vocabulary that continues to grow throughout their early years empowering their ability to become effective consumers of print. Young children’s learning experiences in JK, SK and beyond require rich, meaningful and robust opportunities for oral language development. Carefully planned explicit experiences can enrich and expand young children’s oral language development. Video exemplars will demonstrate effective strategies in action with young children. Participants will learn and practice several practical techniques to enhance their early language and literacy practices.

INTENDED FOR: Primary Teachers (K-3)

SPEAKER PROFILE: Donna Kozak has been a teacher for 27 years beginning her career in the primary grades. She has also worked as a Learning Disabilities Support Teacher in grades 2-12 and has run a literacy intervention program for students in grades 7-10. Donna has spent the last few years working in the area of early learning supporting early childhood educators with increasing their knowledge in early language and literacy development. Donna has also been an adjunct professor teaching sessional and Post-Bac courses at the University of British Columbia — Okanagan, in the area of language and literacy development, teaching literacy to students with diverse needs, as well as supervising student teachers.

Over the past decade, Donna has collaborated with her team members who include a Speech Language Pathologist and Director of Instruction to develop an Early Learning Profile assessment tool used by all kindergarten to grade three teachers in the school district. Coupled with the assessment tool is ongoing professional development for our teachers in early literacy assessment and teaching strategies. The team has also authored Early Learning For Families or ELFF; a program used in all 30 elementary schools to support families and their 3-5 year old children as they prepare them for Kindergarten. The team of three, has presented their projects across Canada and the United States and were awarded the “Interprofessional Collaboration Award of Excellence” at the Canadian Speech Language Pathologists and Audiologists Annual Awards Ceremony in Montreal this spring. Donna continues to champion the importance of strong early language and literacy development among her colleagues, parents and community members through various networks in the province of B.C.

Chris Kubsch

Writing Out of the Box: Engaging Students in the Creative Process

THURSDAY & FRIDAY

Thursday: 12:45 pm - 2:00 pm • Huron (max. 50)
Friday: 12:45 pm - 2:00 pm • Wentworth (max. 50)

DESCRIPTION: One of the most challenging aspects of teaching creative writing to students is getting them to buy into the process. This creative writing boot camp is designed to kick start classroom writing projects. The sessions are hands-on and sweaty, and will explore the genres of autobiography, fiction, and poetry. Participants will leave the session with several practical exercises, and outside-of-the-box approaches to the writing process including: finding the poetic truth in writing; creative non-fiction; and how to evaluate the creative process.

INTENDED FOR: Intermediate and Senior Teachers

SPEAKER PROFILE: Chris Kubsch is a Toronto writer and educator. Kubsch’s pedagogical focus is to get at-risk students to share their individual stories with others through performance and publication. As a Globe and Mail article on his grade 12 Writer’s Craft class revealed, Kubsch has partnered with a local literary press to publish bi-annual anthologies of student work, a process that has seen over a hundred of his students become published writers. The online documentary Chance to Learn the Writer’s Craft profiles students from a recent class.

Pam Levi

First Nations Culture and History Through Music, Dance and Drama Activities

THURSDAY & FRIDAY

Thursday: 12:45 pm - 2:00 pm • Conference D/E (max. 90)
Friday: 12:45 pm - 2:00 pm • City Hall (max. 180)
awake at night.

hard-to-reach students who keep parents and teachers dynamic teacher, she is very interested in teaching those series with Oxford University Press. A popular speaker and senior series consultant for the (with Joan Green and Jennifer Glass); and is the author and Looking for a publisher.

TEXT TO SELF: Take It Personally

Kathy Lundy

Thursday: 10:45 am - noon • Windsor E/W (max. 70)

DESCRIPTION: Students gain a deeper understanding of texts when they make authentic personal connections before, during and after reading. This hands-on experiential workshop will give participants ideas about how to help students make those important "text to self" connections as they read non-fiction material, traditional and graphic novels, and Shakespearean plays.

INTENDED FOR: Intermediate and Senior Teachers

SPEAKER PROFILE: Kathleen Gould Lundy, a Course Director at York University, has extensive experience working in literacy, equity and arts education in urban, rural and suburban schools. She is an author of several books including Pembroke's: Creating Caring Classrooms (with Larry Swartz); Oxford's Talking to Learn (with Joan Green and Jennifer Glass); and is the author and senior series consultant for the SHAKESPEARE NEXT (on-line) series with Oxford University Press. A popular speaker and dynamic teacher, she is very interested in teaching those hard-to-reach students who keep parents and teachers awake at night.

SECOND PRESENTATION:

The Language of Caring Classrooms

Thursday & Friday

Friday: 2:15 pm - 3:30 pm • Windsor E/W (max. 70)

DESCRIPTION: The goal of this participatory workshop will be to help participants understand the important role that student and teacher language plays in the creation of caring and inclusive classrooms. Find out how to help students and colleagues co-create classrooms as places where there is respect, not just tolerance; there is community, not just group process; there are relationships, not just connections; and there is empathy and compassion based on mutual understanding, not just on superficial encounters.

INTENDED FOR: Intermediate and Senior Teachers

Aldo Malatesta

Comics in the Classroom

Thursday & Friday

Thursday: 10:45 am to noon • Huron (max. 50)

DESCRIPTION: Over the course of three years I have developed a program in various English classes applying sequential art as a literacy initiative. I have submitted material to the TCDSB involving the implementation of a student workbook entitled Embracing the Comic Book. I have also submitted an annotated bibliography of the 25 most essential graphic novels. I have been a fan and student of comic books and sequential art for over 35 years. In the last few years, I have come to a true appreciation of the genre as a tool to promote literacy, as well as an art form deserving of academic study. I am in the process of writing a book and manual. I am currently looking for a publisher.

SECOND PRESENTATION:

Visual and Iconic Literacy

Thursday & Friday

Friday: 2:15 pm - 3:30 pm • Conference H (max. 60)

DESCRIPTION: In a rapid moving world of visual sensation, the present generation must adapt to sophisticated levels of literacy that reach beyond the written word. The internet age has brought millions of people together, people of various backgrounds and languages. The iconic image and visualization has become the dominant tool of global communication. A powerful iconic image forces the individual to engage in an emotional and intellectual response. The seminar starts with a simple alphabet letter and moves to a highly sophisticated piece of sequential art. You will no longer nonchalantly walk by an image again, passively watch film or ignore the wonderful visualization of textbooks.

INTENDED FOR: Intermediate and Senior Teachers

Paula Markus

Supporting Linguistically and Culturally Diverse Students in the Toronto District School Board: Best Practices for All Teachers

Thursday

Monday: 12:45 pm - 2:00 pm • Windsor E/W (max. 70)

DESCRIPTION: In this presentation, the coordinator of English
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It's All About Thinking
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For grades 5–12

In this second volume of It's All About Thinking, the authors focus their expertise on the disciplines of mathematics and science. They translate principles into practices and offer classroom examples to help busy teachers develop communities where all students learn.

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foreword by P. David Pearson
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Clarity in the Classroom
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by Michael Absolum
for all teachers

Adapted for North American educators by James Gray and Megan Mutchmor, Michael Absolum shows how to build a learning-focused relationship between teacher and student that makes “assessment for learning” principles work effectively.

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The Art of Inquiry
Questioning Strategies for K–6 Classrooms, 2nd Edition
by Nancy Lee Cecil, Jeanne Pfeifer

In this revised and expanded edition of The Art of Inquiry, the authors show teachers how to develop both their own questioning skills and those of their students. Includes blackline masters.

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A Guide for K to 8 Classrooms
by Pamela Rose Toulouse

This book presents goals and strategies needed to support Aboriginal learners in the classroom. Included are valuable teaching strategies, lesson ideas, outlines for full units, classroom-management techniques, assessment tools, suggestions for connecting to the community, and much more!

978-1-55379-221-5 • $28

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as a Second Language programs in the Toronto District School Board will highlight some of the many programs and services that are offered to our newcomer students (over 11,000 new arrivals annually), including our special program for students who arrive with limited prior schooling and limited first language literacy, our newcomer reception centres that welcome and provide orientation to new students and their families, and our focus on encouraging parents to maintain their home language as a springboard for their children's success in school in English. We will discuss what we have learned about the importance of all school staff in establishing a welcoming and inclusive school environment for newcomer students and their families, and look in detail at a number of the strategies we have implemented in schools to create an environment that celebrates linguistic and cultural diversity as an asset, and facilitates English language learners' success in school.

INTENDED FOR: General / ELL/FSL

SPEAKER PROFILE: Paula Markus is the ESL/ELD Program Co-ordinator with the Toronto District School Board. She has been teaching and supporting linguistically diverse students for the past 30 years, in Ontario public school boards, as well as at the college and university level. Paula was part of the writing team which developed and wrote the 2007 Ontario Secondary School ESL/ELD Curriculum Policy document, and has written two books, including Worlds of Wonder, a teacher resource book about multicultural literature. Paula has also taught additional qualification courses in ESL at several Ontario universities.

Maria Martella and Jim Martella

What’s the Buzz?

THURSDAY & FRIDAY

Thursday: 9:00 am - 10:15 am • Conference G (max. 65)
Friday: 9:00 am - 10:15 am • Wentworth (max. 50)

DESCRIPTION: What are the new trends in children’s books? What’s everyone excited about? Brother-and-sister-team Maria and Jim Martella will present new picture books, novels, graphic novels and non-fiction for JK to grade 10 that are too good to miss. These are the best books for critical literacy, big ideas and media tie-ins. This session will make you feel totally in touch with what’s new and what’s coming next.

INTENDED FOR: General

SPEAKER PROFILE: Maria Martella has been a bookseller for over 25 years. She is the owner of Tinlids, a Toronto wholesaler of children’s books for schools and public libraries across Canada. Maria provides selection help to librarians, as well as elementary and high school teachers, on a daily basis. For the past 8 years, Maria has chaired the Toronto Teacher’s Graphic Novel Book Club. She has been a frequent speaker at conferences such as OLA Super Conference, Ontario Library North conference, First Nations conference, and many school board professional development days. She is also the Ontario Chair of the Canadian Children’s Book Centre Review Committee for the “Best Books for Kids and Teens” catalogue. Maria is passionate about fiction, and all formats and genres that engage children and young adults in reading for pleasure.

Jim has worked as an ESL teacher for 4 years. Jim began his teaching career in Australia where he taught for one year and then returned to Canada, where he began teaching in the Toronto District School Board. He has taught junior grades for many years. He was also a Teacher-Librarian, Drama teacher and Special Ed teacher. Jim has contributed a chapter in David Booth’s new book Whatever Happened to Language Arts. He is also a frequent speaker at OLA Superconference and also provides many book talks to his Family of Schools for professional development. His current position is Literacy Coach with Toronto District School Board.

Lisa McDonald, Shirley Hu, and Shamira Mohamed

What’s Your Story?

FRIDAY

Friday: 9:00 am - 10:15 am • Carleton (max. 40)

DESCRIPTION: Digital storytelling is a highly engaging and effective methodology to teach oral and written literacy skills to students with linguistic diversity. This workshop will show how teachers can effectively engage and inspire language learners (ESLs, FSLs, ASLs... etc.) to draw from their personal strengths, to write and record narrative ebooks using free downloadable cloud computing media such as Photostory and VoiceThread.

INTENDED FOR: General / ELL/FSL

SPEAKER PROFILE: Lisa McDonald is a Teacher-Librarian for the Toronto District School Board. Her previous career in newspaper, film, TV and radio has prepared her to explore media applications in education and, in particular, with students with linguistic diversity.

Shirley Hu is an Instructional Leader for ELL in the Toronto District School Board with extensive expertise in linguistic diversity particularly with ELL Teacher Training.

Shamira Mohamed is a Toronto District School Board LEAP lead teacher with extensive experience in the LEAP and ESL classroom with newcomers. Shamira runs a demonstration classroom for ESL teachers.

Michelle Muir

Luscious Literacy: Words That Taste Good

THURSDAY & FRIDAY

Thursday: 10:45 am - noon • City Hall (max. 180)
Friday: 10:45 am - noon • City Hall (max. 180)

DESCRIPTION: This interactive workshop will show how using poetry, music, drama and spoken word can engage, motivate and support student learning, with a focus on strategies that stimulate the creativity of the junior reader and writer. In this workshop, you will be given fun, cooperative, classroom community ideas that allow students to explore the lusciousness that the Oral Tradition has to offer. You will come away with new ideas about how to “jumpstart” poems and stories, and we will discuss how to keep your students motivated throughout the editing and revising part of the writing process. Teachers will participate in writing and oral language activities that will get students enthusiastic about writing poetry and short stories and experimenting with spoken word.

INTENDED FOR: Junior Teachers (4-6)
**SPEAKER PROFILE:** CBC Radio's 2006 and 2007 Poet Laureate, Michelle Muir is an author, a spoken word artist, a storyteller and a fifth grade teacher with the Peel District School Board. A member of People for Education's Board of Directors since 2007, she has also worked as an in-house writer for Nelson Publishing. Michelle shares her innovative teaching strategies for pre-service and graduate Faculty of Education courses. When her schedule allows, she visits schools to perform for students or workshop with in-service teachers. Her debut book of poetry, *Nuff Said* (Tsar, 2009), has allowed her the opportunity to speak to and perform for audiences across Canada and abroad. Michelle is presently working on several projects, among them an illustrated picture book version of her award winning poem *Planet Irresistible* to be published by Cormorant Books.

**Marta Mulhern and Beth Gunding**

**What's Critical About Critical Literacy?**

**THURSDAY**
Thursday: 2:15 pm - 3:30 pm • Wentworth (max. 50)

**DESCRIPTION:** This workshop will introduce participants to the use of critical literacy. It will begin by presenting an overview of critical literacy and by examining a variety of texts such as advertisements, picture books, flyers, internet sites and music lyrics in order to examine the power of authors and the need for students to have the knowledge and skills required to deconstruct these texts.

**INTENDED FOR:** Intermediate and Senior Teachers

**SPEAKER PROFILE:** Marta Mulhern has recently transitioned from her role as Instructional Literacy Coordinator, to the role of Vice Principal at the Peel District School Board. A Canadian trained teacher, Marta has worked in education for 25 years in a variety of roles. She completed her teacher training at OISE University of Toronto and later completed graduate studies through Mount Saint Vincent University, Halifax. Marta is a passionate proponent of critical literacy and a staff developer who has worked closely with literacy coaches, consultants and teachers to implement effective instructional and assessment practices in literacy. She has been an instructor of Reading Additional Qualification Courses at OISE/UT. She is Past President of the English Language Arts Network, Ontario (ELAN).

Beth Gunding is a semi-retired teacher and program coordinator for the Peel District School Board. She has written a book as part of the Boldprint Talk series entitled *Fight for Your Life* and has led many workshops and institutes on issues of critical literacy, equity, English Language Learners. She is a part-time instructor for Brock and York Universities and a consultant for the Ontario Ministry of Education. Beth enjoys travelling and spending time with her family.

**Julia Myer**

**Play To Learn: Experiential Learning in the Classroom**

**THURSDAY**
Thursday: 2:15 pm - 3:30 pm • Huron (max. 50)
DESCRIPTION: This workshop is highly interactive and will demonstrate Right To Play’s world renowned teaching methodology of creating memorable learning experiences for students and teachers in the classroom. Since 2006, Right To Play has successfully delivered more than 7,000 FREE resources to Canadian schools called Playbook: Learning To Play, Playing To Learn in order to help Canadian children learn about social justice issues and what they can do to take action. You will see videos, hear stories, play a sampling of the activities from the Playbook and learn new techniques to enhance your students’ educational experience through play-based learning. The Playbook is developed for grades four through six and comprises 16 curriculum-based lesson plans covering social studies, character education and balanced literacy with creative and active activities that allow students to think critically about global issues. Each teacher will receive a complementary Playbook by attending this unique workshop.

INTENDED FOR: General

SPEAKER PROFILE: Julia Myer manages Right To Play’s School and University Partnerships in Canada and is the Executive Editor for Playbook: Learning To Play, Playing To Learn. Her primary role with the organization is to raise awareness about the sport for development movement and the importance of experiential learning in and outside of the classroom. Some accomplishments include, leading a city-wide schools campaign with the City of Surrey to educate and inspire more than 71,000 students to support the sport for development movement, redeveloping the curriculum-based resource Playbook: Learning To Play, Playing To Learn and managing the Right To Play volunteers in Vancouver during the Olympic Games. Julia has travelled to Mali, Sandy Lake First Nation, Moose Cree First Nation and Marten Falls First Nation to support Right To Play programming and recently completed the Right To Play Canadian Awareness Program reaching 23,000 students in nine cities.

Marina Nemat
Prisoner in Iran

THURSDAY & FRIDAY
Thursday: 10:45 am - noon • Conference D/E (max. 90)
Friday: 9:00 am - 10:15 am • Conference G (max. 65)

DESCRIPTION: In 1982, 16-year-old Marina Nemat was arrested on false charges by Iranian Revolutionary Guards and tortured in Tehran’s notorious Evin prison. At a time when most Western teenaged girls are choosing their prom dresses, Nemat was having her feet beaten by men with cables and listening to gunshots as her friends were being executed. She survived only because one of the guards fell in love with her and threatened to harm her family if she refused to marry him. Soon after her forced conversion to Islam and marriage, her husband was assassinated by rival factions. Nemat was returned to prison but, ironically, it was her captor’s family who eventually secured her release. An extraordinary tale of faith and survival, Prisoner of Tehran is a testament to the power of love in the face of evil and injustice.

INTENDED FOR: General

SPEAKER PROFILE: Marina Nemat was born in 1965 in Tehran, Iran. After the Islamic Revolution of 1979, she was arrested at the age of sixteen and spent more than two years in Evin, a political prison in Tehran, where she was tortured and came very close to execution. She came to Canada in 1991 and has called it home ever since. Her memoir of her life in Iran, Prisoner of Tehran, published in Canada by Penguin Canada in April 2007, has been published in 28 other countries, and has been an international bestseller. MacLean’s Magazine has called it “… one of the finest (memoirs) ever written by a Canadian.” Prisoner of Tehran has been short listed for many literary awards, including the Young Minds Award in the UK and the Borders Original Voices Award in the US. On December 15, 2007, Marina received the inaugural Human Dignity Award from the European Parliament, and in October 2008, she received the prestigious Grinzane Prize in Italy. In 2008/2009, she was an Aurea Fellow at University of Toronto’s Massey College, where she wrote her second book, After Tehran: A Life Reclaimed, which was published by Penguin Canada on September 18, 2010, and has so far been published in four countries. Marina has spoken at tens of high schools, universities, and conferences around the world.

Kathryn Otoshi
Got Story? Writing and Illustrating Your Own Picture Book

THURSDAY
Thursday: 10:45 am - noon • Conference F (max. 70)

DESCRIPTION: Have a story you want to tell but now sure how to go about doing it? Keynote speaker, Kathryn Otoshi, will talk about the A-Z’s of writing, illustrating, publishing and yes, even marketing her own children’s picture book — from humble beginnings of selling one copy to a bookseller to 100,000 nationwide.

INTENDED FOR: General

SPEAKER PROFILE: Kathryn Otoshi is a children’s book author and illustrator living in the San Francisco Bay Area. Prior to this, Otoshi worked at Robert Zemeckis’s award winning film company, ImageMovers Digital (Christmas Carol), as well as George Lucas’s Industrial Light and Magic (Star Wars) as the Graphic Design and Multimedia Art Director. Otoshi’s first book as author and illustrator was What Emily Saw, a Borders Original New Voice Nominee and BAIPA’s Best Children’s Book. This was followed by Simon and the Sock Monster, short listed as a USA Book News Honoree, and The Saddest Little Robot (2004), a BookSense Pick. She teamed up with author Liz Hockinson and created the illustrations for Marcello the Movie Mouse (2005). Marcello garnered the Writer’s Digest Award for Best Children’s Book, the Hollywood Book Festival Award, and the Eric Hoffer Notable Award. Her book, One, winner of 12 awards, including the E.B. White Read Aloud Honor Book and the Teacher’s Choice Award, is an anti-bullying which book introducing colors, numbers, and counting while playing on larger themes of tolerance, acceptance, and the power of one voice. Her upcoming book, Zero, is about finding value in ourselves and in others.

Otoshi has been a scholarship recipient of the Publishers Marketing Association and a guest speaker/panelist at many...
Barbara Reid

Do You See What I Mean?

THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Windsor E/W (max. 70)
Friday: 10:45 am - noon • Windsor E/W (max. 70)

DESCRIPTION: Artwork can both convey factual information and spark the imagination with layers of meaning. Children are experts at reading and interpreting images. By directing those observational skills towards the natural world we can inspire young scientists, writers, poets and artists. Using examples from Barbara’s newest book Picture a Tree and samples of outstanding student artwork, this session will explore the endlessly adaptable medium of plasticine. Step-by-step visuals will illustrate process and demonstrate simple techniques and tools that will enable classroom artists of any age to express themselves visually — and have fun too!

INTENDED FOR: Primary Teachers (K-3)

SPEAKER PROFILE: Author and illustrator Barbara Reid has created more than 25 picture books that have been published in over a dozen countries. Her dimensional plasticine illustrations have won numerous awards, including a Governor General’s Award. Most recently her book Perfect Snow won the Amelia Howard Francis Gibbon Award for illustration, was a Blue Spruce Award nominee and was named to the Toronto Public Library’s First and Best List. Barbara was a 2010/2011 Writer in Residence for the Toronto District School Board, and toured across Canada with author Jo Ellen Bogart in support of the 2011 Canadian Children’s Book Centre TD Grade One Book Giveaway Program, for which their book Gifts was given to every grade one student in the country. As always, Barbara was honoured and delighted to have the opportunity to meet with hundreds of inspiring young artists and writers. Her newest book is Picture a Tree.

Patrick Reilly and Melodie Picco

Are your students really comprehending what they are reading?

THURSDAY & FRIDAY
Thursday: 10:45 am - noon • Conference G (max. 65)
Friday: 10:45 am - noon • Conference G (max. 65)

DESCRIPTION: Find out ways you can maximize one of your greatest resources to enhance reading comprehension skills for students and parents. The purpose of this session is to share practical and easy to use reading comprehension strategies. These strategies have been tried, tested and proven effective with students from Kindergarten to Grade 6, as well as with English Language Learners and at-risk students. This session will guide you through strategies and techniques that can be easily applied by teachers in their classrooms and by parents at home. Participants will receive useful resources that include a bibliography, evaluation forms and sample programs.

INTENDED FOR: Primary and Junior Teachers

SPEAKER PROFILE: After graduating from the University of Lethbridge in 2001, Patrick started teaching with Edmonton Public Schools. He has taught for 11 years in Division II. Patrick Reilly is trained in the Middle Years Literacy Intervention Program and Balanced Literacy Program. Patrick’s focus for the last four years has been working with struggling readers and writers in grades 4-6. Over the last four years, has developed several programs within the school to support teachers in the classroom, students and parents. Patrick has presented both provincially and at the International Reading Association “The Power of Literacy” convention in Orlando Florida.

Melodie Picco graduated from the University of Lethbridge in 2001. She currently works with Div 2 students in the Middle Years Literacy Intervention Program and has experience teaching in junior high and has taught overseas for several years. Melodie’s focus for the last 2 years has been working with struggling readers and writers in grades 4-6. Melodie has also presented both provincially and at the International Reading Association The Power of Literacy convention in Orlando Florida.

Jeffery Robinson and Sharon Newmaster

What Classroom Teachers Need to Know: Planning Reading Program for ELLs

FRIDAY
Friday: 10:45 am - noon • Kent (max. 50)
Friday: 2:15 pm - 3:30 pm • Kent (max. 50)

DESCRIPTION: In this session, participants will explore why mainstream reading programs may not be appropriate for English Language Learners. The presentation will offer a systematic rationale and approach for teachers to design
their reading programs within their chosen models of literacy instruction. The presenters will include sample teaching methods to help inform instructional decisions that support the unique needs of ELLs. The session will include opportunities to discuss issues that affect culturally and linguistically diverse classrooms.

**INTENDED FOR:** General/ELL/FSL

**SPEAKER PROFILE:** Allan Roy is a Learning Coordinator with the Thames Valley District School Board in London, Ontario. There, he provides leadership and support for the district’s elementary and secondary ESL/ELD teachers and English Language Learners. He also works with Native Language teachers and is part of TVDSB Equity and Inclusive Education Portfolio.

Sharon Newmaster is Learning Service Consultant for the Waterloo Region District School Board. Her responsibilities include providing leadership and program support for English Language Learners (ELLs) from K-12. Her recent research interest has focused on the literacy needs of older preliterate ELLs.

**Allan Roy and Josée Le Bouthillier**

**L’enseignement efficace de l’écriture en immersion: Le modèle ÉCRI**

**THURSDAY & FRIDAY**

**DESCRIPTION:** Quels sont les caractéristiques et les besoins des élèves d’immersion en écriture? Comment répondre à leurs besoins dans la salle de classe? Dans cet atelier, les participants exploreront les caractéristiques et les besoins des élèves d’immersion en écriture et ils découvriront comment répondre à leurs besoins en utilisant le modèle ÉCRI, un modèle organisant l’enseignement de l’écriture dans la classe d’immersion. Les participants visionneront divers clips illustrant les pratiques exemplaires de l’enseignement de l’écriture. Le modèle ÉCRI est basé sur la recherche actuelle en enseignement de la littératie et en enseignement d’une langue seconde. Il intègre les pratiques exemplaires de l’écriture de façon à étayer l’enseignement et à donner de plus en plus d’autonomie aux élèves.

**INTENDED FOR:** General/ELL/FSL

**SPEAKER PROFILE:** Allan has a BEd from McGill University and an MEd from UNB. Over the past 15 years, he has taught at various levels from kindergarten to grade 8, both in the early and late French immersion programs. Allan and his colleagues have presented at several national and international conferences. They also offer professional development workshops for teachers. His areas of interest include balanced literacy instruction in the French immersion context, curriculum integration and effective assessment practices.

Josée Le Bouthillier works at the Second Language Research Institute of Canada at the University of New Brunswick, as well as being a PhD student at the Faculty of Education. She has presented at numerous international and national academic and teacher education conferences, and published several academic and professional articles in different journals. She also published, with her colleagues, a series of instructional writing DVDs. Her area of specialty is second language education, more specifically, writing in a second language. Both Allan and Josée are responsible for teacher education in the area of second language at the University of New Brunswick.

**Itah Sadu**

**Krik Krak, Krik Krak**

**THURSDAY & FRIDAY**

**DESCRIPTION:** Calling all storytellers, calling all story readers, calling all those who dare to tell and have heard the bell... Join storyteller/author Itah Sadu as she shares techniques to bring your stories alive in the classroom. Participants will exchange stories and experience the power of the oral tradition. This workshop is great for all grade levels. Communicating themes of social justice and character development through story will be explored.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Itah Sadu is an internationally-known storyteller, author and keynote speaker. She is one of Canada’s best loved storytellers, and captures the imagination of children and adults alike, as she weaves her particular brand of *Stories of Our Time*. Itah’s knowledge of community economic development, and her entrepreneurial background, led her to be one of the architects of the successful *Fresh Elements and Fresh Arts* program, which produced Canadian recording artists like Saukrates, Jullly Black and Kardinal Offishall.

Itah shares the rich oral traditions of the Caribbean, Africa, and North America. Canadian born, Itah was raised in Barbados, and upon returning to Canada studied political science at York University. Often addressing issues such as racism and equity, Itah appears regularly on television and presents and facilitates storytelling and writing workshops for both children and adults. Itah is also a popular keynote speaker. Her best selling children’s books include: *Christopher Please Clean Up Your Room; Name Calling; How The Coconut Got Its Face; Christopher Changes His Name; and A Touch of the Zebra*. Itah’s downtown Toronto bookstore, A Different Booklist, features writers from the Caribbean and the African Diaspora.

**SECOND PRESENTATION:**

**The Power of Picture Books**

**THURSDAY & FRIDAY**

**DESCRIPTION:** Picture books have the ability to fascinate people from ages 2-92. The versatility of picture books rest in the beauty of the illustrations, their ability to convey important messages in bite size information and of course they are wonderful to hold. Join storyteller/author Itah Sadu as she discusses the role of picture books to engage boys, to encourage critical thinking, and to address themes of diversity and social justice.

**INTENDED FOR:** General
**Timothy Shanahan**

**Exploring Reading-Writing Relations**

**THURSDAY**
Thursday: 10:45 am - noon • Dominion South (max. 200)
Thursday: 2:15 pm - 3:30 pm • Simcoe-Dufferin (max. 110)

**DESCRIPTION:** Research shows that engaging students in writing activity can have a positive benefit for older students’ reading development. This presentation explores what is known about how writing helps students to read better and considers practical alternatives for how teachers can exploit the power of writing most successfully in grades 4-6.

**INTENDED FOR:** Junior Teachers (4-6)

**SPEAKER PROFILE:** Timothy Shanahan is Professor of Urban Education at the University of Illinois at Chicago where he is director of the UIUC Center for Literacy. In 2001-2002, he was director of reading for the Chicago Public Schools, serving 437,000 children. He is author or editor of approximately 200 publications including the books: *Developing Literacy in Second-Language Learners; Teachers Thinking — Teachers Knowing; and Multidisciplinary Perspectives on Literacy*. His research emphasizes reading-writing relationships, reading assessment, and improving reading achievement. In 2006, he received a presidential appointment to serve on the Advisory Board of the National Institute for Literacy, and he is on the Advisory Boards of the National Center for Family Literacy and Reach Out and Read. He was a member of the National Reading Panel (NRP), a group convened by the National Institute of Child Health and Human Development at the request of the U.S. Congress to evaluate research on successful methods for teaching reading. He has chaired two other influential research review panels: the National Literacy Panel for English Minority Children and Youth, and the National Early Literacy Panel.

**Mary Spring and Andrea Bell Stuart**

**Discovering A Sense of Place in Kindergarten Through Reading, Writing and Art**

**THURSDAY & FRIDAY**
Thursday: 9:00 am - 10:15 am • Conference F (max. 70)
Friday: 10:45 am - noon • Simcoe-Dufferin (max. 110)

**DESCRIPTION:** Art Maps tell delicious stories. Mapping special places; our bedrooms, our outdoor explorations, our homes, our yards, our communities, helps children to communicate the important stories of their lives. In this workshop, we will focus on a sense of place while we discuss the interaction of oral, written and visual language. Through a number of classroom examples, we will demonstrate the natural integration of literacy, both oral and written, to the creative language of art. We will share the work of several inquiry projects from our own classrooms, many using recycled materials, which have inspired/enriched literacy experiences for reading and writing with our students. Classroom examples shown will be of interest to teachers of primary students.

**INTENDED FOR:** Kindergarten Teachers

**Tony Stead**

**Developing Empowered Readers and Writers through Rich Oral Language Experiences**

**THURSDAY & FRIDAY**
Thursday: 10:45 am - noon • Civic Ballroom (max. 430)
Friday: 9:00 am - 10:15 am • Civic Ballroom (max. 430)

**DESCRIPTION:** Oral language is the foundation for students becoming successful readers and writers. Easy-to-use oral language strategies will be demonstrated as Tony highlights ways to promote conversations that will strengthen comprehension and writing skills for all students. Tony will share successful ways to enhance vocabulary acquisition, in both language arts and the content areas, which can be smoothly integrated into your K-6 classroom.

**INTENDED FOR:** Primary Teachers (K-6)
Jim Strachan and Karen Grose

Flash Forward: Rethinking Learning

THURSDAY & FRIDAY
Thursday: 12:45 pm - 2:00 pm • Civic Ballroom (max. 430)
Friday: 10:45 am - noon • Civic Ballroom (max. 430)

DESCRIPTION: Student learning for the 21st century must be supported by a significant cultural shift in both the learning environment and the role of the teacher. In this interactive session a practical framework for 21st Century Learning will be shared along with the 4 key learning themes:

• Personalization
• Global Engagement
• Information, Communications, Media Technology
• Building Connections to Nurture Mind, Body and Heart

Together our focus in this session will be on the construction of ideas about what Rethinking Learning can actually look like in our classrooms, schools, and districts. Leave with practical ideas and a desire to continue sharing your learning journey with us at: www.rethinkinglearningtogether.com

INTENDED FOR: General

SPEAKER PROFILE: Jim and Karen have recently published their first book together: *Flash Forward: Rethinking Learning*. Jim Strachan has been working with (and learning from) children for 28 years as a social worker, classroom teacher of grades 2 to 8, and instructional leader for ICT. Currently on secondment to the Ministry of Education, for the past seven years Jim was the Program Coordinator: Beginning Teachers in the Toronto District School Board. Other recent publications include *The Heart and Art of Teaching and Learning: Practical Ideas and Resources for Beginning Teachers* (ETFO, 2011) and *Teacher Power and Learning in the Knowledge Economy* (Sense Publishing, 2011).

Karen Grose has been learning alongside students, staff, parents, and the community within the Toronto District School Board for 22 years. Whether serving as a classroom teacher, instructional leader, Principal, Family of Schools Superintendent or Program Superintendent, instructional leadership, creativity, collaboration and joy, have been the cornerstones of her work. Currently Coordinating Superintendent of Program Planning, Karen continues to support teachers and school leaders in their collective efforts to implement engaging 21st century learning environments so that each and every child has the knowledge and skills to succeed as a productive and responsible learner, worker and citizen in today's global knowledge economy.

Larry Swartz

When Good Books Matter

THURSDAY & FRIDAY
Thursday: 10:45 am - noon • Conference B/C (max. 150)
Friday: 10:45 am - noon • Dominion North (max. 250)

DESCRIPTION: This practical session will feature recent children's literature selections that help us to create caring classroom communities, as well as to build compassionate understanding with young people. Practical suggestions for working inside and outside the text through talk, writing and the arts will be highlighted. Booklist provided.

INTENDED FOR: Primary and Junior Teachers

SPEAKER PROFILE: Larry Swartz is an instructor in the Initial Teacher Education Programme at OISE. He is the author of a number of teacher resources including: *The New Dramathemes; The Poetry Experience*; and most recently, *Good Books Matter* with Shelley Stagg Peterson. Larry is a popular speaker throughout North America on a number of Language Arts topics including response to literature, the talk curriculum, drama and a literacy approach to anti-bullying.

Sharon Taberski

Improving Guided Reading: Clear Focus, More Comprehension

THURSDAY & FRIDAY
Thursday: 10:45 am - noon • Dominion North (max. 250)
Friday: 10:45 am - noon • Grand Ballroom West (max. 400)

DESCRIPTION: Guided reading has the potential to greatly enhance comprehension by exposing children to skills and strategies they can later apply to text they read on their own. However, with teachers pressed to cram more and more into the school day, they tend to meet with groups less frequently than they should and then cram too much into fewer lessons. During guided reading they often try to assess students, guide them through a text, individualize instruction, record what they’re learning, and all the while attend to what the other kids are doing. It’s time to simplify guided reading so that we do it more often and more effectively. This session will examine practices for doing just that.

INTENDED FOR: Primary Teachers (K-3)

SPEAKER PROFILE: Nationally recognized educator, author, and presenter, Sharon Taberski is a leader in the field of early reading instruction. A teacher for 28 years, Sharon currently works in school districts helping teachers set up reading and
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Participate online and at the Conference.

Scan with your smartphone to find us on Facebook.

Visit Denise and Lise at the WINTERGREEN booth for more info and great prizes!
writing workshops and think systematically about how to best accomplish their goals. She also presents keynotes and seminars throughout the US and Canada. In her latest book, *Comprehension from the Ground Up*, Sharon cuts through the pressurized, strategy-overloaded, fluency-crazed atmosphere surrounding reading instruction to lay out reading and workshop practices that are most effective in the primary grades. The companion DVD, *Lessons from the Ground Up*, shows Sharon in the classroom, modeling effective ways to develop comprehension in real-life classroom settings through exemplary teaching techniques. Sharon is also the author of *It's ALL About Comprehension, Teaching (K-3)*, *Readers from the Ground Up* a DVD set for long-term staff development that shows how to teach children through rich, varied, comprehension-building experiences throughout the literacy block. Sharon’s *On Solid Ground: Strategies for Teaching Reading (K-3)* revolutionized the way primary teachers approach reading and remains a classic in the field.

**SECOND PRESENTATION:**

**Background Knowledge, Comprehension, and Differentiated Instruction**

**THURSDAY & FRIDAY**

**DESCRIPTION:** Background knowledge is one of the most important aspects of reading comprehension and has everything to do with how well students understand what they read. This session will demonstrate why background knowledge is central to reading comprehension and examine ways to differentiate students’ access to it. Participants will view and process videos of a reading conference and a small group lesson, as well as consider additional ways to provide children with background knowledge about topics they’re reading and learning about.

**INTENDED FOR:** Primary Teachers (K-3)

**Nicole Thibault**

Comment intégrer les compétences culturelles et interculturelles avec celles de communication en classe de FLS

**THURSDAY & FRIDAY**

**DESCRIPTION:** Notre défi est de rendre le français pertinent, authentique et significatif, mais comment? En intégrant la conscience culturelle dans nos activités de littératie. Comme enseignants FLS, nous pouvons représenter le français comme mode de vie moderne et authentique selon les 5C: communication, cultures, connexions, comparaisons et communautés. Nous explorerons les pratiques d’enseignement qui soulignent la modélisation, l’utilisation des stratégies d’apprentissage dans le contexte de situations de communication et les énoncés « Je peux… » en contexte fonctionnel pour motiver le développement de la langue orale et de l’écoute chez les élèves. Cette session sera principalement livrée en français. Les participants recevront un échantillon de la nouvelle série culturelle, Nelson Cultur-osité.

**INTENDED FOR:** General/ELL/FSL

**SPEAKER PROFILE:** Nicole has taught Core French and French Immersion, and has served as a Vice Principal with the Ottawa Carleton District School Board. She taught Language Arts at the Faculty of Education at the University of Ottawa as a seconded professor, and served as both Education Officer and Executive Director of the Canadian Association of Second Language Teachers (CASLT) for almost ten years, building the organization into a pan-Canadian professional network for FSL teachers. She served on the board of directors for the Canadian Modern Language Review, an important peer-reviewed journal in the area of second language acquisition and methodology. Nicole has authored and collaborated on several teacher resources including: *Open Your World with Languages! Variations Francophones; the Nelson All About…* Series teacher guides; and the newly released Cultur-osité little book series (levels 1-3). Nicole has delivered the keynote address at several provincial conferences (SATF, NSLTA conferences) and has presented workshops to teachers across Canada, in the U.S.A. (AATF, NECTFL and ACTFL conferences) and has represented Canada upon invitation by the Department of Canadian Heritage on two occasions at the European Centre of Modern Languages (ECML) in Graz, Austria.

**Kathleen Tilly, Jonathan Ophek, and Joyce Grant**

Teaching Kids News: Fostering Critical Thinking Through Media Literacy

**THURSDAY & FRIDAY**

**DESCRIPTION:** Every day, students are inundated by news and advertising messages. The information they receive is often confusing, overwhelming and conflicting. Students with strong critical thinking skills are more likely to be able to navigate the media’s hidden agendas and make sense of what they see, hear, and read. Attendees will be offered practical strategies to help them effectively teach critical thinking skills, using media literacy curriculum.

**INTENDED FOR:** Junior and Intermediate Teachers

**SPEAKER PROFILE:** Kathleen Tilly is a teacher in the Toronto District School Board. She has a B.A. in Art History from Dalhousie University, teaching qualifications from the University of Edinburgh and an M. Ed from OISE, University of Toronto. In addition to teaching, Kathleen has led education workshops and written curriculum for the TDSB.

Jonathan Ophek is an elementary-school teacher with The Toronto District School Board. He has a B.A. in Philosophy from The University of King’s College and an MA in Child Study from The Institute of Child Study (OISE). Jonathan has been a speaker at conferences in Canada and the United States on the subjects of child development and psychology.

Joyce Grant is a veteran freelance journalist and editor. She has a strong background in marketing and advertising. She holds a BAA in Journalism from Ryerson University. In addition to
SECOND PRESENTATION:

Teaching Kids News: Building a media-savvy classroom

THURSDAY & FRIDAY

Thursday: 2:15 pm - 3:30 pm • Conference D/E (max. 90)
Friday: 2:15 pm - 3:30 pm • Conference D/E (max. 90)

DESCRIPTION: Teachers are under more pressure than ever before to conduct effective media literacy classes. What type of media literacy instruction is appropriate in the primary years? The panel will offer effective models for teaching media literacy in the elementary grades, as well as high-yield teaching strategies. Attendees will discover important features of the media-savvy classroom and receive specific tools for teaching media literacy and integrating it across the curriculum.

INTENDED FOR: Primary Teachers (1-3)

Cris Tovani

The Energy to Teach: Matching Instruction to our Beliefs

FRIDAY

Friday: 9:00 am - 10:15 am • Essex Ballroom (max. 260)

DESCRIPTION: When things in the classroom aren't going as well as we'd like, it might mean that it's time to examine how well our beliefs and practices align. When teachers assume best intent and instruction matches beliefs, the classroom is energized. During this session, Cris Tovani will share how teachers can re-examine their beliefs about teaching and learning so they can recoup the energy to teach.

INTENDED FOR: Intermediate and Senior Teachers

SPEAKER PROFILE: Cris Tovani taught elementary school for ten years before becoming a high school reading specialist and English teacher. In addition to teaching full time, she is a nationally (USA) known consultant focusing on issues of reading and content comprehension in the high school classroom.

Cris has also worked as an adjunct professor at the University of Denver and the University of Colorado. She is the author of I Read It but Don't Get It and Do I Really Have to Teach Reading? Her instructional videos, Comprehending Content and Thoughtful Reading, were released recently.

SECOND PRESENTATION:

When Reading is Hard: Why Students Need Strategy Instruction

FRIDAY

Friday: 12:45 pm - 2:00 pm • Dominion North (max. 250)

DESCRIPTION: As students move through the grade levels the amount of academic reading increases and becomes more rigorous. Adolescent readers don't always know how to negotiate difficult text. At a time when reading instruction should increase, it is often eliminated. During this session, Cris Tovani will share why strategy instruction is necessary when it comes to helping students read and remember. Through work samples, students reveal funny, sad and sometimes surprising perspectives about their lives as readers. For readers who “don’t get it” and don’t have strategies to repair meaning, difficult text rarely leads to productive reading.

INTENDED FOR: Intermediate and Senior Teachers

Miriam Trehearne

Learning to Write and Loving it! Kindergarten

THURSDAY & FRIDAY

Thursday: 9:00 am - 10:15 am • Essex Ballroom (max. 260)
Thursday: 12:45 pm - 2:00 pm • Essex Ballroom (max. 260)
Friday: 10:45 am - noon • Dominion South (max. 200)
Friday: 2:15 pm - 3:30 pm • Essex Ballroom (max. 260)

DESCRIPTION: Writing in kindergarten is very important. The author of Learning to Write and Loving It, Preschool-Kindergarten, 2011, will share proven instructional approaches, engaging and developmentally appropriate writing activities, easy to implement and effective mini-lessons, ways to effectively scaffold play and literacy learning and worthwhile home-school connections. This informative and practical workshop will bring writing across the kindergarten day to life through many Canadian writing samples and classroom video clips from JK-SK classrooms, coast to coast. “I believe that helping a child to learn, to love learning, and to feel successful and joyful are among the most worthwhile of all endeavors”. Regie Routman 2010. That is what Learning to Write and Loving It! is all about.

INTENDED FOR: Kindergarten Teachers

SPEAKER PROFILE: Miriam has been a classroom teacher, coach and Literacy Specialist. She led a very successful literacy initiative involving 56 high-needs schools. She presently researches literacy best practices, presents to educators and parents around the world and writes professional books for teachers. She recently spoke at the European Reading Conference in Portugal and the World Congress of the IRA in Costa Rica. She is a frequent speaker at NAEYC and ASCD conferences as well. Miriam has published in journals, has authored student resources and is author of five teacher professional books (Pre-school- grade 6) which include two award winners, published by Nelson Education. Her latest book, Learning to Write and Loving It! Preschool-Kindergarten (Corwin Press) became available in August 2011.

Diane Vetter and Coleen Stewart

Respecting Ways of Knowing: Culturally-Responsive Teaching, through the Infusion of First Nation, Métis and Inuit Ways of Knowing

THURSDAY & FRIDAY

Thursday: 10:45 am - noon • Conference H (max. 60)
Friday: 10:45 am - noon • Conference H (max. 60)

DESCRIPTION: This workshop will explore teaching, learning and assessment in the context of the Infusion of First Nation, Métis and Inuit ways of knowing. Deconstructing the successes and challenges encountered in the implementation of holistic teaching, learning and assessment, and the questions raised by
the use of culturally-responsive techniques, we will provide practical examples of how our philosophies unfold in the classroom.

INTENDED FOR: General

SPEAKER PROFILE: Dr. Diane Vetter is the Practicum Coordinator at York University, Faculty of Education. Her work at York has included facilitation of the First Nation, Métis and Inuit Education Infusion at York’s Barrie Site. Dr. Vetter’s most recent publication, Learning to Teach in Culturally Responsive and Respectful Ways, will appear in the Canadian Journal of Native Studies. Vetter’s additional publications include: Toward a critical stance: Citizenship education in the classroom (2008) and Citizenship education in the era of globalization: Canadian perspectives (2008).

Mélanie Watt

Mélanie Watt in a Nut Shell

THURSDAY
Thursday: 12:45 pm - 2:00 pm • Grand Ballroom Centre (max. 600)

DESCRIPTION: Mélanie Watt will share her creative process and journey to becoming a children’s book author and illustrator.

INTENDED FOR: Kindergarten and Primary Teachers

SPEAKER PROFILE: It was in a design class at the University of Quebec in Montreal that author and illustrator Mélanie Watt created her first picture book, Leon the Chameleon.

Mélanie’s best known characters Scaredy Squirrel and Chester, have won many book awards including the Ruth and Sylvia Schwartz Children’s Book Award for Children’s Picture Book, the Amelia Frances Howard-Gibbon Illustrator’s Award and the Blue Spruce awards. Her titles have been translated in many languages and can be found all around the world. Enthusiastic reviews and incredible sales have confirmed the arrival of Kit lit’s newest superstar.

Her most recent titles include Scaredy Squirrel Has a Birthday Party and You’re Finally Here!

Fern Westernoff

Kindergarten Classrooms: Connecting with English Language Learners

THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • Civic Ballroom (max. 430)
Friday: 10:45 am - noon • Essex Ballroom (max. 260)

DESCRIPTION: Students from culturally and linguistically diverse backgrounds often do not see their lives reflected in the classroom, which can have a lasting impact on their involvement in learning. This session will celebrate the rich range of experiences and skills that English language learners contribute to the classroom, explain how English can be added to a linguistic repertoire at no expense to the home language, and show how the home language supports the development of English. Best of all, this session will discuss suggestions to help teachers reflect the demographics of their classroom in simple yet productive ways in order to support the language and literacy development of kindergarten students.

INTENDED FOR: General/ELL/FSL

SPEAKER PROFILE: Fern Westernoff is a speech-language pathologist with over 25 years of experience working with children and families from culturally and linguistically diverse backgrounds in the Toronto District School Board. She spent four years on the Immigrant Assessment Team, providing services to students new to Canada, and ten years providing early language and literacy intervention in the Kindergarten Early Language Intervention Program, where she was also a co-program leader.

Fern has presented and published widely on the topic of communication disorders and English language learners, and participated in the development of guidelines for fellow clinicians. Most recently, she developed the Home Oral Language Activities (HOLA) Program. This unique book bag program was designed to help teachers form partnerships with parents to use their home language with young children for academic success.

Jeffrey Wilhelm

Creating a Network of Learners

THURSDAY & FRIDAY
Thursday: 9:00 am - 10:15 am • Civic Ballroom (max. 430)
Friday: 10:45 am - noon • Essex Ballroom (max. 260)

DESCRIPTION: Students will contribute to and actively participate in a community of learners much more readily than they will if singled out. Our goal as educators is to move the instructional focus from exclusive attention on individual cognition to the individual within a complex social setting. By creating opportunities for students to participate in the kind of teamwork activities that are very highly valued in business and industry, we allow them to experience real-life learning and increase engagement in the process. Explore valuable techniques to create an active, collaborative classroom community of learners.

INTENDED FOR: Junior and Intermediate Teachers

SPEAKER PROFILE: Dr. Jeffrey Wilhelm is an internationally-known educator, author, and presenter. A classroom teacher for fifteen years, Dr. Wilhelm is currently Professor of English Education at Boise State University. He works in local schools as part of the Professional Development Site Network, and teaches middle and high school students each spring. He is the founding director of the Maine Writing Project and the Boise State Writing Project. He has authored or co-authored 17 texts about literacy teaching and has won the top two research awards in English Education.

Jeffrey is the Series Editor for the inquiry-based non-fiction series The 10 (Scholastic). He enjoys speaking, presenting, working with students and schools.

SECOND PRESENTATION:

Seeing Students as Experts: Framing Curriculum and Instruction as Inquiry

THURSDAY & FRIDAY
Thursday: 2:15 pm - 3:30 pm • Dominion South (max. 200)
Friday: 12:45 pm - 2:00 pm • Simcoe-Dufferin (max. 110)

DESCRIPTION: This session focuses how we can use innovative questioning and discussion techniques to turn reading and writing activities into a form of inquiry. We will examine inquiry approaches to curriculum and instruction, from reframing curriculum through essential questions to frontloading and effective questioning at the lesson level. Special attention
Cross Katie Kross
by Donna Morrissey
Illustrated by Bridgette Morrissey

An endearing, first picture book from award-winning author DONNA MORRISSEY
Illustrated by her daughter, Bridgette

Meet Donna and Bridgette at the Penguin booth

The Canadian story of a special friendship sure to CAPTURE THE HEARTS OF ALL

As seen on The Ellen Degeneres Show, Animal Planet and National Geographic Kids

Meet award-winning author Martin Springett at the Penguin booth

Kate & Pippin
An Unlikely Love Story
Martin Springett - Photographs by Isobel Springett

www.kateandpippin.com
will be given to approaches for helping students use inquiry strategies to comprehend text, ways to facilitate powerful inquiry-driven discussions, and methods for creating meaningful assessments that drive literacy learning.

**INTENDED FOR:** Junior and Intermediate Teachers

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**Wes “Maestro” Williams**

**Stick to Your Vision**

**THURSDAY LUNCHEON**

Thursday: 12:15 pm - 2:00 pm • Grand Ballroom East (max. 625)

**DESCRIPTION:** As someone who has experienced the highs and lows that come with being a performer, Wes “Maestro” Williams has had to overcome many challenges in his life. These are also the same challenges that many young people face on the way to where they want to be. Sometimes these obstacles come from within, whether it’s a fear of failure or low self-esteem. Sometimes they come from circumstances or people around you who are keeping you down or “in your place,” even if they don’t mean to. In his presentation, Wes outlines practical and empowering strategies that help define a personal vision, how to achieve it, and what to do once you’re there. Employing the three principles outlined in his book *Stick to Your Vision: EXPECTATION, OPERATION and DESTINATION*, Wes offers useful tips and advice, as well as inspirational stories, quotes, and exercises to help young people achieve their goals, and stay on the right path towards their own vision.

**INTENDED FOR:** General

**SPEAKER PROFILE:** As one of Canada’s most successful and influential Hip Hop artists, Wes “Maestro” Williams is a Juno Award-winning recording artist with albums that have reached gold and platinum status and a Gemini Award nominated actor. Wes is also the author of the critically-acclaimed book, *Stick to Your Vision*. Endorsed by the former Governor General of Canada, Michaëlle Jean, as a “plan for action,” his message helps individuals to define their vision, how to achieve it, and what to do once they are there. Inspiring young people in schools across Canada, Wes also maintains his community-oriented focus supporting charitable organizations such as War Child, Save The Children, Covenant House, Special Olympics, Battered Women’s Support Services (BWSS), and The African AIDS Society. He has been honoured with the Award of Merit by the Black Business Professionals Association (BBPA) for continuing contributions in the Black Community in Canada, as well as the Canadian Music Industry.

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**Frieda Wishinsky**

**YOU CAN BE A WRITER TOO!**

**THURSDAY & FRIDAY**

Thursday: 12:45 pm - 2:00 pm • Elgin (max. 40)
Friday: 12:45 pm - 2:00 pm • Elgin (max. 40)

**DESCRIPTION:** Listen to a child at recess and you’ll hear a story. Children love sharing what happens in their lives with their friends, teachers and family. But ask a student to write a story and many will find it challenging. How do you motivate primary students to share their stories in writing? How do you help them organize ideas, use their experiences as a springboard for fiction, describe settings, create characters and develop plot? How do you show them that revision is not just crucial but enjoyable? Join author and educator Frieda Wishinsky in this hands-on workshop as she shares surefire, easy-to-implement tips and techniques to inspire primary students to write, rewrite and love the process.

**INTENDED FOR:** Primary Teachers (1-3)

**SPEAKER PROFILE:** Frieda is a teacher, school, library and conference speaker and the award winning author of over 50 books. She writes in a variety of genres: picture books, novels and non-fiction, as well as articles on writing. Her books have been translated into many languages and she's won many awards including the Marilyn Baillie Picture Award, the Red Cedar, the Braille Picture Book Award and the BC Book Prize. Her book *EACH ONE SPECIAL* was nominated for the Governor General’s award. Her most recent books include: *THE QUEEN’S SECRET* (Scholastic); *HALIFAX EXPLODES* (Owlkids); *EXPLORERS WHO MADE IT... OR DIED TRYING* (Scholastic); and *BLOB* (Orca).

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**Nadia Young and Catherine Connors**

**The Four Resources Model: From Theory to Practice**

**THURSDAY & FRIDAY**

Thursday: 10:45 am - noon • Kent (max. 50)
Friday: 12:45 pm - 2:00 pm • Huron (max. 50)

**DESCRIPTION:** Students must go beyond simply decoding and comprehending the literal meaning of a text. In order to be fully literate, students need to engage in higher order thinking skills through the deconstruction and analysis of texts. This session will make the work of Freebody and Luke’s *Four Resources Model* (1990) come alive with practical suggestions for classroom application. Strategies to foster the development of student as Meaning Maker, Code User, Text User, and Text Analyst will be provided.

**INTENDED FOR:** Intermediate and Senior Teachers

**SPEAKER PROFILE:** Nadia Young currently works in the Student Success department of the Toronto Catholic District School Board as a Literacy Resource Teacher. She has spent most of the previous six years in this role working with Intermediate and Secondary teachers on developing Literacy skills across the curriculum. In her work, Nadia has also delivered many workshops focused on the Ontario Ministry of Education’s Differentiated Instruction Educator’s Packages that assist teachers to meet the varying needs and interests of all students. Catherine Connors has worked in the Student Success team of the Toronto Catholic District School Board as a Literacy Resource Teacher and a Secondary Literacy Coach for the past two years. Previous to these positions, Catherine was the Head of the English/English as a Second Language Department at Madonna Catholic Secondary School. Catherine has chaired TCDSB’s Secondary School Literacy Teacher Leaders’ Committee since September, 2004. The cross-curricular approach to literacy education in TCDSB schools is founded on the belief that “Literacy is everybody’s business.”
The Sheraton Centre Exhibitors’ Display  
(Booth Assignments as at December 12, 2011)

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Board of Directors 2011-2012

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
Michael Francone
Marisa Liscio
Teresa Paoli
Tony Petitti
Brenda Stewart

TORONTO DISTRICT SCHOOL BOARD
Marguerite Campbell
Lise Hawkins
Vangie Kalanderopoulos
Kathy Lazarovits
Carol Munro

This is the slate of Directors presented to serve you in the 2011-2012 year. Any other nominations will be taken from the floor at the Annual General Meeting. Nominated individuals must be members of the Association, must agree to serve, and must be present at the AGM.

Reading Council Executive and Committee Members, 2011-2012

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FIRST VICE PRESIDENT AND CONFERENCE PROGRAMME CHAIR
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Vangie Kalanderopoulos
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Jose Molina
Carol Munro
Tanya Reilly-Primaylon
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Brian Svenningsen
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Valerie Collins
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Treasurer – Mike Francone

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Margaret Talbot

CORRESPONDING SECRETARY
Jane Milligan

BY-LAW AND PROCEDURE CHAIR
Vangie Kalanderopoulos

AWARDS CHAIR
Tony Petitti

Committee Member
Vangie Kalanderopoulos

The committees are comprised of members from the TCDSB and TDSB.
Next year’s conference will be held in downtown Toronto at the Sheraton Centre, February 14-15, 2013. Registration information will be mailed to all Ontario schools. Delegates who attend in 2012 will receive information directly.

Registration on our website readingfortheloveofit.com will begin October 1, 2012. Plan to register early since space is limited.

Visit us online and see what people are saying about Reading for the love of it.

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