37th Annual Language Arts Conference

Thursday, February 21st and Friday, February 22nd

Sheraton Centre Hotel
123 Queen St. West
Toronto, Ontario

Programme
Table of Contents

Map of Sheraton Centre Meeting Rooms ................................................................. 4
Conference Session Planner — Personal Sessions Choices ....................................... 6
Schedule of Events .................................................................................................. 7
Index of Presenters ................................................................................................. 8
Thursday at a Glance .............................................................................................. 10
Friday at a Glance .................................................................................................. 12
Speaker Sessions and Profiles (listed Alphabetically) .............................................. 14

Marc Brown
Thursday Breakfast Speaker ................................................................................. 18

Adrienne Clarkson
Friday Luncheon Speaker .................................................................................. 20

Tololwa Mollel
Friday Breakfast Speaker .................................................................................. 34

Steven Page
Thursday Luncheon Speaker ............................................................................... 37

Map of Exhibit Floor ............................................................................................. 46
Board of Directors ................................................................................................. 47
Message from the President

Dear Delegates:

It is a pleasure to welcome all of you on behalf of the East York-Scarborough Reading Association to our 37th annual Reading for the Love of It. Although we are now Canada's largest literacy conference, our beginnings were quite humble. We began simply with a small group of teachers in the former City of East York and Scarborough from the TDSB and the TCDSB who had a passion for literacy, for reading and for professional learning. They gathered together after school and on Saturdays to read, talk and learn together. They were visionaries who formed a grass roots movement, a network of teachers dedicated to professional dialogue and collaboration. Later the founding members began to imagine a conference that focused on professional learning for teachers, by teachers, dedicated completely to the joy of reading. Here we are 37 years later ... and Reading for the Love of It has grown into a truly international conference that gathers together thousands of educators. I personally attended my first Reading for the Love of It in 1986. So much of what I heard and learned and was exposed to that first year had a profound and lasting effect on my teaching. Like many of you, I have been deeply influenced by what I have learned at this conference. Over the years these enduring lessons helped shape my work as a teacher and enriched my work in the classroom.

This year's comprehensive and diverse program will once again provide you with a range of opportunities for professional learning. Our programme reflects the complexity of education in the 21st century with several sessions focused on the use of technology and social media. At the same time, we offer numerous sessions that continue to support our teachers in stretching towards literacy practices that nurture a love of reading. This is after all the heart of our work. Whether you are a first time delegate, or have been attending for close to 37 years, you will find sessions that will ignite your passion for reading, connect you to great Canadian authors and introduce you to memorable and beautiful stories and texts. The conference is a distinct opportunity to hear from current researchers, literacy experts and classroom teachers.

On behalf of the entire EYSRA, I would like to thank all our presenters, speakers, authors, exhibitors and delegates. Sincere thanks to the Toronto Catholic District School Board and the Toronto District School Board for their continued support. Reading for the Love of It is invigorating... it reminds us of all of the joy of teaching and the joy of reading. I hope that your time here serves to nurture your imagination, renew your optimism and remind you that we read for the love of it. Enjoy the conference!

Teresa Paoli
President
Meeting and Banquet Facilities

Meeting Facilities

- Carleton
- Churchill
- City Hall
- Civic
- Conference A
- Conference B
- Conference C
- Conference D
- Conference E
- Conference F
- Conference G
- Cosmopolitan
- Dominion
- Dufferin
- Elgin
- Essex
- Executive Suite
- Gingersnap
- Gold Rush
- Grand
- Huron Room
- Ice Palace
- Kent
- Norfolk
- Osgoode
- Oxford
- Peel
- Provincial North
- Provincial South
- Simcoe
- Sheraton Hall
- Spindrift
- Spring Song
- Spruce
- VIP Room
- Wentworth
- Willow West
- Willow Centre
- Willow East
- Windsor East
- Windsor West
- York
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 21, 2013**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 am - 4:30 pm</td>
<td>Exhibitors’ Display — Sheraton Hall (only available to registered delegates)</td>
</tr>
<tr>
<td>8:30 am - 10:00 am</td>
<td></td>
</tr>
<tr>
<td>9:00 am - 10:15 am</td>
<td></td>
</tr>
<tr>
<td>10:45 am - 12:00 noon</td>
<td></td>
</tr>
<tr>
<td>12:15 pm - 2:00 pm</td>
<td></td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td></td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td></td>
</tr>
<tr>
<td>7:00 pm - 9:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

**Friday, February 22, 2013**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 am - 4:00 pm</td>
<td>Exhibitors’ Display — Sheraton Hall (only available to registered delegates)</td>
</tr>
<tr>
<td>8:30 am - 10:00 am</td>
<td></td>
</tr>
<tr>
<td>9:00 am - 10:15 am</td>
<td></td>
</tr>
<tr>
<td>10:45 am - 12:00 noon</td>
<td></td>
</tr>
<tr>
<td>12:15 pm - 2:00 pm</td>
<td></td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td></td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>
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 20, 2013
7:00 pm - 7:30 pm Late registration pick-up — Concourse Level

Thursday, February 21, 2013
8:00 am - 4:00 pm On-site registration (only if space available) — Concourse Level
8:15 am - 10:00 am Exhibitors’ Display — Sheraton Hall (only available to registered delegates)
8:30 am - 10:00 am Breakfast with speaker Marc Brown
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 Steven Page
12:45 pm - 2:00 pm Presentations and Workshops
2:15 pm - 3:30 pm Presentations and Workshops
7:00 pm - 9:30 pm A Taste for Reading featuring Mary Bigler and this year’s Award Winners

Friday, February 22, 2013
8:00 am - 10:00 am On-site registration (only if space available) — Concourse Level
8:15 am - 10:00 am Exhibitors’ Display — Sheraton Hall (only available to registered delegates)
8:30 am - 10:00 am Breakfast with speaker Tololwa Mollel
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 Adrienne Clarkson
12:45 pm - 2:00 pm Presentations and Workshops
2:15 pm - 3:30 pm Presentations and Workshops

VISIT THE EXHIBITOR’S DISPLAY!
Wander through the exhibitor booths in the Sheraton Hall. Meet publishers, Toronto book sellers, authors, illustrators and storytellers while buying some books and having them autographed. All in one place for two days! Don’t miss this chance for professional development and a mid-winter recharge. Register today!

www.readingfortheloveofit.com

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.
<table>
<thead>
<tr>
<th>Speakers</th>
<th>Notation</th>
<th>Presentation Titles</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Allen</td>
<td></td>
<td>Writing Informational Text: Moving Beyond the Five-Paragraph Essay</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Just Let Me Read! Engaging Even the Most Reluctant Readers</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Neil Andersen</td>
<td></td>
<td>More Media Literacy Teaching Strategies</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Jill Aoki Barrett</td>
<td></td>
<td>Social Justice Begins with Me — K-8 Resource Kit</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Les Asselstine &amp; France-Lyne Bérubé</td>
<td></td>
<td>The Magic and Science of Linking Literacies</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Marilyn Banack</td>
<td>French</td>
<td>How to Choose the Best French Books</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Hannah Beach</td>
<td></td>
<td>Communicating and Learning Through Movement</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I Can Dance a Better World — Exploring Social Justice Issues Through Movement</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Celia Bettencourt, Jodie Church, Vanessa Grieve &amp; Nanette Owusu-Ansah; Facilitated by Leah Kearney</td>
<td></td>
<td>A Look at Full-Day Kindergarten</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Mary Bigler</td>
<td></td>
<td>Writing: What Every Teacher Should Know</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>David Booth</td>
<td></td>
<td>Shredding Comprehension Questions</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>George Brady &amp; Neil Andersen</td>
<td>Film</td>
<td>The Boys of Terezin</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Marc Brown</strong></td>
<td></td>
<td><strong>After Arthur</strong> Breakfast</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Lucy Calkins</td>
<td></td>
<td>Teaching the Writers Craft to Young Writers: Grades K-3</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rise to the Challenge of Teaching Young People to Write: Grades 4-8</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Kathy Cassidy</td>
<td></td>
<td>Primary Digital Portfolios Connected from the Start</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Lauren Chapple</td>
<td></td>
<td>Social Justice Begins with Me — K-8 Resource Kit</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td><strong>Adrienne Clarkson</strong></td>
<td></td>
<td><strong>Living Without Reading is Like Living Without Love</strong> Luncheon</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Elizabeth Coelho</td>
<td></td>
<td>Scaffolding Literacy Development in Multilingual Classrooms</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making Asset of Linguistic and Cultural Diversity in the Classroom</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Barbara Coloroso</td>
<td></td>
<td>Kids Are Worth It! Teaching with Wit and Wisdom</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Bully, the Bullied &amp; the Bystanders: Breaking the Cycle of Violence</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Rachel Cooke</td>
<td></td>
<td>Minds On, Action, Consolidate: Explicit, engaging strategies to help students make meaning</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Edmond Dixon</td>
<td></td>
<td>Where the Boys Are: Strategies that work! Cognitive Kinesthetics — Helping boys and girls learn together in the classroom</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Sean Donaghey &amp; Carolyn Hassard</td>
<td></td>
<td>Collaborative Student Writing Using a Wiki</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Lisa Donohue</td>
<td></td>
<td>100 Minutes — Making Every Minute of Literacy Count</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Sylvia Duckworth</td>
<td>French</td>
<td>L’Utilisation des outils digitaux et les médias sociaux pour améliorer la lecture et de l’écriture dans la classe de FLS Using Digital and Social Media to enhance reading and writing in the FSL class</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Terry Fallis</td>
<td></td>
<td>An Unorthodox Journey to the Published Land</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Carolyn Filice</td>
<td></td>
<td>Early Intensive Reading Intervention</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Douglas B. Fisher</td>
<td></td>
<td>Close Reading of Complex Texts</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Margaret Geare &amp; Byron Stevenson</td>
<td></td>
<td>Authentic Non-Fiction Reading and Writing</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Shari Graydon</td>
<td></td>
<td>Using Pop Culture to Cultivate Critical Thinking</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Enoch Hale</td>
<td></td>
<td>Introduction to Foundational Critical Thinking Concepts, Principles and Instructional Applications</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultivating the Intellect Through Close Reading and Substantive Writing</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Theresa Hanrahan</td>
<td></td>
<td>Media Literacy 1, 2, 3!</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Georgia Heard</td>
<td></td>
<td>A Place for Wonder: Writing Non-Fiction in the Primary Classroom Grades 1-3</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Poem a Week: Reading Poetry to Improve Comprehension Skills Grades 1-5</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>William Himmele</td>
<td></td>
<td>Total Participation Techniques: Making Every Student an Active Learner</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Karen Hume</td>
<td></td>
<td>On the Road to Assessment Sanity Using Assessment to Engage the 21st Century Learner</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Cheryl Jackson</td>
<td></td>
<td>Conversations from a TV Studio: Parenting and Education Experts Tell Us What Kids Need to Learn</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Speakers</td>
<td>Notation</td>
<td>Presentation Titles</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Christine Jackson</td>
<td></td>
<td>Finding a Reason, Finding a Rhyme: Strategies for Interpreting and Producing Texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue Jackson</td>
<td></td>
<td>Are You Listening? How Kindergarten Conversations Reflect Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why are School Buses Always Yellow? How Kindergarten Students’ Questions Can Empower Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lori Jamison</td>
<td></td>
<td>Read, Write, Play, Learn: Finding the Balance in Kindergarten Literacy Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is That a Fact? Using Nonfiction in Small Group Reading Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna Jupp</td>
<td></td>
<td>Breaking the Code: Using Language to Understand Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penny Kittle</td>
<td></td>
<td>Book Love: Creating a School Culture that Supports the Power and Pleasure of Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Beside Model Texts to Increase Vision and Independence (Grades 3-8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Korpan</td>
<td></td>
<td>Reaching Primary and Junior Students with Blended Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reaching Intermediate and Senior Students with Blended Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Levine</td>
<td></td>
<td>Hana's Suitcase: The Story Continues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathy Lundy</td>
<td></td>
<td>Talking Ourselves into Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aldo Malatesta</td>
<td></td>
<td>Comics in the Classroom II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual and Iconic Literacy: Aiming for 20/20 Visual Readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniella Marchese</td>
<td></td>
<td>Film Turning Points — A Trilogy of Films from TIFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria Martella &amp; Jim Martella</td>
<td></td>
<td>Voices in Your Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tololwa Mollel</td>
<td></td>
<td>Story House</td>
<td></td>
<td>Breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crafting My North American Story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle Muir</td>
<td></td>
<td>Luscious Literacy: Words Must be Heard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marina Nemat</td>
<td></td>
<td>Prisoners in Iran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathie Nunley</td>
<td></td>
<td>A Student’s Brain: How it works, reads &amp; speaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making the most of memory systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathryn Otosho</td>
<td></td>
<td>Raising Awareness Through Character-Building Children’s Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Picture Books that COUNT!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steven Page</td>
<td></td>
<td>Care and Feeding of the Creative Mind</td>
<td></td>
<td>Luncheon</td>
</tr>
<tr>
<td>Mindy Pollishuke &amp; Susan Schwartz</td>
<td></td>
<td>All Kids Can Read and Write! Using Differentiated and Motivating Strategies to Reach Even the Most Reluctant Readers and Writers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara Reid</td>
<td></td>
<td>Everyone can make a tree!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liz Ricci</td>
<td></td>
<td>Environmental Awareness, Literacy and Stewardship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laura Robb</td>
<td></td>
<td>Writing Improves Reading Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teach High Level Thinking While Meeting All Instructional Levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Rothenberg</td>
<td></td>
<td>Developing Academic Language Across the Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrating Language, Literacy &amp; Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allan Roy &amp; Josée Le Bouthillier</td>
<td>French</td>
<td>L’enseignement efficace de l’écriture en immersion: Le Modèle ECRI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Itah Sadu</td>
<td></td>
<td>Krik Krak, Krik Krak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Sousa</td>
<td></td>
<td>Exciting New Discoveries on How We Learn to Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to Help Older Struggling Readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Spring &amp; Andrea Bell Stuart</td>
<td></td>
<td>Mapping in Kindergarten: Discovering a Sense of Place in Kindergarten Through Reading, Writing and Art Special Places for Primary Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jim Strachan</td>
<td></td>
<td>The Heart and Art of Teaching and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Larry Swartz</td>
<td></td>
<td>Everything you need to learn about life you can probably learn from a good children’s book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Taberski</td>
<td></td>
<td>Re-Envisioning the Five Pillars of Reading: Simplified, Sensible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension Instruction, K-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>It’s Time to Talk: Developing Children’s Oral Language and Vocabulary, K-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonathan Tilly, Kathleen Tilly &amp; Joyce Grant</td>
<td></td>
<td>Teaching Kids News: Bringing the World into your Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching Kids News: Exciting Text-to-World Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miriam Trehearne</td>
<td></td>
<td>Learning to Write and Loving It!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing Writers and Readers in Grades 1-3: Effective, Engaging and Fun!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diane Vetter</td>
<td></td>
<td>A First Nation, Métis and Inuit Infusion: Strategies for Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janet Wilson</td>
<td></td>
<td>Shannen and the Dream for a School</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inspiring Young Hearts and Minds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eva Wiseman</td>
<td></td>
<td>Finding a Time, Finding a Place, Finding a Story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim Wynne-Jones</td>
<td></td>
<td>Action Packed!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Thursday, February 21 at a Glance

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Speaker</th>
<th>Presentation Title</th>
<th>Most Interest to</th>
<th>Room (Capacity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am - 10:00 am</td>
<td>Marc Brown</td>
<td>After Arthur</td>
<td>General</td>
<td>Grand B. East (max. 600)</td>
</tr>
<tr>
<td>9:00 am - 10:15 am</td>
<td>Neil Andersen</td>
<td>More Media Literacy Teaching Strategies</td>
<td>Junior &amp; Int.</td>
<td>Huron Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Mary Bigler</td>
<td>Writing: What Every Teacher Should Know</td>
<td>General</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Sylvia Duckworth</td>
<td>L’Utilisation des outils digital et les médias ...</td>
<td>General/ELL/FSL</td>
<td>Wentworth (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Carolyn Filice</td>
<td>Early Intensive Reading Intervention</td>
<td>Primary (1-3)</td>
<td>Simcoe-Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>William Himmele</td>
<td>Total Participation Techniques: Making Every ...</td>
<td>Int. &amp; Senior</td>
<td>Provincial South (max. 120)</td>
</tr>
<tr>
<td></td>
<td>Christine Jackson</td>
<td>Finding a Reason, Finding a Rhyme: Strategies ...</td>
<td>Primary (1-3)</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Penny Kittle</td>
<td>Book Love: Creating a School Culture that ...</td>
<td>Int. &amp; Senior</td>
<td>Conference D &amp; E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Sharon Korpan</td>
<td>Reaching Primary and Junior Students ...</td>
<td>Primary &amp; Junior</td>
<td>Windsor E/W (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Karen Levine</td>
<td>Hana’s Suitcase: The Story Continues</td>
<td>Junior (4-6)</td>
<td>Willow West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Kathleen Lundy</td>
<td>Talking Ourselves into Understanding</td>
<td>Int. &amp; Senior</td>
<td>Conference G (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Tololwa Mollel</td>
<td>Story House</td>
<td>General</td>
<td>Spruce (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Kathie Nunley</td>
<td>A Student’s Brain: How it works, reads &amp; speaks</td>
<td>General</td>
<td>Provincial N (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Laura Robb</td>
<td>Writing Improves Reading Comprehension</td>
<td>Junior (4-6)</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>Carol Rothenberg</td>
<td>Developing Academic Language Across ...</td>
<td>Junior (4-6)</td>
<td>Kent Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Itah Sadu</td>
<td>Krik Krik, Krik Krik</td>
<td>General</td>
<td>Elgin (max. 40)</td>
</tr>
<tr>
<td></td>
<td>David Sousa</td>
<td>Exciting New Discoveries on How We Learn ...</td>
<td>General</td>
<td>Conference B &amp; C (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Sharon Taberski</td>
<td>Re-Envisioning the Five Pillars of Reading: ...</td>
<td>Primary (K-3)</td>
<td>Willow E &amp; Centre (max. 260)</td>
</tr>
<tr>
<td></td>
<td>J. Tilly, K. Tilly &amp; J. Grant</td>
<td>Teaching Kids News: Bringing the World into ...</td>
<td>Junior &amp; Int.</td>
<td>Conference F (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Miriam Trehearne</td>
<td>Learning to Write and Loving It!</td>
<td>Kindergarten</td>
<td>Essex Ballroom (max. 260)</td>
</tr>
<tr>
<td>10:45 am - noon</td>
<td>Janet Allen</td>
<td>Writing Informational Text: Moving Beyond ...</td>
<td>Junior &amp; Int.</td>
<td>Spruce Room (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Kathy Cassidy</td>
<td>Primary Digital Portfolios</td>
<td>Primary (1-3)</td>
<td>Huron Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Coelho</td>
<td>Scaffolding Literacy Development in ...</td>
<td>General</td>
<td>Simcoe-Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Barbara Coloroso</td>
<td>Kids Are Worth It! Teaching with Wit and Wisdom</td>
<td>General</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>Edmond Dixon</td>
<td>Where the Boys Are: Strategies that Work!</td>
<td>Junior &amp; Int.</td>
<td>Provincial N (max. 230)</td>
</tr>
<tr>
<td></td>
<td>S. Donaghey &amp; C. Hassard</td>
<td>Collaborative Student Writing Using a Wiki</td>
<td>Int. &amp; Senior</td>
<td>Elgin Room (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Teresa Hanrahan</td>
<td>Media Literacy 1, 2, 3!</td>
<td>Primary (1-3)</td>
<td>Conference B &amp; C (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Georgia Heard</td>
<td>A Place for Wonder: Writing Non-Fiction in the ...</td>
<td>Primary (1-3)</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Sue Jackson</td>
<td>Are You Listening? How Kindergarten ...</td>
<td>Kindergarten</td>
<td>Willow West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Lori Jamison</td>
<td>Is That a Fact? Using Nonfiction in Small ...</td>
<td>Primary (1-3)</td>
<td>Willow E &amp; Centre (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Sharon Korpan</td>
<td>Reaching Students with Blended Learning</td>
<td>Int. &amp; Senior</td>
<td>Windsor E &amp; West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Aldo Malatesta</td>
<td>Comics in the Classroom II</td>
<td>Int. &amp; Senior</td>
<td>Conference F (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Marina Nemat</td>
<td>Prisoners in Iran</td>
<td>General</td>
<td>Essex Ballroom (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Kathie Nunley</td>
<td>Making the most of memory systems</td>
<td>General</td>
<td>Provincial S (max. 120)</td>
</tr>
<tr>
<td></td>
<td>Kathryn Otoshi</td>
<td>Raising Awareness through Character-Building ...</td>
<td>General</td>
<td>Kent Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>M. Spring &amp; A. Bell Stuart</td>
<td>Mapping in Kindergarten: Discovering a Sense ...</td>
<td>Kindergarten</td>
<td>Kenora Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>J. Tilly, K. Tilly &amp; J. Grant</td>
<td>Teaching Kids News: Exciting Text-to-World ...</td>
<td>Primary (1-3)</td>
<td>Conference D &amp; E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Eva Wiseman</td>
<td>Finding a Time, Finding a Place, Finding a Story</td>
<td>Int. &amp; Senior</td>
<td>Conference G (max. 65)</td>
</tr>
</tbody>
</table>

*Room (Capacity) refers to the maximum capacity of the venue.*
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Speaker</th>
<th>Presentation Title</th>
<th>Most Interest to</th>
<th>Room (Capacity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15 pm - 2:00 pm</td>
<td><strong>Steven Page</strong></td>
<td>Care and Feeding of the Creative Mind</td>
<td>General</td>
<td>Grand B. East (max. 600)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Hannah Beach</td>
<td>Communicating and Learning through ...</td>
<td>Junior (4-6)</td>
<td>Willow West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Rachel Cooke</td>
<td>Minds On, Action, Consolidate: Explicit, ...</td>
<td>Int. &amp; Senior</td>
<td>Windsor E &amp; W (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Lisa Donohue</td>
<td>100 Minutes — Making Every Minute of ...</td>
<td>Primary &amp; Junior</td>
<td>Conference B &amp; C (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Sylvia Duckworth</td>
<td>Using Digital and Social Media to enhance ...</td>
<td>General/ELL/FSL</td>
<td>Kent Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Terry Fallis</td>
<td>An Unorthodox Journey to the Published Land</td>
<td>General</td>
<td>Elgin (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Shari Graydon</td>
<td>Using Pop Culture to Cultivate Critical Thinking</td>
<td>Int. &amp; Senior</td>
<td>Conference F (max. 60)</td>
</tr>
<tr>
<td></td>
<td>William Himmele</td>
<td>Total Participation Techniques: Making Every ...</td>
<td>Int. &amp; Senior</td>
<td>Provincial S (max. 120)</td>
</tr>
<tr>
<td></td>
<td>Karen Hume</td>
<td>On the Road to Assessment Sanity</td>
<td>General</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Cheryl Jackson</td>
<td>Conversations from a TV Studio: Parenting ...</td>
<td>Primary (1-3)</td>
<td>Spruce (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Lori Jamison</td>
<td>Read, Write, Play, Learn: Finding the Balance ...</td>
<td>Kindergarten</td>
<td>Provincial N (max. 230)</td>
</tr>
<tr>
<td></td>
<td>M. Martella &amp; J. Martella</td>
<td>Voices in Your Library</td>
<td>General</td>
<td>Huron Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Michelle Muir</td>
<td>Luscious Literacy: Words Must be Heard</td>
<td>General</td>
<td>Simcoe-Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Barbara Reid</td>
<td>Everyone can make a tree!</td>
<td>Primary (1-3)</td>
<td>Conference D &amp; E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Laura Robb</td>
<td>Teach High Level Thinking While Meeting All ...</td>
<td>Junior (4-6)</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>David Sousa</td>
<td>How to Help Older Struggling Readers</td>
<td>General</td>
<td>Essex Ballroom (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Sharon Taberski</td>
<td>It’s Time to Talk: Developing Children’s Oral ...</td>
<td>Primary (K-3)</td>
<td>Willow E &amp; Centre (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Diane Vetter</td>
<td>A First Nation, Métis and Inuit Infusion: ...</td>
<td>General</td>
<td>Conference G (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Janet Wilson</td>
<td>Shannen and the Dream for a School</td>
<td>General</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Janet Allen</td>
<td>Just Let Me Read! Engaging Even the Most ...</td>
<td>Junior &amp; Int.</td>
<td>Willow E &amp; Centre (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Jill Aoki Barrett</td>
<td>Social Justice Begins with Me — K-8 Resource Kit</td>
<td>General</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>L. Asselstine &amp; F.-L. Bérubé</td>
<td>The Magic and Science of Linking Literacies</td>
<td>Primary &amp; Jr.</td>
<td>Huron Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>G. Brady &amp; N. Andersen</td>
<td>The Boys of Terezin</td>
<td>General</td>
<td>Conference B &amp; C (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Barbara Coloroso</td>
<td>The Bully, the Bullied &amp; the Bystanders: ...</td>
<td>General</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>M. Geare &amp; B. Stevenson</td>
<td>Authentic Non-Fiction Reading and Writing</td>
<td>Int. &amp; Senior</td>
<td>Elgin (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Enoch Hale</td>
<td>Introduction to Foundational Critical Thinking</td>
<td>Int. &amp; Senior</td>
<td>Conference G (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Georgia Heard</td>
<td>A Poem a Week: Reading Poetry to Improve ...</td>
<td>Primary &amp; Junior</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Anna Jupp</td>
<td>Breaking the Code: Using Language to ...</td>
<td>Primary &amp; Junior</td>
<td>Conference F (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Penny Kittle</td>
<td>Writing Beside Model Texts to Increase Vision ...</td>
<td>Int. &amp; Senior</td>
<td>Spruce (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Kathryn Otoshi</td>
<td>Picture Books the COUNT!</td>
<td>General</td>
<td>Provincial South (max. 120)</td>
</tr>
<tr>
<td></td>
<td>M. Pollishuke &amp; S. Schwartz</td>
<td>All Kids Can Read and Write! Using ...</td>
<td>Primary &amp; Junior</td>
<td>Conference D &amp; E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Liz Ricci</td>
<td>Environmental Awareness, Literacy and ...</td>
<td>Primary (1-3)</td>
<td>Kenora Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Carol Rothenberg</td>
<td>Integrating Language, Literacy &amp; Content*</td>
<td>Junior (4-6)</td>
<td>Willow West (max. 70)</td>
</tr>
<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. 40)</td>
</tr>
<tr>
<td></td>
<td>Jim Strachan</td>
<td>The Heart and Art of Teaching and Learning</td>
<td>General</td>
<td>Windsor E &amp; W (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Larry Swartz</td>
<td>Everything you need to learn about life you ...</td>
<td>Primary &amp; Junior</td>
<td>Simcoe-Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Miriam Trehearme</td>
<td>Develop Writers and Readers in Grades 1-3: ...</td>
<td>Primary (K-3)</td>
<td>Essex B. (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Tim Wynne-Jones</td>
<td>Action Packed!</td>
<td>Int. &amp; Senior</td>
<td>Provincial N (max. 230)</td>
</tr>
</tbody>
</table>
### Friday, February 22 at a Glance

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Speaker</th>
<th>Presentation Title</th>
<th>Most Interest to</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am - 10:00 am</td>
<td><strong>Tololwa Mollel</strong></td>
<td>Crafting my North American Story</td>
<td>General</td>
<td>Grand B. East (max. 600)</td>
</tr>
<tr>
<td>9:00 am - 10:15 am</td>
<td>L. Asselstine &amp; F.-L. Bérubé</td>
<td>The Magic and Science of Linking Literacies</td>
<td>Primary &amp; Junior</td>
<td>Wentworth (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Mary Bigler</td>
<td>Writing: What Every Teacher Should Know</td>
<td>General</td>
<td>Essex Ballroom (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Lucy Calkins</td>
<td>Teaching the Writers Craft to Young Writers: ...</td>
<td>Primary (K-3)</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>Carolyn Filice</td>
<td>Early Intensive Reading Intervention</td>
<td>Primary (1-3)</td>
<td>Conference B &amp; C (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Douglas B. Fisher</td>
<td>Close Reading of Complex Texts</td>
<td>Int. &amp; Senior</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>William Himmle</td>
<td>Total Participation Techniques: Making Every ...</td>
<td>Int. &amp; Senior</td>
<td>Conference F (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Christine Jackson</td>
<td>Finding a Reason, Finding a Rhyme ...</td>
<td>Primary (1-3)</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Penny Kittle</td>
<td>Book Love: Creating a School Culture that ...</td>
<td>Int. &amp; Senior</td>
<td>Conference D &amp; E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Sharon Korpan</td>
<td>Reaching Primary and Junior Students with ...</td>
<td>Primary &amp; Junior</td>
<td>Windsor E &amp; W (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Karen Levine</td>
<td>Hanna's Suitcase: The Story Continues</td>
<td>Junior (4-6)</td>
<td>Willow W (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Kathleen Lundy</td>
<td>Talking Ourselves into Understanding</td>
<td>Junior &amp; Int.</td>
<td>Conference G (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Kathryn Otoshi</td>
<td>Raising Awareness through Character-Building ...</td>
<td>General</td>
<td>Simcoe-Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Carol Rothenberg</td>
<td>Developing Academic Language Across the ...</td>
<td>Junior (4-6)</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Itah Sadu</td>
<td>Krik Krak, Krik Krak</td>
<td>General</td>
<td>Spruce (max. 60)</td>
</tr>
<tr>
<td></td>
<td>David Sousa</td>
<td>Exciting New Discoveries on How We Learn ...</td>
<td>General</td>
<td>Provincial S (max. 120)</td>
</tr>
<tr>
<td></td>
<td>Sharon Taberski</td>
<td>Re-Envisioning the Five Pillars of Reading: ...</td>
<td>Primary (K-3)</td>
<td>Willow E &amp; Centre (max. 260)</td>
</tr>
<tr>
<td></td>
<td>J. Tilly, K. Tilly &amp; J. Grant</td>
<td>Teaching Kids News: Bringing the World into ...</td>
<td>Junior &amp; Int.</td>
<td>Huron Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Miriam Trehearne</td>
<td>Learning to Write and Loving It!</td>
<td>Kindergarten</td>
<td>Provincial N (max. 230)</td>
</tr>
<tr>
<td>10:45 am - noon</td>
<td>Janet Allen</td>
<td>Writing Informational Text: Moving Beyond ...</td>
<td>Junior &amp; Int.</td>
<td>Conference G (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Kathy Cassidy</td>
<td>Connected from the Start</td>
<td>Primary (1-3)</td>
<td>Huron Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Coelho</td>
<td>Making Asset of Linguistic and Cultural ...</td>
<td>General</td>
<td>Provincial S (max. 120)</td>
</tr>
<tr>
<td></td>
<td>Barbara Coloroso</td>
<td>Kids Are Worth It! Teaching with Wit and Wisdom</td>
<td>General</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>Edmond Dixon</td>
<td>Cognitive Kinesthetics --- Helping boys and ...</td>
<td>Primary (1-3)</td>
<td>Provincial N (max. 230)</td>
</tr>
<tr>
<td></td>
<td>S. Donaghey &amp; C. Hassard</td>
<td>Collaborative Student Writing Using a Wiki</td>
<td>Int. &amp; Senior</td>
<td>Elgin Room (max. 40)</td>
</tr>
<tr>
<td></td>
<td>Terry Fallis</td>
<td>An Unorthodox Journey to the Published Land</td>
<td>General</td>
<td>Simcoe-Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Theresa Hanrahan</td>
<td>Media Literacy 1, 2, 3!</td>
<td>Primary (1-3)</td>
<td>Conference B &amp; C (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Sue Jackson</td>
<td>Why are school buses always yellow? How ...</td>
<td>Kindergarten</td>
<td>Willow West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Lori Jamison</td>
<td>Is That a Fact? Using Nonfiction in Small Group ...</td>
<td>Primary (1-3)</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Sharon Korpan</td>
<td>Reaching Students with Blended Learning</td>
<td>Int. &amp; Senior</td>
<td>Windsor E &amp; W (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Aldo Malatesta</td>
<td>Visual and Iconic Literacy: Aiming for 20/20 ...</td>
<td>Int. &amp; Senior</td>
<td>Conference F (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Marina Nemat</td>
<td>Prisoners in Iran</td>
<td>General</td>
<td>Essex B. (max. 260)</td>
</tr>
<tr>
<td></td>
<td>M. Spring &amp; A. Bell Stuart</td>
<td>Special Places for Primary Students</td>
<td>Kindergarten</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td></td>
<td>J. Tilly, K. Tilly &amp; J. Grant</td>
<td>Teaching Kids News: Exciting Text-to-World ...</td>
<td>Primary (1-3)</td>
<td>Conference D &amp; E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Janet Wilson</td>
<td>Inspiring Young Hearts and Minds</td>
<td>General</td>
<td>Kent Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Eva Wiseman</td>
<td>Finding a Time, Finding a Place, Finding a Story</td>
<td>Int. &amp; Senior</td>
<td>Spruce (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Tim Wynne-Jones</td>
<td>Action Packed</td>
<td>Int. &amp; Senior</td>
<td>Willow E &amp; Centre (max. 260)</td>
</tr>
<tr>
<td>Date/Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Most Interest to</td>
<td>Room (Capacity)</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>12:15 pm - 2:00 pm</td>
<td>Adrienne Clarkson</td>
<td>Living Without Reading is Like Living Without Love</td>
<td>General</td>
<td>Grand B. East (max. 600)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Neil Andersen</td>
<td>More Media Literacy Teaching Strategies</td>
<td>Junior &amp; Int.</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Marilyn Banack</td>
<td>How to Choose the Best French Books</td>
<td>General/ELL/FSL</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Lucy Calkins</td>
<td>Rise to the Challenge of Teaching Young ...</td>
<td>Junior &amp; Int.</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>Lauren Chapple</td>
<td>Social Justice Begins with Me - K-8 Resource Kit</td>
<td>General</td>
<td>Willow West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Rachel Cooke</td>
<td>Minds On, Action, Consolidate: Explicit, ...</td>
<td>Int. &amp; Senior</td>
<td>Windsor E &amp; W (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Lisa Donohue</td>
<td>100 Minutes — Making Every Minute of ...</td>
<td>Primary &amp; Jr.</td>
<td>Conference B &amp; C (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Shari Graydon</td>
<td>Using Pop Culture to Cultivate Critical Thinking</td>
<td>Int. &amp; Senior</td>
<td>Conference F (max. 60)</td>
</tr>
<tr>
<td></td>
<td>William Himmele</td>
<td>Total Participation Techniques: Making Every ...</td>
<td>Int. &amp; Senior</td>
<td>Provincial S (max. 120)</td>
</tr>
<tr>
<td></td>
<td>Cheryl Jackson</td>
<td>Conversations from a TV Studio: Parenting ...</td>
<td>Primary (1-3)</td>
<td>Spruce (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Lori Jamison</td>
<td>Read, Write, Play, Learn: Finding the Balance ...</td>
<td>Kindergarten</td>
<td>Willow E &amp; Centre (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Penny Kittle</td>
<td>Writing Beside Model Texts to Increase Vision ...</td>
<td>Int. &amp; Senior</td>
<td>Simcoe-Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>M. Martella &amp; J. Martella</td>
<td>Voices in Your Library</td>
<td>General</td>
<td>Huron Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Michelle Muir</td>
<td>Luscious Literacy:Words Must be Heard</td>
<td>General</td>
<td>Provincial N (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Barbara Reid</td>
<td>Everyone can make a tree!</td>
<td>Primary (1-3)</td>
<td>Conference D &amp; E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>David Sousa</td>
<td>How to Help Older Struggling Readers</td>
<td>General</td>
<td>Essex B. (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Larry Swartz</td>
<td>Everything you need to learn about life you ...</td>
<td>Primary &amp; Junior</td>
<td>Conference G (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Sharon Taberski</td>
<td>It's Time to Talk: Developing Children's Oral ...</td>
<td>Primary (K-3)</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Diane Vetter</td>
<td>A First Nation, Métis et Inuit Infusion: ...</td>
<td>General</td>
<td>Elgin (max. 40)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Janet Allen</td>
<td>Just Let Me Read! Engaging Even the Most ...</td>
<td>Junior &amp; Int.</td>
<td>Willow E &amp; Centre (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Hannah Beach</td>
<td>I Can Dance a Better Work — Exploring Social ...</td>
<td>Junior (4-6)</td>
<td>Willow West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>C. Bettencourt, J. Church, V. Grieve &amp; N. Owusu-Ansah; Facilitated by L. Kearney</td>
<td>A Look at Full-Day Kindergarten</td>
<td>Kindergarten</td>
<td>Conference B &amp; C (max. 150)</td>
</tr>
<tr>
<td></td>
<td>David Booth</td>
<td>Shredding Comprehension Questions</td>
<td>Junior (4-6)</td>
<td>Essex Ballroom (max. 260)</td>
</tr>
<tr>
<td></td>
<td>Barbara Coloroso</td>
<td>The Bully, the Bullied and the Bystanders: ...</td>
<td>General</td>
<td>Grand B. Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>Douglas B. Fisher</td>
<td>Close Reading of Complex Texts</td>
<td>Int. &amp; Senior</td>
<td>Provincial N (max. 230)</td>
</tr>
<tr>
<td></td>
<td>M. Geare &amp; B. Stevenson</td>
<td>Authentic Non-Fiction Reading and Writing</td>
<td>Int. &amp; Senior</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Enoch Hale</td>
<td>Cultivating the Intellect Through Close Reading ...</td>
<td>Junior &amp; Int.</td>
<td>Conference G (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Karen Hume</td>
<td>Using Assessment to Engage the 21st Century ...</td>
<td>General</td>
<td>Grand B. West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Anna Jupp</td>
<td>Breaking the Code: Using Language to ...</td>
<td>Primary &amp; Junior</td>
<td>Conference F (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Daniella Marchese</td>
<td>Turning Points — A Trilogy of Films from TIFF</td>
<td>General</td>
<td>Provincial S (max. 120)</td>
</tr>
<tr>
<td></td>
<td>Kathryn Otoshi</td>
<td>Picture Books the COUNT!</td>
<td>General</td>
<td>Simcoe-Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>M. Pollishuke &amp; S. Schwartz</td>
<td>All Kids Can Read and Write! Using ...</td>
<td>Primary &amp; Junior</td>
<td>Conference D &amp; E (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Liz Ricci</td>
<td>Environmental Awareness, Literacy and ...</td>
<td>Primary (1-3)</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Carol Rothenberg</td>
<td>Integrating Language, Literacy &amp; Content*</td>
<td>Junior (4-6)</td>
<td>Spruce (max. 60)</td>
</tr>
<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>Huron Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Jim Strachan</td>
<td>The Heart and Art of Teaching and Learning</td>
<td>General</td>
<td>Windsor E &amp; W (max. 70)</td>
</tr>
</tbody>
</table>
Speaker Sessions & Profiles

Janet Allen

Writing Informational Text: Moving Beyond the Five-Paragraph Essay

THURSDAY AND FRIDAY
Thur.: 10:45 am - noon • Spruce Room (max. 60)
Fri.: 10:45 am - noon • Conference G (max. 65)

DESCRIPTION: When asked to write nonfiction, most students tend toward writing memoir — a form of literary nonfiction. This session will highlight practical instructional strategies and tools teachers could use to support students in writing informational texts. We will discuss the characteristics of effective informational text writing and Janet will demonstrate tools to support that writing: mentor texts, specialized vocabulary, text features, text structures and research. Join us as we share tools that will help your students write to inform.

INTENDED FOR: Junior and Intermediate Teachers

SPEAKER PROFILE: Janet Allen was a secondary reading and ELA teacher for 20 years in northern Maine before relocating to central Florida where she taught at the University of Central Florida. While there, she taught reading and an English education course; directed the Central Florida Writing Project; and, assisted in the creation of the Orange County Literacy Project. Janet is the author of a children’s picture book, Best Little Wingman (Boyd’s Mills Press) and numerous professional books including the following: It’s Never Too Late (Heinemann); Words, Words, Words; Inside Words; Tools for Teaching Content Literacy; More Tools for Teaching Content Literacy; Yellow Brick Roads; On the Same Page; and, There’s Room for Me Here (Stenhouse); Reading History (Oxford University Press); Read Aloud Anthology (Scholastic). She is the author of a comprehensive, audio-assisted literacy program for grades 3-12: Plugged-in to Reading Fiction and Plugged-in to Reading Nonfiction (Triumph Learning). In addition, she is a senior writer for HMH Literature series 6-12.

SECOND PRESENTATION:
Just Let Me Read! Engaging Even the Most Reluctant Readers

THURSDAY AND FRIDAY
Thur.: 2:15 pm - 3:30 pm • Willow East and Centre (max. 260)
Fri.: 2:15 pm - 3:30 pm • Willow East and Centre (max. 260)

DESCRIPTION: This session will move away from a discussion of testing, assessments, reading grade levels and leveled texts. Instead, this session will focus on what it takes to move all readers to a place where they want to read and are capable of reading increasingly more complex texts. Janet will share texts and strategies for readers at four stages of reading engagement. Join us as we share great books, effective strategies, and joyful literacy.

INTENDED FOR: Junior and Intermediate Teachers

Neil Andersen

More Media Literacy Teaching Strategies

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Huron Room (max. 50)
Fri.: 12:45 pm - 2:00 pm • Kent Room (max. 50)

DESCRIPTION: Media literacy is mandated in all public schools, and most teachers acknowledge its importance. But how do teachers teach and assess media literacy? What do they ask students to do? How do students produce media texts and what might they look like? How do teachers assess student work? This presentation will extend last year's by describing additional powerful media education teaching strategies teachers can use to 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 and Intermediate Teachers

SPEAKER PROFILE: Neil Andersen’s personal and professional interest in communications has led him to lifelong 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, in the United States, 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.

Jill Aoki Barrett

Social Justice Begins with Me – K-8 Resource Kit

THURSDAY
Thur.: 2:15 pm - 3:30 pm • Kent Room (max. 50)

DESCRIPTION: The Social Justice Begins with Me — K-8 Resource Kit is a new ETFO literature-based resource. This year-round resource builds on the concepts originally introduced in “We’re Erasing Prejudice for Good” and will help educators deliver messages of inclusion, diversity, and create safe and welcoming environments. It allows educators to implement the Ministry’s Equity and Inclusion Strategy, described in ministry documents as “an overarching policy that supports a positive school environment where diversity is respected; systemic barriers and biases are identified and removed so that whatever their personal circumstances, all students can achieve at their highest potential”. The children’s literature that forms the basis for Social Justice Begins with Me provides an ideal entry point for developing inclusive
classrooms. The resource also promotes the teaching of critical thinking and advocacy skills. As well, it allows students to see themselves and their stories reflected in the curriculum. Five separate documents make up the kit: one each for Primary, Junior, and Intermediate grades; a Teacher Resource Guide; and a copy of the ETFO resource, More Than a Play. It is organized using ten monthly themes: Self-Esteem, Sharing Our Lives, Building Supportive Communities, Rights of the Child, Caring Hands, Untie the Knots of Prejudice, Local and Global Citizenship, True Worth and Beauty, and Circles and Cycles.

INTENDED FOR: General

SPEAKER PROFILE: Jill Aoki Barrett has been trained with ETFO Resources and has valuable knowledge to share with delegates regarding this resource kit. Jill is in her 21st year of teaching in Ontario. She currently divides her time between two schools in Welland — The DSBN Academy and Plymouth School. Her social justice work, which includes co-authoring Social Justice Begins With Me, We’re Erasing Prejudice for Good, Respecting Cultures and Honouring Differences, and the position paper, Blurred Vision, has been a labour of love.

Les Asselstine and France-Lyne Bérubé
The Magic and Science of Linking Literacies

THURSDAY AND FRIDAY
Thur.: 2:15 pm - 3:30 pm • Huron Room (max. 50)
Fri.: 9:00 am - 10:15 am • Wentworth (max. 40)

DESCRIPTION: Enhancing the links between language literacy and science literacy can add relevance to our teaching and magically help us find more time for dealing with a crowded curriculum. In this session, Les will share science demonstrations that you can use in your classroom to arouse curiosity, encourage questioning, promote investigations, and provide meaningful contexts for both reading and writing. Students may initially see ‘magic’ but, as they seek explanations, they realize that they are doing science.

INTENDED FOR: Primary and Junior Teachers

SPEAKER PROFILES: Les Asselstine has had a varied career as an educator in the Province of Ontario, from teaching in a rural, one-room school house, and large urban schools, to providing curriculum leadership and training. As a Program Consultant with the Waterloo District School Board, Les was responsible for developing and supporting the implementation of curriculum in the areas of elementary science, technology, social studies, and the full range of primary programs. He has always placed a strong emphasis on aspects of the learning environment that meet the needs of kinesthetic learners and engage students in problem solving activities. Les has authored a number of books in the areas of Science, Social Studies, Mathematics, and Non-Fiction Guided Reading. In support of making cross-curricular connections, he and his writing partner, Rod Peturson, developed a series of books called Reading For Real. These books use Social Studies and Science topics to motivate reading and writing of various non-fiction text forms. Les’ presentations are always well received by teachers for their practical, classroom application.

France-Lyne Bérubé has been teaching at the elementary level for the last 12 years. She began her career teaching Special Education classes and has now transitioned to teaching Science and English to grade 6 students in the “Conseil scolaire de district catholique de l’est Ontarien”. She is a member of the STAO/APS0 Elementary Curriculum Committee.

Marilyn Banack
How to Choose the Best French Books

FRIDAY
Fri.: 12:45 pm - 2:00 pm • Kenora Room (max. 50)

DESCRIPTION: Tips for librarians in both school and public libraries who really want to learn how to choose the best books in French and want to promote these books. Find out how to best spend your French book budget and meet the needs of your second language learners.

INTENDED FOR: General / ELL/FSL

SPEAKER PROFILE: Marilyn Banack is a former French teacher and teacher librarian. She is the owner of The Children’s French Bookstore and Le Français Fantastique, and Founder of The French Teachers’ Network. Marilyn is a workshop facilitator for teachers and librarians in the French second language communities.

Hannah Beach
Communicating and Learning through Movement

THURSDAY AND FRIDAY
Thur.: 12:45 pm - 2:00 pm • Willow West (max. 70)

DESCRIPTION: Based on the I Can Dance book series, this workshop breaks down dance stereotypes and explores everyday life through dance. Most children view dance as a series of steps, for able-bodied coordinated children or that it must be changed for every child to fully participate. Participants will learn how to help children see that dance is about communicating, exploring and reflecting on our world through an artistic medium. They will learn tools to help facilitate inclusive, engaging activities in many different styles of dance. The material in the workshop is designed to work for ALL children and to enable ALL teachers to successfully facilitate learning through movement, even with absolutely no previous dance experience! Teachers will leave not only inspired, but also with many new tools and skills!

INTENDED FOR: Junior Teachers (4-6)

SPEAKER PROFILE: Hannah Beach is the author of the successful I Can Dance books for children and I Can Dance a Better World book/DVD supporting youth in engaging in social justice through dance and drama. Her books have been adopted by multiple school boards across Canada. Director of the Dandelion Dance Company, she combines her dance training with her background in social work and children’s rights, facilitating in a manner that embraces all abilities, and supports children in experiencing their feelings, ideas and experiences through movement. Her world has been embraced by schools, universities, family shelters and
early learning centres, as a vehicle through which to help children build self-esteem, engage in team building and shift classroom dynamics towards a more inclusive and empathetic way of learning together. She was the recipient of the 2010 Celebration of People — Education Award which recognizes leadership in providing and promoting inclusion for people with disabilities in education.

SECOND PRESENTATION:
I Can Dance a Better World — Exploring Social Justice Issues Through Movement

THURSDAY AND FRIDAY
Fri.: 2:15 pm - 3:30 pm • Willow West (max. 70)

DESCRIPTION: This workshop will inspire and engage teachers to use dance and drama as a tool to support youth in exploring social issues. Developed to work for all youth and designed to be successfully taught by all educators, this workshop is based on Hannah Beach’s latest resources; I Can Dance A Better World. The workshop will demonstrate how movement can be an incredible tool to support youth in self-expression, facilitate team building and deepen social justice learning experiences. Participants will learn how to create spaces that support youth in self-directed learning and explore topics such as inclusion, the environment, hunger, and children’s rights in meaningful and relevant ways. Participants will also have the opportunity to watch on DVD how other youth of mixed ability have used movement as a medium for activism and change. Wear comfortable clothing and be ready to move in a supportive and non-judgmental atmosphere.

INTENDED FOR: Junior Teachers (4-6)

Celia Bettencourt, Jodie Church, Vanessa Grieve and Nanette Owusu-Ansah; Facilitated by Leah Kearney

A Look at Full-Day Kindergarten
FRIDAY
Fri.: 2:15 pm - 3:30 pm • Conference B and C (max. 150)

DESCRIPTION: A panel of full-day kindergarten teachers will explore the ‘sights and sounds’ of a full-day of learning in Kindergarten. Each teacher will explore a different aspect of the day, and the panel will conclude by taking questions from the floor.

Topics explored will include:
Oral Language: How is it promoted through learning centres and texts?
A Day in the Life: What does the day really look like?
Writing: How is it promoted through centres?
Inquiry: How inquiry and thinking are promoted?
Differentiation: How are the needs of all accommodated?

INTENDED FOR: Kindergarten Teachers

SPEAKER PROFILES: In Celia Bettencourt’s 12 years of teaching
with the TDSB, she has been the literacy coordinator for her school for five years. She was a lead developmental reading assessment (DRA) trainer for two years in her family of schools. She has hosted multiple demo kindergarten classes last academic school year, and has presented for the beginning teachers Summer Institute. She has taught kindergarten for the past six years, and this is her first year teaching full-day kindergarten.

Jodie Church is a teacher with the Toronto District School Board. She has been teaching Kindergarten for ten years and is absolutely thrilled about the opportunity to share her experiences with you. She is a Reading Specialist and believes that teaching young children to read is a truly magical experience. She is currently teaching FDK at Blake Street Public School. Blake Street is ranked 27 on the Learning Opportunities Index and is a TDSB Model School. Blake Street is in their first year of FDK implementation.

Vanessa Grieve has been teaching kindergarten for the past seven years with the Toronto District School Board. During this time, she has had experience working with a large number of ELLs and is currently teaching Full-Day Kindergarten in a Special Education school for children with communication/language needs and physical disabilities. She was involved with the production of the EFTO webcast called, Kindergarten Makeover. In addition, she has worked on a number of special kindergarten projects within the TDSB and has been a presenter at numerous workshops focusing on inquiry, literacy and play-based learning.

Nanette Owusu-Ansah is a returning presenter at the Reading for the Love of It, who has taught the past seven years for the Toronto District School Board. During this time, she has taught kindergarten working with a large number of ELL students and is currently in her second year of teaching Full-Day Kindergarten in an inner city school. She was the kindergarten chair for three years and was involved in the Toronto District School Board’s (TDSB) demonstration classroom program as well as a mentor-teacher for student-teachers from York University. In addition, she has worked on a number of special kindergarten projects within the TDSB and for the Elementary Teachers Federation of Ontario (ETFO) and has been a presenter at numerous workshops focusing on science inquiry, literacy and play based learning.

FACILITATOR PROFILE: Leah Kearney has been an Instructional Leader with the TDSB for five years. She has over 17 years in the classroom teaching JK to grade 8 as well as being Literacy Co-ordinator and Teacher Librarian. She completed her Masters in Education focusing on Gender Equity. On a personal note she was born in Liverpool, England, has three young children, and loves to travel, literature, music, art and film.

Mary Bigler
Writing: What Every Teacher Should Know

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Grand Ballroom West (max. 400)
Fri.: 9:00 am - 10:15 am • Essex Ballroom (max. 260)

DESCRIPTION: This practical and informative workshop will focus on how to engage all students in purposeful, functional and fun writing experiences. Numerous ideas to help students write creatively and across the curriculum will be shared. Many examples of student writing will be presented. Come prepared to laugh and learn.

INTENDED FOR: General

SPEAKER PROFILE: Dr. Mary Bigler, a Professor in the Department of Teacher Education at Eastern Michigan University, is an outstanding teacher and excellent seminar leader who brings a wealth of insight, humour and honesty to her workshops. She has taught for 47 years and has received numerous awards for her work. She has keynoted conferences throughout the world and conducted hundreds of workshops on reading and writing for teachers, administrators and parents. Dr. Bigler has served as an advisor to governmental and educational institutions as well as to business and industry. She is a past president of the Michigan Reading Association and is listed in Who’s Who of American Women.

David Booth
Shredding Comprehension Questions

FRIDAY
Fri.: 2:15 pm - 3:30 pm • Essex Ballroom (max. 260)

DESCRIPTION: This session will explore strategies and activities for helping readers to make meaning with a text, to deepen and extend their understanding, to critically examine the issues and ideas, and to open up connections to the world that surrounds the text. Lists of comprehension questions will be shredded and turned into confetti.

INTENDED FOR: Junior Teachers (4-6)

SPEAKER PROFILE: Dr. David Booth is the former Chair of the Elizabeth Thorn Centre for Literacy at the Schulich School of Education, Nipissing University, and Professor Emeritus and Scholar in Residence at the Ontario Institute for Studies in Education at the University of Toronto, where he works in the arts in education and literacy education departments. A prolific author, he has written and published numerous books for teachers and textbooks for use in classrooms across all areas of language development: early literacy, reading, writing, speaking and listening, boys and literacy, drama and media. A selection of some of David’s well-known books include the following titles: This Book is Not About Drama (2012); Caught in the Middle (2011), Whatever Happened to Language Arts? (2010); It’s Critical (2008); and The Literacy Principal (2nd. Ed., 2007). He has also written many award-winning picture books for children. A very popular international speaker, David has addressed educators and parents in every province of Canada, throughout most American states, and in the United Kingdom, Germany, Asia, the Mid East, New Zealand and Australia. He has won several awards for his classroom teaching, for his contributions to the teaching of reading, and for his books for young people.
George Brady and Neil Andersen

The Boys of Terezín Film

THURSDAY
Thur.: 2:15 pm - 3:30 pm • Conference Room B and C
(max. 150)

DESCRIPTION: Five Holocaust survivors, a boys' choir, and a chamber music group unite to tell the story of the secret concentration camp journal created under the nose of their Nazi captors.

INTENDED FOR: General

SPEAKER PROFILE: George Brady grew up in the small town of Nove Mesto, Czechoslovakia. In 1941, George’s parents were arrested and eventually, their two children, George, aged 14, and his sister Hana, 11, were deported to Terezín and finally to Auschwitz. George worked in slave labour until he was liberated from the Death March in January of 1945. George returned home to find that the Nazis had murdered his parents and beloved sister.

As the only survivor of his immediate family, George eventually made his way to Canada. Three years later, he and another Holocaust survivor founded a successful plumbing business; when he retired, over 40 years later, the business had over 200 employees. George has led a busy retirement. The story of a Japanese woman’s search to discover the fate of Hana and to promote tolerance and compassion to a group of Japanese students, changed George’s life. Fumiko Ishioka’s search crossed three continents, eventually leading to Hana’s surviving brother, George in Canada. Hana’s tragic experience has had a profound effect on children worldwide and inspired George’s relentless optimism and respect for the freedom he exercises in Canada.

As of 2012, the docu-drama “Inside Hana’s Suitcase” has premiered at various festivals and has been shown around the world in Europe, Asia, Australia and has had theatrical releases in Canada and the US. George is a member of the Order of Ontario and recent Diamond Jubilee inductee and was also delighted to receive Honourary Citizenship in his childhood town of Nove Mesto, Czech Republic.

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, in 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.

Marc Brown

After Arthur

THURSDAY BREAKFAST
Thur.: 8:30 am - 10:00 am • Grand Ballroom East
(max. 600)

DESCRIPTION: Marc Brown is an international bestselling and Emmy Award winning children’s author, illustrator, and creator of the character Arthur. His literary experiences with Arthur over the past 35 years, have taken him on many adventures including work in different creative areas such as television. He will share his ideas and characters, and from where they originate. He will also take us on a virtual trip to his studio and talk about his work in progress.

INTENDED FOR: General

SPEAKER PROFILE: “When my first son, Tolon, was born, I started telling him stories. One night our story was about an aardvark who disliked his nose. The aardvark was named Arthur, and that story became Arthur’s Nose.”

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, in 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.

Lucy Calkins

Teaching the Writers Craft to Young Writers: Grades K-3

FRIDAY
Fri.: 9:00 am - 10:15 am • Grand Ballroom Centre (max. 600)

DESCRIPTION: In this session, Lucy Calkins will open up her tool box and show you the most powerful techniques she has for helping every child become a powerful, resourceful writer. She’ll tell you about a curriculum that invites very young writers to write reviews, editorials, petitions, reports, how-to books, stories: the works. The thing that is, however, is that this instruction is not just about opening possibilities, it is also about accelerating students’ progress and Lucy will suggest that when you have a clear sense of
the line of development along which writers develop, that knowledge can make your teaching more purposeful and powerful. You'll learn about ways in which an understanding of learning progressions can help you provide more powerful feedback and about curriculum development that involves cycles of ever more challenging work. Perhaps more than anything you'll be reminded that old fashioned values — respect, honesty and responsive teaching — are at the heart of powerful writing instruction.

INTENDED FOR: Primary (K-3)

SPEAKER PROFILE: Lucy Calkins is the Richard Robinson Professor of Children's Literature at Teachers College where she also co-directs the Literacy Specialist program. She is the Founding Director, and for thirty years has led the world renowned Teachers College Reading and Writing Project; an organization that provides professional development to schools throughout the world, including a large percentage of the schools in New York City. The TCRWP is also a think tank, developing new ideas on performance assessments, methods of teaching reading and writing, learning progressions, and school reform. With two colleagues, Calkins co-authored Pathways to the Common Core, a book that is quickly becoming Heinemann's all-time best-seller. She has also authored over 40 other books. More than 200,000 teachers have attended her intensive summer institutes at Teachers College, Columbia University. Her books — including Units of Study in K-8 Writing — are best-sellers, and the ideas in them are foundational to the teaching of reading and writing.

SECOND PRESENTATION:
Rise to the Challenge of Teaching Young People to Write Feature Articles, Argument Essays, Research Reports: The Works. A Focus on 4-8

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

DESCRIPTION: It is now non-negotiable. Youngsters need to learn to write — and to write not just true stories but also argument essays, research reports, literary analyses: the works. In this session, Lucy Calkins will help teachers and school systems rise to the challenge of today's information age, where the technological revolution has made it imperative that every young person learns to use writing to synthesize information, to participate in the grand conversations on the Internet, and to voice his or her ideas. This will be a very practical session. You'll hear about the importance of teaching a spiral curriculum in information, narrative and opinion writing, one in which youngsters are given a generous invitation into the essentials of these kinds of writing, then shown how to use their growing skills to tackle increasingly challenging writing projects. You'll hear about the powerful role that self-assessment, goal setting, and feedback can play if you let the young people in your care in on what progress in writing looks like. Perhaps more than anything, however, you'll be reminded that old fashioned values — respect, honesty and responsive teaching — are at the heart of powerful writing instruction.

INTENDED FOR: Junior and Intermediate

Kathy Cassidy
Primary Digital Portfolios

THURSDAY
Thur.: 10:45 am - noon • Huron Room (max. 50)

DESCRIPTION: Primary students, too, can have digital portfolios that allow them to reflect and record their learning. Just like their older counterparts, young learners want to showcase their learning for a wide audience and obtain feedback beyond the teacher's comments. We will discuss age appropriate tools that demonstrate learning.

INTENDED FOR: Primary Teachers (1-3)

SPEAKER PROFILE: Kathy Cassidy is a grade one teacher in Moose Jaw, Saskatchewan. Since 2005, she has had a classroom blog and blogs for each of her students. Her classroom blog shares classroom happenings with the world through pictures and video. Her students' blogs have developed into online portfolios, showcasing their learning in all subject areas through writing, images, screencasts, podcasts and video. Besides her classroom blog, Kathy writes on her professional blog at kathycassidy.com and contributes to the Voices from the Learning Revolution blog. Kathy has won several awards, including the Canadian Innovative Teacher Award from Microsoft, the Canadian Regional Award for Reading and Technology from the IRA and the Kay L. Bitter Award from ISTE.

SECOND PRESENTATION:
Connected from the Start

FRIDAY
Fri.: 10:45 am - noon • Huron Room (max. 50)

DESCRIPTION: There are an abundance of learning opportunities implicit in a connected world. Tools now exist that make it possible for even our earliest learners to communicate with people and classrooms outside of their building, city or country. Primary students can be global learners. We'll talk about the “whys”, curriculum connections, and the practicalities of how to make it work in YOUR classroom.

INTENDED FOR: Primary Teachers (1-3)

Lauren Chapple
Social Justice Begins with Me — K-8 Resource Kit

FRIDAY
Fri.: 12:45 pm - 2:00 pm • Willow West (max. 70)

DESCRIPTION: The Social Justice Begins with Me — K-8 Resource Kit. This year-round resource builds on the concepts originally introduced in “We’re Erasing Prejudice for Good” and will help educators deliver messages of inclusion, diversity, and create safe and welcoming environments. It allows educators to implement the Ministry’s Equity and Inclusion Strategy, described in ministry documents as “an overarching policy that supports a
positive school environment where diversity is respected; systemic barriers and biases are identified and removed so that whatever their personal circumstances, all students can achieve at their highest potential. The children’s literature that forms the basis for Social Justice Begins with Me provides an ideal entry point for developing inclusive classrooms. The resource also promotes the teaching of critical thinking and advocacy skills. As well, it allows students to see themselves and their stories reflected in the curriculum. Five separate documents make up the kit: one each for Primary, Junior, and Intermediate grades; a Teacher Resource Guide; and a copy of the ETFO resource, More Than a Play. It is organized using ten monthly themes: Self-Esteem, Sharing Our Lives, Building Supportive Communities, Rights of the Child, Caring Hands, Untie the Knots of Prejudice, Local and Global Citizenship, True Worth and Beauty, and Circles and Cycles.

INTENDED FOR: General

SPEAKER PROFILE: Lauren Chapple has been trained with ETFO Resources and has valuable knowledge to share with delegates regarding this resource kit. Lauren is a Kindergarten teacher with the Durham District School Board and the Director and Founder of Proud Rainbow Voices, a network for educators who self-identify as LGBTQ. She co-authored Imagine a World that is Free from Fear and an ETFO document that addresses homophobia. Lauren passionately believes in bringing equity issues into her classroom. For the last 7 years she has led workshops for students, administrators and educators on addressing Equity and Social Justice issues. She recently received the award for Educator of the Year from the Durham Elementary Teachers Federation.

Adrienne Clarkson
Living Without Reading is Like Living Without Love
FRIDAY LUNCHEON
Fri.: 12:15 pm - 2:00 pm • Grand Ballroom East (max. 600)

DESCRIPTION: I am one of those people who never knew what it was to not know how to read. My mother swears she caught me reading the newspaper when I was three. I plunged into the world of words before I was almost conscious and I live in a world created by books, ideas, and romances. I will to talk a bit about the major books that influenced me, being very much like the identification of a great and true love — instant recognition, total absorption, and unforgettability.

INTENDED FOR: General

SPEAKER PROFILE: The Right Honorable Adrienne Clarkson, PC, CC, CMM, COM, CD

Universally acknowledged to have transformed the office of Governor-General, Adrienne Clarkson was the 26th person to hold this office. The energy, enthusiasm and knowledge of Canada she brought to Canadians in her six years in Ottawa have left an indelible mark in our nation’s history. Through a long career at CBC, she created and starred in numerous series including the fifth estate and Adrienne Clarkson Presents. She has been showered with honorary doctorates from St. Petersburg in Russia, Siena in Italy and twenty-six universities in Canada. Since leaving the office of Governor General, Adrienne Clarkson has founded the Institute for Canadian Citizenship (ICC) and chairs it with her husband, John Ralston Saul. Her passion for Canada is evident in everything she has done. Her memoirs, Heart Matters, were published by Penguin Viking Canada in 2006 and a biography of Dr. Norman Bethune was published for Penguin Group Canada’s Extraordinary Canadians series in 2009. Her latest book, Room for All of Us: Surprising Stories of Loss and Transformation was published in 2011.

Elizabeth Coelho
Scaffolding Literacy Development in Multilingual Classrooms
THURSDAY
Thur.: 10:45 am - noon • Simcoe-Dufferin (max. 100)

DESCRIPTION: In this interactive workshop you will learn about the challenges facing English Language Learners in mainstream classrooms, and some effective scaffolding strategies to help them develop their reading skills in English, including:
• Strategies for Young Children/Beginners
• Extensive Reading
• Multicultural Literature Circles
• Intensive Reading
• Writing Scaffolds

INTENDED FOR: General

SPEAKER PROFILE: A former coordinator for English as a Second Language in the Toronto District School Board, Elizabeth has also taught teacher education courses at the University of Toronto, and worked on policy and resource development at the Ontario Ministry of Education. Elizabeth has worked with educators in schools and universities across Canada and the United States, and is now based in Spain, where cultural diversity is a new challenge for teachers. Her book Teaching and Learning in Multicultural Schools: An Integrated Approach (Multilingual Matters) has been used in teacher education courses across Canada and has also been translated into Spanish, Catalan, and Greek, while Adding English: a guide to teaching in multilingual classrooms (Pippin Publishing), has become the standard resource for the training of teachers of English as a Second Language in Canada. Her new book, Language and Learning in Multilingual Classrooms: A Practical Approach, was published by Multilingual Matters in July 2012.

SECOND PRESENTATION:
Making Asset of Linguistic and Cultural Diversity in the Classroom

FRIDAY
Fri.: 10:45 am - noon • Provincial South (max. 120)

DESCRIPTION: This session is about how to incorporate students’ languages and cultures into the classroom and into the literacy program, fostering cultural enrichment and intercultural understanding. You will see examples of projects and activities such as:
• Dual Language Projects
• Intercultural Exchanges
• Multilingual Literary Café
• Language Audits and Surveys
• Language Profiles

INTENDED FOR: General

Barbara Coloroso

Kids Are Worth It! Teaching with Wit and Wisdom

THURSDAY AND FRIDAY
Thur.: 10:45 am - noon • Grand Ballroom Centre (max. 600)
Fri.: 10:45 am - noon • Grand Ballroom Centre (max. 600)

DESCRIPTION: Solid practical advice for educators on how to create a school climate in which students can become self-disciplined, compassionate, responsible, resourceful, resilient human beings who can act in their own best interest, stand up for themselves, and exercise their own rights while respecting the rights and legitimate needs of others. Barbara will discuss the keys to good teaching; treating kids with respect; giving them a sense of positive power in their own lives; giving them opportunities to make decisions, take responsibility for their own actions, and learn from their successes and mistakes.

Topics:
• Positive school climate
• Simple rules to help stop trouble before it starts
• Power struggles — what, how, why and when not to engage
• Six critical life messages
• Discipline and punishment — why one works and the other only appears to work
• RSVP — reasonable, simple, valuable, practical consequences
• Mistakes, mischief and mayhem
• Reconciliatory justice — a productive alternative to suspension
• Three kinds of schools — brick wall, jellyfish and backbone
• Keeping your cool without putting your feelings on ice
• Buffering children from sexual promiscuity, drug abuse and suicide

INTENDED FOR: General

SPEAKER PROFILE: Barbara Coloroso is an internationally bestselling author and for the past 40 years an internationally recognized speaker and consultant on parenting, teaching, school discipline, positive school climate, bullying, grieving, nonviolent conflict resolution and restorative justice. She has appeared on Oprah, and on many Canadian and US Network stations, and has been featured in the New York Times, Globe and Mail, Time, U.S. News and World Report, Newsweek, and other national and international publications. Her uniquely effective parenting and teaching strategies were developed through her years of training in sociology, special education, and philosophy, as well as field-tested through her experiences as a classroom teacher, laboratory school instructor, university instructor, seminar leader, volunteer in Rwanda, and mother of three grown children. She is the author of four international bestsellers: Kids Are Worth It! Giving Your Child the Gift of Inner Discipline; Parenting Through Crisis — Helping Kids in Times of Loss, Grief and Change; The Bully, the Bullied, and the Bystander — From Pre-School to High School, How Parents and Teachers Can Help Break the Cycle of Violence; and Just Because It’s Not Wrong Doesn’t Make It Right — From Toddlers to Teens, Teaching Kids to Think and Act Ethically. Barbara’s latest book is Extraordinary Evil: A Brief History of Genocide… and Why it Matters. She also has two critically acclaimed video programs Winning at Parenting... without beating your kids and Winning at Teaching... without beating your kids.

SECOND PRESENTATION:
The Bully, the Bullied and the Bystanders: Breaking the Cycle of Violence

THURSDAY AND FRIDAY
Thur.: 2:15 pm - 3:30 pm • Grand Ballroom Centre (max. 600)
Fri.: 2:15 pm - 3:30 pm • Grand Ballroom Centre (max. 600)

DESCRIPTION: It is the deadliest combination going: bullies who get what they want from their target, bullied kids who are afraid to tell, bystanders who either watch, participate, or look away, and adults who see the incidents as simply “teasing” and a normal part of childhood. We have only to look
to the headlines to understand that this is a recipe for tragedy. Some bullying targets, their cries unheard, have fought back with violence that has devastated entire communities; others have committed suicide; many more suffer in silence, their lives a constant round of emotional and physical pain. Discussing her book, The Bully, the Bullied, and the Bystander, Barbara Coloroso gives educators, and most of all kids, the tools to break this cycle of violence.

Topics:
• Bullying — what it is and what it isn’t
• The ways and means of bullying
• The difference between teasing and taunting, flirting and sexual bullying
• The Bully — differences and similarities between boys and girls; the short and long term impact on the bully
• The Bullied — warning signs and steps to take for and by the targeted child; when the bullied becomes a bully
• The Bystanders — how they aid and abet the bully and how they can become peacemakers
• Helping kids develop a code of compassion
• The Solution — the difference between punishment, rescuing and discipline; how reconciliatory justice works; creating opportunities to “do good”
• Caring Schools, Involved Communities — community-wide solutions that work

INTENDED FOR: General

Rachel Cooke
Minds On, Action, Consolidate: Explicit, engaging strategies to help students make meaning

THURSDAY AND FRIDAY
Thur.: 12:45 pm - 2:00 pm • Windsor East and West (max. 70)
Fri.: 12:45 pm - 2:00 pm • Windsor East and West (max. 70)

DESCRIPTION: Getting intermediate and senior students to engage with skills-based curriculum and make their own meaning can be challenging. This interactive workshop will expose you to a variety of minds on, action and consolidation activities focused on explicit teaching of skills. You will walk away with a grab bag of ready-to-use differentiated and highly engaging activities.

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-six years she has been an indefatigable champion of inclusive and anti-oppressive curriculum and teaching.
Edmond Dixon

Where the Boys Are: Strategies that work!

THURSDAY
Thur.: 10:45 am - noon • Provincial North (max. 230)

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: 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. He is presently researching a new book tentatively 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!

SECOND PRESENTATION:

Cognitive Kinesthetics — Helping boys and girls learn together in the classroom

FRIDAY
Fri.: 10:45 am - noon • Provincial North (max. 230)

DESCRIPTION: This interactive workshop will help teachers understand the tremendous potential of embodied learning to help them teach the boys and girls together in their classrooms. Help every student get what he or she needs in a way that keeps you sane! Based on the recent neuroscience to differentiate easily and effectively, teachers will leave with practical strategies that they can use in their classroom the next day. PLEASE NOTE: This workshop is no less fun than the previous one …

INTENDED FOR: Primary Teachers (1-3)

Sean Donaghey and Carolyn Hassard

Collaborative Student Writing Using a Wiki

THURSDAY AND FRIDAY
Thur.: 10:45 am - noon • Elgin Room (max. 40)
Fri.: 10:45 am - noon • Elgin Room (max. 40)

DESCRIPTION: Using simple, very accessible technology, (Internet, Wiki, computer lab, LCD projector), two grade nine classes from different schools created an original novel, The Power Key, A Reverie. Using the Hero Quest Pattern as the basis for the novel, the two classes created a futuristic story, (England in the year 2045), with common characters, imagery and themes. Together, (using television show techniques — team writing), the students “broke the story”, outlining the 34-chapter novel on the Wiki. The workshop will showcase the original novel and demonstrate Wiki collaboration techniques. Students from very different classrooms can produce original, creative work.

INTENDED FOR: Primary and Junior Teachers

SPEAKER PROFILE: Sean Donaghey is an English teacher at The Woodlands School in the Peel District School Board. He has written nine books, including graphic novels and titles in The l0 series (The l0 Funniest People and The l0 Most Futuristic Cities). Sean has presented at OISE/UT, York University Faculty of Education, ELAN, and the Toronto District School Board. His website is www.seandonaghey.com. Follow him on Twitter @sean_donaghey.

Carolyn Hassard has taught English and Art for over 25 years with the Peel District School Board. She is a longtime innovator with technology, has worked as a cross-curricular head in two schools, written and edited online courses, been webmaster for ELAN the English Language Arts Network for ten years, and presented to many audiences, including ELAN, Peel’s Summer Institute, conferences and Peel Board Regional PD workshops. Carolyn has worked collaboratively with students and colleagues to create several small circulation books to celebrate their work. These books are published using online book programs like me.com (Mac) and blurb.com.

Lisa Donohue

100 Minutes — Making Every Minute of Literacy Count

THURSDAY AND FRIDAY
Thur.: 12:45 pm - 2:00 pm • Conference Room B and C (max. 150)
Fri.: 12:45 pm - 2:00 pm • Conference Room B and C (max. 150)

DESCRIPTION: The skills, strategies, and elements that fit under the “literacy” umbrella can seem overwhelming. In today’s classroom, balanced literacy encompasses higher-order thinking; accountable talk; collaborative learning; digital and media literacy; as well as modeled, guided, and independent learning. How can we do it all in just 100 minutes? This session will explore a practical framework that allows teachers to balance the demands of literacy instruction in a 100 minute block of time. With this model it is possible to provide opportunities for students to engage in all aspects of literacy, have voice and choice in their learning, capitalize on their strengths, identify areas for growth, and set personal learning goals.

INTENDED FOR: Primary and Intermediate Teachers

SPEAKER PROFILE: Lisa is an educator and author who lives in York Region, Ontario. With more than 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, she 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: 100 Minutes, The Write Voice and the best-selling Independent
Pembroke Publishers Presents...

Authors, Educators, and Splendid Speakers!

...in Reading and Writing...

Janet Allen

...in Comprehension...

David Booth

...in Literacy & Learning...

Georgia Heard

Lisa Donohue

...in Talk & Oral Literacy...

Lori Jamison Rog

Kathy Lundy

Larry Swartz

Drop by the Pembroke booth to see books from these and other great authors, including Chris Spence, Doreen Scott-Dunne, Les Parsons, Bob Barton & Jennifer Harper!

Pembroke Publishers | More than 25 years of practical books for teaching and learning

538 Hood Rd., Markham, ON, L3R 3K9 · 1-800-997-9807 · fax 1-800-339-5568 · www.pembrokepublishers.com

We acknowledge the support of the OMDC Book Fund, an initiative of the Ontario Media Development Corporation.
**Sylvia Duckworth**

L’Utilisation des outils digitaux et les médias sociaux pour améliorer la lecture et de l’écriture dans la classe de FLS

**THURSDAY**
Thur.: 9:00 am - 10:15 am • Wentworth Room (max. 40)

**DESCRIPTION:** La présentatrice va montrer comment vous pouvez améliorer la lecture et l’écriture de vos élèves de FLS et aussi augmenter leur engagement en classe avec les ebooks en ligne, les outils Web 2.0 et les médias sociaux. Elle fournira des liens-web pour de nombreux sites d’ebooks gratuits et elle va présenter les projets de technologie de ses élèves avec Voicethread, GoAnimate, Storybird, Glogster, Tripline et Flipsnack. Elle vous montrera les blogs de ses élèves et fournira des liens pour vous aider à commencer à bloguer avec vos élèves. Enfin, elle parlera des connexions internationales que vous pouvez faire avec Twitter dans vos classes et pour votre propre développement professionnel. La lecture et l’écriture dans la classe de FLS n’ont jamais été aussi amusant!

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

**SPEAKER PROFILE:** Sylvia Duckworth has been teaching Junior Core French for 25 years in the public and private systems. In the teaching community she is known for her expertise in promoting the use of Social Media and digital tools in the FSL class. She has provided workshops for teachers across Canada, in the United States, in Holland and in Australia.

**SECOND PRESENTATION:**
Using Digital and Social Media to enhance reading and writing in the FSL class

**THURSDAY**
Thur.: 12:45 pm - 2:00 pm • Kent Room (max. 50)

**DESCRIPTION:** This session will demonstrate how you can improve your FSL students’ reading and writing skills and dramatically increase their engagement in class with interactive online ebooks, Web 2.0 tools and Social Media. Participants will be provided with web links to many free eBook sites and present her grade 5 Core French students’ web-based Digital Storytelling projects using Voicethread, GoAnimate, Storybird, Glogster, Tripline, and Flipsnack. Student blogs will be shown and links to documents and videos on how to get your students started with blogging will be provided. Finally, making international connections with Twitter in your class and for your own professional development will be discussed. Reading and writing in the FSL class has never been so much fun!

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

---

**Carolyn Filice**

Early Intensive Reading Intervention

**THURSDAY AND FRIDAY**
**THURSDAY**
Thur.: 9:00 am - 10:15 am • Simcoe-Dufferin (max. 100)
Fri.: 9:00 am - 10:15 am • Conference Room B and C (max. 150)

**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 reading success.

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

**SPEAKER PROFILE:** Carolyn Filice has taught with the Toronto Catholic District School Board for 28 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 Literacy Award. She shares her expertise by mentoring and coaching teachers, and by writing several support documents for the TCDSB.
Douglas B. Fisher

Close Reading of Complex Texts

FRIDAY
Fri: 9:00 am - 10:15 am • Grand Ballroom West (max. 400)
Fri: 2:15 pm - 3:30 pm • Provincial North (max. 230)

DESCRIPTION: Students are expected to read complex texts and provide evidence for their responses from the text. The question remains what makes a text complex? How do teachers across subject areas determine this and what should they teach such that students develop their understanding? Through close reading of complex texts, students will develop the habits of mind necessary to perform in the future, i.e. workplace and in college.

INTENDED FOR: Intermediate and Senior Teachers

SPEAKER PROFILE: Douglas Fisher, Ph.D., is Professor of Educational Leadership at San Diego State University and a teacher leader at Health Sciences High and Middle College. He is the recipient of an International Reading Association Celebrate Literacy Award, the Farmer Award for Excellence in Writing from the National Council of Teachers of English, as well as a Christa McAuliffe Award for Excellence in Teacher Education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as Checking for Understanding: Formative Assessments for Your Classroom, Better Learning Through Structured Teaching, Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention Text Complexity.

Margaret Geare and Byron Stevenson

Authentic Non-Fiction Reading and Writing

THURSDAY AND FRIDAY
Thur: 2:15 pm - 3:30 pm • Elgin (max. 40)
Fri: 2:15 pm - 3:30 pm • Kent (max. 50)

DESCRIPTION: This presentation highlights the Social Studies inquiry model used in the upcoming K-8 Social Studies, Geography and History 2012 curriculum document. Teachers will learn how to motivate students to think critically about non-fiction information by analyzing and evaluating primary source documents and data that reflect different perspectives. The workshop will explore the Financial Literacy (grades 4-8) and Environmental Studies lessons (grade 4 and grade 7) written by the Ontario Elementary Social Studies Teachers Association for the Ministry to engage students in meaningful and authentic learning inquiries while addressing curriculum outcomes. In the workshop, teachers will receive information on how to find these and many more valuable resources for their classroom use. As a conclusion, Margaret and Byron will share information on the authentic learning experience of Ontario Heritage Fairs.

INTENDED FOR: K-8

SPEAKER PROFILES: Margaret Geare is a teacher librarian for the Peel District School Board. She is Vice-President of the Ontario Elementary Social Studies Teachers’ Association and she has participated in the Peel DSB Heritage Fair for seven years. Margaret has taught in the elementary panel for twenty-six years and has taught from K-8. The last two summers, she has been involved in the Ministry initiatives for Financial Literacy and Environmental Studies as a reviewer and writer. Byron Stevenson is a Social Studies/Geography/History Instructional Leader with the TDSB. He has written Financial Literacy and Africentric units. He has taught students in the intermediate and junior divisions. Byron is the site co-ordinator for the TDSB West Heritage Fair that occurs at Fort York and he is president of the Ontario Elementary Social Studies Teachers’ Association.

Shari Graydon

Using Pop Culture to Cultivate Critical Thinking

THURSDAY AND FRIDAY
Thur: 12:45 pm - 2:00 pm • Conference Room F (max. 60)
Fri: 12:45 pm - 2:00 pm • Conference Room F (max. 60)

DESCRIPTION: From YouTube and Facebook to video games and fashion media, young people’s engagement with pop culture provides regular opportunities to help them develop the kind of critical thinking skills that are both necessary to deconstruct, re-interpret and challenge commercial media, and useful in application to other contexts and disciplines. This illustrated presentation offers research-informed insights and practical strategies to support teachers in integrating media literacy into a variety of subject areas, from English language arts and communications technology to health, social studies and visual arts.

INTENDED FOR: Intermediate and Senior Teachers

SPEAKER PROFILE: Shari Graydon is an author and activist who has worked in and around the media for more than two decades. A former newspaper columnist, TV producer and commentator for CBC radio and TV, she also served as press secretary to a provincial premier, and as president of MediaWatch, and has taught communications, media literacy and presentation skills at Simon Fraser University. She is the author of two award-winning, best-selling media literacy books for youth published by Annick Press: Made You Look — How Advertising Works and Why You Should Know, called “a kind of NO LOGO for kids”, and In Your Face — The Culture of Beauty and You, designed to disabuse teens of the notion that they have to look like a movie or pop star to get a date, a job or a life. Her most recent book, for adults, I Feel Great About My Hands — And Other Unexpected Joys of Aging, (Douglas and McIntyre) is a lively collection of reflections by 41 women about the benefits of maturity. In 2009 Shari founded the non-profit project Informed Opinions, which trains people with expertise (primarily women) to share their ideas and analysis with the media.

Enoch Hale

Introduction to Foundational Critical Thinking Concepts, Principles and Instructional Applications

THURSDAY
Thur: 2:15 pm - 3:30 pm • Conference Room G (max. 65)

DESCRIPTION: This session is an interactive experience that will introduce teachers to foundational critical thinking
of skirting by with superficial and impressionistic reading, substantive way. Instead, they have developed the habit and beyond the subject. Quite remarkably, many of our as a whole and to make connections between ideas within gain an initial understanding of the primary ideas of a subject, of the texts we read. Furthermore, just as we must write to acquire knowledge, we should write to take ownership saying about it. It enhances our reading. Whenever we read worth writing about and then saying something worth Substantive writing, in turn, consists in focusing on a subject read, as they read. They come to understand what they better educated through reading. They do this through the process of intellectually interacting with the texts they read, as they read. They make connections as they read. They evaluate as they read. They bring important ideas into their thinking as they read.

Substantive writing, in turn, consists in focusing on a subject worth writing about and then saying something worth saying about it. It enhances our reading. Whenever we read to acquire knowledge, we should write to take ownership of the texts we read. Furthermore, just as we must write to gain an initial understanding of the primary ideas of a subject, so also must we write to begin to think within the subject as a whole and to make connections between ideas within and beyond the subject. Quite remarkably, many of our students have never read a text closely, nor written in a substantive way. Instead, they have developed the habit of skirting by with superficial and impressionistic reading, writing and listening. This session will explore ways and means for developing student skills in close reading and substantive writing as major strategies for understanding and embracing content.

**INTENDED FOR:** Junior and Intermediate Teachers

**Theresa Hanrahan**

**Media Literacy 1, 2, 3!**

**THURSDAY AND FRIDAY**

**DESCRIPTION:** Discover ways to integrate Media Literacy throughout the curriculum and make meaningful connections to everyday events within your classroom. Explore strategies to help Primary students begin to decode the media messages around them. Tap into students’ own interests and curiosity with exciting, interactive lessons involving environmental print, online resources, picture books, commercials, toys, and more!

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

**SPEAKER PROFILE:** Theresa Hanrahan has been working within the TCDSB for over 20 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 Literacy Award in 2005 and she currently shares her love of literacy in a primary classroom.

**Georgia Heard**

**A Place for Wonder: Writing Non-Fiction in the Primary Classroom Grades 1-3**

**THURSDAY**

**DESCRIPTION:** This workshop will present a step-by-step guide in preparing and immersing primary students in a nonfiction unit of study. Georgia Heard will include ideas for setting up ongoing “wonder centers”, mentor texts for nonfiction read aloud and independent reading, as well as how to plan and write a nonfiction piece. This workshop is based on Georgia Heard’s book (co-authored with Jen McDonough) *A Place for Wonder: Reading and Writing in the Primary Grades*. 

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

**SPEAKER PROFILE:** Georgia Heard is a founding member of the Teachers College Reading and Writing Project in New York City. She received her M.F.A. in Writing from Columbia University. Currently, she visits schools in the United States and around the world teaching writing and poetry, and is the author of many books on teaching writing including: *The Revision Toolbox: Teaching Techniques that Work; Writing Toward Home: Tales and Lessons to Find Your Way; For the Good of the Earth and Sun: Teaching Poetry; Climb Inside a Poem: Reading and Writing Poetry Across the School Year* (co-authored with Lester Laminack); *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades; and Awakening the Heart: Exploring Poetry in Elementary and Middle School* which was
cited by Instructor Magazine as one of the 12 Books Every Teacher Should Read. She is also the author and editor of several children’s books including: The Arrow Finds Its Mark: A Book of Found Poems; Falling Down the Page: A Book of List Poems (Roaring Brook Press); This Place I Know: Poems of Comfort (Candlewick Press); Creatures of Earth, Sea and Sky: Animal Poems (Boyds Mills Press); and Songs of Myself: An Anthology of Poems and Art (Mondo).

SECOND PRESENTATION:
A Poem a Week: Reading Poetry to Improve Comprehension Skills Grades 1-5

THURSDAY
Thur.: 2:15 pm - 3:30 pm • Grand Ballroom West (max. 400)

DESCRIPTION: Using Georgia Heard’s “Poem a Week” method, this workshop will explore ways to immerse students in poetry throughout the year, how to guide students in interpreting poems, and navigating complex poems using comprehension strategies that will carry over to all other reading. We’ll read exemplar poems and discuss engaging lessons and response activities that help students read, understand, and appreciate reading poetry.

INTENDED FOR: Primary and Junior Teachers

William Himmele
Total Participation Techniques: Making Every Student an Active Learner

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Provincial South (max. 120)
Thur.: 12:45 pm - 2:00 pm • Provincial South (max. 120)
Fri.: 9:00 am - 10:15 am • Conference Room F (max. 60)
Fri.: 12:45 pm - 2:00 pm • Provincial South (max. 120)

DESCRIPTION: Providing easy-to-use alternatives to the “stand and deliver” approach to teaching that causes so many students to tune out — or even drop out. This session will provide participants with hands-on, easy to use strategies to engage K-12 students in active learning, and allow them to demonstrate the depth of their understanding.

INTENDED FOR: Intermediate and Senior Teachers

SPEAKER PROFILE: Dr. William Himmele is an associate professor and coordinator for the ESL certificate program at Millersville University in southeastern Pennsylvania. He has been a speech and ESL teacher in New York and California. He has served as a teacher trainer and an education consultant for various school districts and educational projects in the United States and around the world. He is a coauthor of 2009 ASCD book The Language Rich Classroom and of the bestselling 2011 book Total Participation Techniques.
Karen Hume
On the Road to Assessment Sanity
THURSDAY
Thur.: 12:45 pm - 2:00 pm • Grand Ballroom West (max. 400)
DESCRIPTION: Finding our way through the thicket of assessment practices for, as, and of learning can seem a daunting task, especially when we are having to contend with so many other high priority issues such as student disengagement, differentiated instruction, and the requirements of 21st century learning — just to name a few. However, when we’ve got a clear destination, and an understanding of a few key principles, the road ahead is clear and the journey is pleasurable. In this interactive session, we will develop a roadmap that makes sense and that lets you arrive at your destination with your energy and enthusiasm intact.
INTENDED FOR: General
SPEAKER PROFILE: Karen Hume writes professional books for teachers and administrators, as well as literacy resources for students in grades 7-10. Her most recent publications include Tuned Out: Engaging the 21st Century Learner, 50 Tools and Techniques for Classroom Assessment, Evidence to Action: Engaging and Teaching Young Adolescents Through Assessment, and the Live Ink series of literacy modules for grades 9 and 10. All of these resources were published by Pearson Canada. Karen’s writings, and her popular workshops and keynote addresses, are based on her two dozen years as a classroom teacher, administrator, and system principal. Karen’s particular skill is her ability to link theory and practice so that teachers and administrators recognize differentiated instruction and assessment as practical and manageable.
SECOND PRESENTATION:
Using Assessment to Engage the 21st Century Learner
FRIDAY
Fri.: 2:15 pm - 3:30 pm • Grand Ballroom West (max. 400)
DESCRIPTION: In this session we’ll look at five aspects of engagement for 21st century learners, including competence, community, creativity, context, and challenge. For each aspect we will consider actions we can take in instruction and assessment that will help all learners develop metacognitive and self-advocacy skills, become more involved in their work and achieve greater success.
INTENDED FOR: General

Christine Jackson
Finding a Reason, Finding a Rhyme: Strategies for Interpreting and Producing Texts
THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Kenora Room (max. 50)
Friday: 9:00 am - 10:15 am • Kenora Room (max. 50)
DESCRIPTION: In this experiential session, participants will investigate a range of literacy and drama strategies that engage students of all ages in deep thinking, purposeful talk, high level inferencing, and writing with clear, powerful voice. Simple structures that support reluctant readers and writers with interpretation, meaning-making, and creation of different text forms will be introduced. Come prepared to laugh, think, read and write together, experiencing first-hand how drama can unlock high-level thinking and literacy skills. A hand-out with practical strategies will be provided.
INTENDED FOR: Primary Teachers (1-3)
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 Toronto District School Board; 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, Gr. 1-8; Weaving Layers of Meaning: A Collaborative Exploration of Critical Literacy and Multiliteracies. She is a frequent workshop presenter and speaker, with a passionate commitment to the arts as tools for meaning — making, critical analysis and innovation. She has just returned to graduate school, part time, to pursue a PHD in Curriculum, Teaching and Learning, with a focus on critical literacy, the arts and anti-oppression education.

Cheryl Jackson
Conversations from a TV Studio: Parenting and Education Experts Tell Us What Kids Need to Learn
THURSDAY AND FRIDAY
Thur.: 12:45 pm - 2:00 pm • Spruce Room (max. 60)
Fri.: 12:45 pm - 2:00 pm • Spruce Room (max. 60)
DESCRIPTION: As a journalist I get to talk to some of the most interesting people working in parenting and education, including teachers, psychologists, professors, researchers, parenting experts, doctors, writers and parents themselves. In this workshop I’ll share highlights from the many conversations I’ve had. I’ll talk about the ideas I think are most important for teachers in preparing children for school and a lifelong love of reading, writing and learning. I’ll also share what we are hearing about emerging areas of research that affect how kids learn, and what they learn best.
INTENDED FOR: Primary Teachers (1-3)
SPEAKER PROFILE: Cheryl Jackson is an award-winning journalist who has interviewed experts on a wide range of topics that affect children and their learning. Cheryl has two decades of experience in television and radio production at CBC and TVO. Awards include Best Edu Parenting Blogger MindShare Learning, Best Parenting Website, World Media Awards, and The Canadian Investigative Journalism Award for her three-part documentary on health care and best writer by the Saskatchewan Motion Picture Association for a one-hour documentary on family farming. Cheryl is Chair of the York Centre for Education and Community Advisory Council and was a member of Ontario’s Healthy Kids Panel.
Are You Listening? How Kindergarten Conversations Reflect Learning

**THURSDAY**
Thur.: 10:45 am - noon • Willow West (max. 70)

**DESCRIPTION:** We know that learning most effectively occurs within a social context — a community of conversation. Listening, observing, and documenting conversations provides an understanding of children's interests, discoveries, and thinking. Knowing when to listen and how to respond will help you strengthen students' social, cognitive, and language skills. Examine various ways of documenting young learners' experiences to assess children's knowledge, plan curriculum, and share learning with families.

**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 Resources*. 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:**

**Why are school buses always yellow? How Kindergarten Students’ Questions Can Empower Learning**

**FRIDAY**
Friday: 10:45 am - noon • Willow West (max. 70)

**DESCRIPTION:** Capitalizing on children's natural curiosity and desire to make sense of their environment is an integral part of a play-based, inquiry-driven kindergarten program. But what is the role of the teacher in a learning environment empowered by student questions? How do we plan for students’ questions? How do we conduct inquiry yet address curriculum expectations? How is inquiry scaffolded effectively? Attend this session to discover answers to these questions and more. Examine ways to stimulate open-ended investigations that promote deep thought-processes and theory building.

**INTENDED FOR:** Kindergarten Teachers

**Is That a Fact? Using Nonfiction in Small Group Reading Instruction**

**THURSDAY AND FRIDAY**
Thur.: 10:45 am - noon • Willow East and Centre (max. 260)
Fri.: 10:45 am - noon • Grand Ballrom West (max. 400)

**DESCRIPTION:** Reading nonfiction requires all the strategies that fiction does — and a few more as well. In this session, we will look at a three-day guided reading cycle using nonfiction texts. We will share practical ideas for previewing texts, activating prior knowledge, self-monitoring comprehension, navigating text structures, engaging in critical thinking and responding to reading. We will also take a look at function reading — the kind of reading we do every day to function in our world, but the kind we teach least in school.

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

**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 for Regina Public Schools. Lori is one of the few Canadians to have served on the Board of Directors of the International Reading Association. She is currently an independent educational consultant, speaking at professional development events and consulting with school divisions across Canada and the U.S. Professional books by Lori Jamison Rog include: *Guided Reading: Making the Most of the 18 Minute Guided Reading Lesson* (Pembroke Publishers 2012); *Read, Write, Play, Learn: Literacy Instruction in Today’s Kindergarten* (International Reading Association, 2011); *Marvelous Minilessons for Teaching Intermediate Writing* (IRA 2010).

**SECOND PRESENTATION:**

**Read, Write, Play, Learn: Finding the Balance in Kindergarten Literacy Instruction**

**THURSDAY AND FRIDAY**
Thur.: 12:45 pm - 2:00 pm • Provincial North (max. 230)
Fri.: 12:45 pm - 2:00 pm • Willow East and Centre (max. 260)

**DESCRIPTION:** Today’s Kindergarten program demands a fine balance of play-based learning and explicit teaching. This special session for Kindergarten teachers will look at what’s new and what’s g-old in Kindergarten literacy instruction, including shared reading, writing to learn and word play. We’ll look at how to integrate literacy into free choice and guided play and discuss ways to make the most of explicit instruction that is brief, intentional and multi-level.

**INTENDED FOR:** Kindergarten Teachers

**Breaking the Code: Using Language to Understand Mathematics**

**THURSDAY AND FRIDAY**
Thur.: 2:15 pm - 3:30 pm • Conference F (max. 60)
Fri.: 2:15 pm - 3:30 pm • Conference F (max. 60)

**DESCRIPTION:** In this session, teachers of young children will see the connections between language and mathematics and how language can be used to help students make sense of concepts. Video will be used to show how students use the language of mathematics to communicate their ideas and the strategies teachers can use to uncover student mathematical understandings.

**INTENDED FOR:** Primary and Junior Teachers

**SPEAKER PROFILE:** Anna Jupp is the Program Coordinator of Mathematics/Numeracy for the Toronto District School Board.
She has been focusing on mathematics professional learning for the last 12 years and has been involved in various initiatives at the District and Provincial levels. Anna was a member of the Expert Panels for the Early Math Strategy and the Education for All initiatives. She has served as a long-time member of the Ontario Association of Mathematics Educators and is an OAME Past President and Vice President. Anna has held roles such as conference speaker, contributing author and reviewer. She is the recipient of the Union Gas Award for Outstanding Leadership in Mathematics Education.

**Penny Kittle**

**Book Love: Creating a School Culture that Supports the Power and Pleasure of Reading**

**THURSDAY AND FRIDAY**

Thur.: 9:00 am - 10:15 am • Conference Room D and E (max. 90)
Fri.: 9:00 am - 10:15 am • Conference Room D and E (max. 90)

**DESCRIPTION:** Adolescents must develop a reading habit that increases stamina and joy in reading, while increasing the complexity of the texts they can independently read. Our middle and high school teachers investigated widespread non-reading among our teenagers and transformed our culture through books, time to read, and conferring with readers. Come to listen to students, explore ways to measure growth in stamina, and the connections we can make between the most reluctant readers and books that will tame their hearts. Our whole school effort has more students challenging themselves as readers in English class and beyond.

**INTENDED FOR:** Intermediate and Senior Teachers

**SPEAKER PROFILE:** As a professional development coordinator for the Conway, New Hampshire, School District, Penny Kittle acts as a K-12 literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway’s Kennett High School and in the Summer Literacy Institutes at the University of New Hampshire. Penny is the author of five books with Heinemann — *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers* (2013); *Write Beside Them: Risk, Voice, and Clarity in High School Writing* (2008), which won the 2009 James N. Britton Award from NCTE; *Inside Writing* (2005), coauthored with Donald H. Graves; and *The Greatest Catch* (2005); and she is a Heinemann Professional Development Provider.

**SECOND PRESENTATION:**

**Writing Beside Model Texts to Increase Vision and Independence (Grades 3-8)**

**THURSDAY AND FRIDAY**

Thur.: 2:15 pm - 3:30 pm • Spruce Room (max. 60)
Fri.: 12:45 pm - 2:00 pm • Simcoe-Dufferin (max. 100)

**DESCRIPTION:** Students benefit from a guided study of editorials, commentary, and argument to help them develop flexible thinking when writing persuasively. We will read sample texts to analyze the craft writers use to construct sensible, interesting, and passionate arguments on current topics. Students learn to analyze and emulate the models we read together, then choose the best construction for their work. I’ll share student work and several excellent models.

**INTENDED FOR:** Intermediate and Senior Teachers

**Sharon Korpan**

**Reaching Primary and Junior Students with Blended Learning**

**THURSDAY AND FRIDAY**

Thur.: 9:00 am - 10:15 am • Windsor East and West (max. 70)
Fri.: 9:00 am - 10:15 am • Windsor East and West (max. 70)

**DESCRIPTION:** Blended learning can help to engage and motivate students to achieve success in reading and writing across the curriculum. This session will focus on the use of digital tools, Ministry-licensed software, and techniques for differentiation within the safe, online environment of the provincial Learning Management System (LMS). The provincial LMS is free for use by all teachers and students, K-12, in Ontario’s Public and Catholic school boards. This session will focus on strategies for K-6.

Sharon will provide you with a demonstration of the provincial LMS showcasing some of the newest features and tools, including Discussions, Dropboxes, and ePortfolio. Blended learning can be accessed anytime, anywhere — from school, home, or anywhere there is an Internet connection!

This session is hands-on and interactive, so please bring your own device and get ready to explore how to reach your 21st century learners.

**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. She is also an online Additional Qualifications Course instructor. She recently completed the Masters of Educational Technology program from the University of British Columbia.

**SECOND PRESENTATION:**

**Reaching Intermediate and Senior Students with Blended Learning**

**THURSDAY AND FRIDAY**

Thur.: 10:45 am - noon • Windsor East and West (max. 70)
Fri.: 10:45 am - noon • Windsor East and West (max. 70)

**DESCRIPTION:** Blended learning can help to engage and motivate students to achieve success in reading and writing across the curriculum. This session will focus on the use of digital tools, Ministry-licensed software, and techniques for differentiation within the safe, online environment of the provincial Learning Management System (LMS). The provincial LMS is free for use by all teachers and students, K-12, in Ontario’s Public and Catholic school boards. This
session will focus on strategies for intermediate and senior students.

Sharon will provide you with a demonstration of the provincial LMS showcasing some of the newest features and tools, including Discussions, Dropboxes, and ePortfolio. Blended learning can be accessed anytime, anywhere — from school, home, or anywhere there is an Internet connection!

This session is hands-on and interactive, so please bring your own device and get ready to explore how to reach your 21st century learners.

INTENDED FOR: Intermediate and Senior Teachers

Karen Levine

Hana's Suitcase: The Story Continues

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Willow West (max. 70)
Fri.: 9:00 am - 10:15 am • Willow West (max. 70)

DESCRIPTION: Karen Levine is an award-winning producer for CBC radio and the author of Hana’s Suitcase, published ten years ago last April. The book tells the true story of Fumiko Ishioka, the curator of a small Holocaust education centre in Tokyo, who received an empty suitcase from the Auschwitz museum marked “Hana Brady, May 16, 1931, Orphan”. Fumiko set out on a worldwide search to uncover what happened to Hana, a young Czech Jewish girl killed in the Holocaust and found the only family survivor, her brother, George, in Canada. In this presentation Karen will lead us through the journey of Hana’s Suitcase from radio documentary to book, through film and stage adaptations, and ten years of reaction to Hana’s brave, heartbreaking story from children, educators, and people around the world.

INTENDED FOR: Junior Teachers (4-6)

SPEAKER PROFILE: Karen Levine is a producer with CBC Radio. In her more than 30-year career at the network, she has worked at The Sunday Edition, As It Happens, Morningside and This Morning. Karen has won many awards, including two prestigious Peabody Awards. She originally produced Hana’s Suitcase as a radio documentary and later wrote the book. Hana’s Suitcase has taken her into classrooms and communities throughout Canada, the United States, Europe, Australia, and Japan. She lives in Toronto.

Kathleen Lundy

Talking Ourselves into Understanding

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Conference Room G (max. 65)
Fri.: 9:00 am - 10:15 am • Conference Room G (max. 65)

DESCRIPTION: Student learning occurs where teacher to student and peer-to-peer conversations are central to classroom practice and where students are given time to talk themselves into understanding. Kathy will describe
seven talk frames that inform her teaching practice and will demonstrate a variety of practical, interactive oral language activities that teachers can use with their students to deepen and extend learning in various subject areas.

**INTENDED FOR:** Intermediate and Senior Teachers

**SPEAKER PROFILE:** Kathleen Gould Lundy is an author, teacher and inspirational speaker who has extensive experience working in literacy, equity and arts education in various school boards throughout Canada. She was a teacher, consultant and coordinator for over 30 years in the Toronto District School Board where she became interested in ways that inventive inclusive teaching could impact student achievement, especially amongst those students who were most at risk. She is the author of over seventeen professional books for teachers, include *Leap Into Literacy; Teaching Fairly in an Unfair World*; and *Creating Caring Classrooms* (Pembroke). She is the author and senior series consultant for the Shakespeare On-Line series (Oxford University Press) and is the winner of many awards including the 2012 Association of Educational Publishers Distinguished Achievement Award for *Talking to Learn* (Oxford). Kathy has been publicly appointed to serve as a member of the Minister’s Curriculum Council, Ministry of Education, Government of Ontario.

**Daniella Marchese**

**Turning Points — A Trilogy of Films from TIFF**

**FRIDAY**

Fri.: 2:15 pm - 3:30 pm • Provincial South (max. 120)

**DESCRIPTION:** There are moments in life when making a crucial decision can alter the course of your future or that of a friend, family member or stranger. The subject of these short films have reached that turning point and the choices they make could haunt them forever or point them in a new, exciting direction. Addressing media literacy, making choices and personal courage, this short film programme will demonstrate how teachers of all grade levels can effectively use film in the classroom to address curriculum areas and character education. Teachers will receive a resource for the programme and will be provided with lesson and class discussion examples.

**In a Heartbeat**

Director: Karolina Lewicka  
Country: Iceland  
Year: 2010  
Language: No dialogue  
Runtime: 8 minutes  
Grades: Primary/Junior

**Zebu and the Photo Fish**

Director: Zipporah Nyaruri  
Country: Uganda  
Year: 2011  
Language: English, Kiswahili, Luganda  
Runtime: 12 minutes  
Grades: Junior/Intermediate

**Heart of Rhyme**

Director: Cory Bowles  
Country: Canada  
Year: 2011  
Language: English  
Runtime: 16 minutes  
Grades: Secondary

**Aldo Malatesta**

**Comics in the Classroom II**

**THURSDAY AND FRIDAY**

Thur.: 10:45 am - noon • Conference Room F (max. 60)

**DESCRIPTION:** It started as a simple idea in a grade ten applied classroom. Introduce the comic book as a means of improving literacy and student engagement. Validate the comic book as a legitimate art form worthy of merit. Create hands on tasks focusing on different types of intelligence. Design student booklets and a succinct unit which can be done in 2-3 weeks. The use of comics and the study of graphic novels have been embedded in each level of English study at Monsignor Percy Johnson High School in Nobleton, Ontario. The follow up session to Comics in the Classroom I, as presented at the 2012 *Reading for the love of it* conference, Aldo will stress the evolution of the comic book over the course of a few decades, share simple and effective strategies and tasks, and showcase samples of student work.

**INTENDED FOR:** Intermediate and Senior Teachers

**SPEAKER PROFILE:** Aldo Malatesta has been working at Monsignor Percy Johnson for 15 years, 11 as head of the English department. Encouraged by struggling readers in his locally developed class, he introduced the comic book and sequential art as a means to stimulate the struggling reader. The program was then introduced at the Grade 10 Applied English level and it evolved into a workshop where students decoded the comic form, created their own heroes, developed plots, and created their own comic. Based on the success of *Comics in the Classroom*, course units of study, focusing on the single issue comic as well as the graphic novel, were designed for grades 9 and 11. Aldo decided to take the idea a step further and implement visual and iconic imagery as a means to prepare students for reading, improve their analytical skills, and become astute visual readers and creative writers.

**SECOND PRESENTATION:**

**Visual and Iconic Literacy: Aiming for 20/20 Visual Readers**

**THURSDAY AND FRIDAY**

Fri.: 10:45 am - noon • Conference Room F (max. 60)

**DESCRIPTION:** About 80% of what a child learns comes to them visually. As educators, we spend a great deal of time helping children with the Three Rs, yet in a visually bombarding technological world it is essential that we aid children in understanding the world that they see. We will explore how publishers are leaning more towards the visual image to assist struggling readers of text, examine effective classroom practice using the visual image as well as using visuals to stimulate creative writing.

**INTENDED FOR:** Intermediate and Senior Teachers
INTENDED FOR: General

SPEAKER PROFILE: An experienced arts educator, Daniella Marchese has developed and facilitated school and community programming for multiple professional arts organizations across the Greater Toronto Area. As Manager, School and Educator programmes at TIFF Bell Lightbox, she creates and delivers film-based programming for elementary and secondary students. She also leads TIFF’s Learning Professional Development Programmes, which provide educators with tools to link film to subjects across the Ontario Curriculum.

**Maria Martella and Jim Martella**

**Voices in Your Library**

**THURSDAY AND FRIDAY**

Thur.: 12:45 pm - 2:00 pm • Huron Room (max. 50)
Fri.: 12:45 pm - 2:00 pm • Huron Room (max. 50)

**DESCRIPTION:** Chimamanda Ngozi Adichie once said “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story”. Children need to see themselves in story. They also need to hear many different stories about people from situations that are unfamiliar to them. When students read stories about children struggling with issues such as poverty, war, special needs, bullying, mental health and other situations, it helps to avoid misunderstanding. How many different voices can you find in your books? The entertaining brother and sister team Maria and Jim Martella will examine picture books, fiction and non-fiction that represent voices from various backgrounds and situations that are not often heard.

INTENDED FOR: General

SPEAKER PROFILES: Maria Martella 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. 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 children’s books in all formats and genres that engage children and young adults in reading for pleasure.

Jim Martella 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. Jim has worked as an ESL teacher for 4 years and has taught junior grades for many years. He has been a Teacher-Librarian, Drama teacher, Special Ed Teacher and in the past few years, he was a literacy coach for Toronto District School Board. Jim was a contributing author for a chapter in David Booth’s book, *Whatever Happened to Language Arts*. He is a frequent speaker at OLA Superconference and provides many book talks to his Family of Schools for professional development. Currently, he teaches at John A. Leslie Public School in Toronto.

**Tololwa Mollel**

**Story House**

**THURSDAY**

Thur.: 9:00 am - 10:15 am • Spruce Room (max. 60)

**DESCRIPTION:** ‘Story House’ is inspired by Tololwa’s insights on what ‘story’ is, gained from years of work on stories. Our human DNA, he observes, makes all of us potential lovers of stories as tellers or as listeners, readers and audience. We intuitively build different types of ‘story houses’ for various artistic pursuits, e.g. opera, plays, fiction, songs, or in human activities such as daily conversations, gossip, teaching and learning, and of course storytelling itself. In his session, Tololwa will share an engaging story and then he’ll ask participants to tell and ‘perform’ the story in a ‘story circle’ in a large group or sub groups, everyone telling and ‘performing’ a little of the story until it runs out. By telling the story, the participants will experience it. In experiencing it they will learn about ‘story’, what it is, what it is made of, what it means and could mean, and what makes it tick. Emphasis will be the hands-on process of building a collective ‘story house’. The ‘story house’ model used has proved adaptable for use by teachers of students of all grade levels and for students of all grade levels and even for adults. It is one sure way teachers can get their students to appreciate stories through the spoken, performed and the written word.

INTENDED FOR: General

SPEAKER PROFILE: Tololwa Mollel is a children’s author, dramatist and storyteller, who has written over sixteen books and several plays. Mollel’s books, which include award winning titles such as *The Orphan Boy*, *Rhinos for Lunch and Elephants for Supper*, *Big Boy*, and *My Rows and Piles of Coins*, have been published in Canada, the United States, Australia, England and Tanzania where he was born. Some of the books have been translated into various South African languages and into Korean. Mollel has also created and adapted stories for performance. Among them is *The Twins* and the *Monster* which was first performed to music in 2000 by the Edmonton Symphony Orchestra (ESO). It has been performed in various remounts since then by ESO and other symphony orchestras in cities across Canada and in the United States. Presently Mollel is working, among other long term projects, toward an anthology of life stories from across cultures, including his own. He is also working on a memoir on his life growing up with his grandfather in Tanzania. Mollel has presented, performed and conducted writing, storytelling and dramatic workshops and writer-in-residence programs in schools, libraries, communities and at conferences, across Canada and the United States. Of his presentations and work with schools and libraries and communities in general, Mollel says, “I aim to provide a feast of words — written and spoken — for the eye, the ear and the mind; as well as for the creative imagination, and for performance”. Through writing, storytelling and drama, Mollel hopes to empower the young, and others, with the gift of story — to write, tell, share, and perform stories.
SECOND PRESENTATION:
Crafting My North American Story

FRIDAY BREAKFAST
Fri.: 8:30 am - 10:00 am • Grand Ballroom East (max. 600)

DESCRIPTION: Tololwa will address the question of how he has evolved personally, culturally and artistically, from his East African native country of Tanzania, to a writer/artist in Canada. He will discuss how he has attempted, through various creative ventures, to craft a meaningful North American story for himself as a writer/artist born and raised elsewhere. He will share his perception of how his story resonates for those in Canada who are practicing or aspiring writers/artists not born and raised in this country. Tololwa will express his observations on the manner in which his story compares with other stories.

INTENDED FOR: General

Michelle Muir
Luscious Literacy: Words Must be Heard

THURSDAY AND FRIDAY
Thur.: 12:45 pm - 2:00 pm • Simcoe-Dufferin (max. 100)
Fri.: 12:45 pm - 2:00 pm • Provincial North (max. 230)

DESCRIPTION: “Words are my anytime, my quick fix/Original or remix/Verb, noun or prefix... .” This interactive workshop will explore how using poetry, music, drama and spoken word can motivate, engage and support student learning. Using the foundational practices of the Oral Tradition, we will focus on strategies that “wake and shake” the creative spirit within your students. In this workshop you will be given fun, practical, easy to implement teaching approaches, activities and instructional strategies that will help you to foster confidence and a cooperative classroom community. Did you know that words could do ALL of that? Well they most certainly can! This workshop will allow you and your students to explore just how tasty words can be. In our time together we will experiment with writing poetry and spend a little time in the beautiful world of spoken word. You will come away with new ideas about how to jumpstart a poem into being, learn about “Poetry Jams” and “Po Parties” and be given ideas about how to get your students talking about meaning and language. We will also be looking at ways to keep your students motivated throughout the editing and revising portion of the writing process.

INTENDED FOR: General

SPEAKER PROFILE: CBC Radio's 2006 and 2007 Poet Laureate, Michelle Muir is an elementary school teacher with the Peel District School Board, an author, a spoken word artist, a storyteller and a sometimes procrastinator. Her poetry has been included in several Nelson Literacy student textbooks (Nelson Publishing). Michelle shares innovative teaching strategies for pre-service and graduate Faculty of Education programs. When time allows, Michelle visits schools to storytell for students as “Auntie Michee” as well as present

WINTERGREEN
Come visit us at the WINTERGREEN booth and receive a free software download!

- Fill out a ballot for a chance to win a $500 WINTERGREEN gift card and receive a FREE interactive software download.
- Text-to-win contest with prizes awarded throughout the conference.
- See NEW 2013 products.
- Receive NEW 2013 catalogues & more!
workshops for school staffs. As an author, Michelle’s debut book of poetry, Nuff Said! (Tsar, 2009) has allowed her the opportunity to speak about and perform her poetry for audiences across Canada and abroad. Michelle is currently working on several projects, among them writing report cards, creating a teacher resource and preparing for the release of her second book, an illustrated children’s version of her award winning poem Planet Irresistible.

Marina Nemat
Prisoners in Iran
THURSDAY AND FRIDAY
Thur.: 10:45 am - noon • Essex Ballroom (max. 260)
Fri.: 10:45 am - noon • Essex Ballroom (max. 260)
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, was 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.

Kathie Nunley
A Student’s Brain: How it Works, Reads and Speaks
THURSDAY
Thur.: 9:00 am - 10:15 am • Provincial North (max. 230)
DESCRIPTION: This humorous and information-packed address explains behavior, language and school challenges in terms of brain function and plasticity. Using three decades of neuro-research, Dr Nunley will enlighten educators and parents as to how the brain learns, reads and speaks. This presentation includes an overview of how the brain works, emphasizes windows of opportunity in a child’s brain development, and looks at the issue of plasticity. The presentation focuses on the challenges and gifts of English language learners and non-traditional learners. Discover some very simple ways to make teaching more brain-compatible and more enjoyable.

INTENDED FOR: General

SPEAKER PROFILE: Kathie F. Nunley delights teachers from around the world with her practical and inspirational solutions to the challenges of today’s fast paced, electronic world and diverse classrooms. Her popular books and workshops combine classroom experience with her current brain imaging research. A noted speaker at state, national and international conferences, Dr. Nunley is the author of many books and articles on the brain and teaching in mixed-ability classrooms. Her work has been used by institutions and publications around the globe, including Family Circle magazine, Canada Living, The Washington Post, and the Boeing Corporation, and ABC’s Extreme Makeover: Home Edition. She is a mother of four and the developer of the Layered Curriculum® method of instruction. Dr Nunley has spent over 20 years as a classroom teacher in both urban and suburban schools.

SECOND PRESENTATION:
Making the Most of Memory Systems
THURSDAY
Thur.: 10:45 am - noon • Provincial South (max. 120)
DESCRIPTION: Making the Most of Memory Systems: Have you ever been frustrated by Tip-of-the-tongue retrieval failure? Walked back to another room just to try to remember what you were supposed to be getting? Can’t understand why your students memorize for Friday’s test, but forget before a major exam? Come discover how your memory systems are put together, how they are cross-referenced and how to better store things for retrieval later.

INTENDED FOR: General

Kathryn Otoshti
Raising Awareness through Character-Building Children’s Books
THURSDAY AND FRIDAY
Thur.: 10:45 am - noon • Kent (max. 50)
Fri.: 9:00 am - 10:15 am • Simcoe-Dufferin (max. 100)
DESCRIPTION: It is not easy jumpstarting a conversation about bullying in the classroom. How can we engage kids to take on an active role in raising a positive social climate? Author and illustrator, Kathryn Otoshti will present her favorite list of character building children’s books, as well as talk about her picture books, “ONE” and “ZERO”. She will present creative character building activities to engage your students; provide valuable resources and handouts.
and later, books of poetry. A lifelong lover of language, voraciously, self-published his own picture books, comics, why he thinks it's so important. As a child, he read and wrote with the Barenaked Ladies and more recently on his own, atmosphere in your classroom and school.

Ladybird's simple and charming picture books include What Emily Saw, Simon and the Sock Monster, Marcello the Movie Mouse, The Saddest Little Robot, and Maneki Neko: the Tale of the Beckoning Cat.

SECOND PRESENTATION:
Picture Books that COUNT!
THURSDAY AND FRIDAY
Thur.: 2:15 pm - 3:30 pm • Provincial South (max. 120)
Fri.: 2:15 pm - 3:30 pm • Simcoe-Dufferin (max. 100)

DESCRIPTION: Sure, we ask kids to ‘stand up and count’, but what does that mean to them? Understanding fears, building a healthy self-esteem and helping them find value in themselves and in others will all be addressed in this session.

Author and illustrator, Kathryn Otoshi will share her favorite list of books which deal with these issues; talk about her picture books, “ONE” and “ZERO”; share a sneak preview of her new book "TWO", demonstrate insightful activities to engage your students to promote a positive self-image both inside and out; provide key resources and handouts, and help you create your own plan to encourage a positive atmosphere in your classroom and school.

INTENDED FOR: General

STEVEN PAGE
Care and Feeding of the Creative Mind
THURSDAY LUNCHEON
Thur.: 12:15 pm - 2:00 pm • Grand Ballroom East (max. 600)

DESCRIPTION: Well known for his singing and songwriting with the Barenaked Ladies and more recently on his own, Steven will tell the audience what reading means to him and why he thinks it’s so important. As a child, he read and wrote voraciously, self-published his own picture books, comics, and later, books of poetry. A lifelong lover of language, Steven reads for information, for inspiration and for comfort.

INTENDED FOR: General

SPEAKER PROFILE: Singer, songwriter, and musical icon Steven Page has made an indelible impression on the American music scene as well as its cultural landscape. A witty, endearing, and introspective stage presence, Page enjoyed two decades of success as the lead singer and co-founder of the Barenaked Ladies, the popular band from Scarborough, ON, which dominated MuchMusic and MTV, sold millions of albums, received two Billboard Awards, Grammy nominations and were awarded six Juno awards along the way. Steven Page’s evolving artistic path now has him blazing a solo trail, where he continues to take chances and catch the public’s attention with a variety of new projects, including some of his best material yet. The fruits of this journey have borne three Stratford Shakespeare Festival scores, and two solo albums: A Singer Must Die (with The Art of Time Ensemble) and Page One his true solo debut. Described as “Absolutely Brilliant”, Page One is not only his most recent work, it is the most distilled expression of Steven Page. Steven Page made headlines in 2011 when he had the honour of singing at the state funeral of his friend, politician Jack Layton. His interpretation of Leonard Cohen’s Hallelujah captured the somber mood of a country in mourning. In 2012, Steven Page scored the music for Stratford Festival’s critically acclaimed production of Cymbeline. He was nominated for a Genie Award for his song A Different Sort of Solitude featured in last year’s film French Immersion. A 2-song EP with that track as well as Manchild a co-write with Steven Page’s good friend and frequent collaborator, Craig Northey (The Odds), was released in January, 2012. You can expect that any Steven Page show will feature his powerful and distinctive tenor voice, the trademark sense of humor, his new songs and selections from the Barenaked Ladies songbook that we all know and love.

Mindy Pollishuke and Susan Schwartz
All Kids Can Read and Write! Using Differentiated and Motivating Strategies to Reach Even the Most Reluctant Readers and Writers
THURSDAY AND FRIDAY
Thur.: 2:15 pm - 3:30 pm • Conference Room D and E (max. 90)
Fri.: 2:15 pm - 3:30 pm • Conference Room D and E (max. 90)

DESCRIPTION: Many learners, for a variety of reasons, are reluctant to engage in reading and writing for different purposes. As teachers, we need to address their unique needs and differentiate our instruction to motivate them to reach their full potential. In this active/interactive workshop, participants will be involved in a number of hands-on assessment and instructional strategies that will hook even the most reluctant readers and writers and help them discover the magic that reading/writing connections can hold for them.

INTENDED FOR: Primary and Junior Teachers

SPEAKER PROFILES: Mindy Pollishuke has been a coordinator and course instructor at OISE, University of Toronto for the past eight years. She worked in a similar role in York University’s Faculty of Education program, and has taught AQ courses. Along with 14 years as an elementary teacher, Mindy spent 15 years in leadership roles as a school board consultant in Literacy in the Toronto District School Board. Mindy is the co-author of the newly released book, Creating the Dynamic Classroom: A Guidebook for Teachers, Second Edition (Pearson Canada).
Susan Schwartz is currently a part-time course instructor at OISE, University of Toronto, in the 2-year Master of Teaching program. Her research and doctoral work focused on portfolios and leadership. Susan has taught AQ courses, including the Principal’s Qualification Program. Along with 15 years as an elementary teacher, Susan spent 2 years as a consultant, and 9 years as a school administrator in both the elementary and secondary panels. She has extensive experience as a classroom teacher, consultant and elementary/secondary principal. Susan is the co-author of the newly released book, Creating the Dynamic Classroom: A Guidebook for Teachers, Second Edition, and the co-author, with Maxine Bone, of Beyond the 3 R's: Retelling, Relating, Reflecting, Second Edition (in press).

Barbara Reid
Everyone Can Make a Tree!
THURSDAY AND FRIDAY
Thur.: 12:45 pm - 2:00 pm • Conference Room D and E (max. 90)
Fri.: 12:45 pm - 2:00 pm • Conference Room D and E (max. 90)
DESCRIPTION: With the friendly, fun and adaptable medium of plasticine, absolutely everyone can make a tree — or a bird, or a plane, or even superman! The possibilities are endless. Award winning author and illustrator Barbara Reid will share the creative process behind several books including her most recent, Picture a Tree. Step by step techniques, tips, tools and examples of inspiring student artwork will demonstrate that kid’s natural interests plus a little time and plasticine equal outstanding and surprisingly original results.

INTENDED FOR: Primary Teachers (K-3)
SPEAKER PROFILE: Author and illustrator Barbara Reid’s picture books have been published around the world, and her plasticine artwork has won numerous awards, including the Governor General’s Award for Illustration. Titles include: The Party; Read Me a Book; The Subway Mouse; and Perfect Snow, which won the Amelia Francis Howard Gibbon Award and was a Blue Spruce Award nominee. Her latest book, Picture a Tree, won the Libris Children’s Picture Book of the Year Award, and was named to the Toronto Public Library First and Best list, the OLA Best Books for Children list, and is a Shining Willow Award nominee. Barbara has been a Writer in Residence for the Toronto District School Board, and has visited hundreds of classrooms across Canada. She is always delighted to meet with inspiring young artists and writers. Welcome, Baby is her newest book; it will be published in spring 2013.

Liz Ricci
Environmental Awareness, Literacy and Stewardship
THURSDAY AND FRIDAY
Thur.: 2:15 pm - 3:30 pm • Kenora Room (max. 50)
Fri.: 2:15 pm - 3:30 pm • Kenora Room (max. 50)
DESCRIPTION: Are we taking time in this frenetic world in which we live, to raise the conscious awareness of how our lifestyles impact our precious Earth? The Day Mother Earth Got Sick, invites you and your students to deepen your empathy to the plight of the Earth. The rich text, aboriginal symbolism, and colourful visual imagery in this picture book, will take you on a mythical quest to discover, who will heal Mother Earth. A myriad teaching and learning possibilities are explored for integrating this picture book across the curriculum.

INTENDED FOR: Primary Teachers (1-3)
SPEAKER PROFILE: Liz (Evelisa) has been an educator with the TCDSB for over 30 years. While she has taught K-8, most of her teaching career has been working with students with special needs as well as a curriculum consultant and teacher mentor. Her experiences in education have provided her with opportunities to develop and share her skills and talent in producing, directing, acting, photography, art and writing. Her writing projects include Discipline on Track, a school based discipline program, and Stand Up, Be the Change, a grade seven character development program published by the social work department of the TCDSB. Liz currently facilitates interactive workshops for students and teachers based on her recent project, a picture book entitled, The Day Mother Earth Got Sick.

Laura Robb
Writing Improves Reading Comprehension
THURSDAY
Thur.: 9:00 am - 10:15 am • Grand Ballroom Centre (max. 600)
DESCRIPTION: In addition to presenting the research on writing to improve reading comprehension, Robb will offer several types of informal and formal writing that engages students and explain why it’s important for students to write during reading class and to have writing workshop every day. Participants will read, discuss, and complete responses for poetry.

INTENDED FOR: Junior Teachers (4-6)
SPEAKER PROFILE: Author, teacher, and teacher trainer, Laura Robb works with adolescent learners and their teachers to improve their ability to read and write. Each year, Robb returns to the classroom for three months to work with students in grades 5 through 8 in order to deepen her understanding of how these young adults learn as well as what motivates and engages them to read and write. Robb has written more than 18 books on reading and writing for Scholastic, Heinemann, and The Great Source.

SECOND PRESENTATION:
Teach High Level Thinking While Meeting All Instructional Levels
THURSDAY
Thur.: 12:45 pm - 2:00 pm • Grand Ballroom Centre (max. 600)
DESCRIPTION: Robb will discuss this common sense concept: If students can’t read a text, they cannot learn from it. In addition, Robb will present the rationale and research for the importance of taking students where they are instructionally and accelerating their achievement by improving their vocabulary, by having them think about their texts using
Following video clips, discussion and active engagement, critical role that language and literacy play in learning content. This interactive workshop will focus on the Gradual Release of Responsibility as a framework for English while they are still learning English. Drawing on instructional routines that promote language development subjects. The presenter will demonstrate a variety of engaging opportunities to listen, speak, read and write about academic goals. They need to learn English and learn about English. Developing proficiency in the academic language of school requires explicit instruction along with multiple opportunities to listen, speak, read and write about academic subjects. The presenter will demonstrate a variety of engaging instructional routines that promote language development across the content areas.

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

**Carol Rothenberg**  
**Developing Academic Language Across the Curriculum**  
**THURSDAY AND FRIDAY**  
Thur.: 9:00 am - 10:15 am • Kent Room (max. 50)  
Fri.: 9:00 am - 10:15 am • Kent Room (max. 50)  
**DESCRIPTION:** Academic language is more than grammar and vocabulary. Students must be able to use language strategically to communicate their ideas and accomplish their goals. They need to learn English and learn about English. Developing proficiency in the academic language of school requires explicit instruction along with multiple opportunities to listen, speak, read and write about academic subjects. The presenter will demonstrate a variety of engaging instructional routines that promote language development across the content areas.

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

**SPEAKER PROFILE:** Carol Rothenberg is a staff developer and consultant in the area of literacy and English language learners. Providing support and guidance to teachers across content areas and grade levels, she coaches them in planning, assessing, and reflecting on instruction. She has worked with elementary and secondary schools throughout the San Diego Unified School District, training teachers and administrators on effective programs and instruction for English language learners. An experienced classroom teacher, Carol has taught bilingual special education, Spanish, and English to migrant workers. She is currently the coordinator of the New Arrival Center for the San Diego Unified School District and consults with many school districts around the US. Her publications include: *Teaching English Language Learners: A Differentiated Approach*, Pearson Ed. (with Douglas Fisher); *Differentiating Literacy for English Learners*, Pearson Ed (classroom video collection, with Douglas Fisher); *English Language Learners in the English Classroom; National Council of Teachers of English* (with Douglas Fisher, Nancy Frey); *Content Area Conversations: How to Plan Discussion-Based Lessons for Diverse Learners*, Association for Supervision and Curriculum Development (with Douglas Fisher, Nancy Frey).

**SECOND PRESENTATION:**  
**Integrating Language, Literacy and Content**  
**THURSDAY AND FRIDAY**  
Thur.: 2:15 pm - 3:30 pm • Willow West (max. 70)  
Fri.: 2:15 pm - 3:30 pm • Spruce Room (max. 60)  
**DESCRIPTION:** English Language Learners must learn in English while they are still learning English. Drawing on the Gradual Release of Responsibility as a framework for instruction, this interactive workshop will focus on the critical role that language and literacy play in learning content. Through video clips, discussion and active engagement, participants will learn how to integrate opportunities to use and develop language while learning grade-level content across the curriculum.

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

**Allan Roy and Josée Le Bouthillier**  
**L’enseignement efficace de l’écriture en immersion: Le Modèle ÉCRI**  
**THURSDAY AND FRIDAY**  
Thur.: 2:15 pm - 3:30 pm • Wentworth Room (max. 40)  
Fri.: 2:15 pm - 3:30 pm • Huron Room (max. 50)  
**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 PROFILES:** Allan has a BEd from McGill University and an MEd from the University of New Brunswick. Over the past 15 years, he has taught at various levels from kindergarten to grade eight, 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.
Scholastic Education
Supporting Teachers! Engaging Students!

Important Sessions for Kindergarten Educators!

• Are You Listening? How Kindergarten Conversations Reflect Learning
  Thursday @ 10:45 a.m. in the Willow West Room

• Why Are School Buses Always Yellow? How Kindergarten Students’ Questions Can Empower Learning
  Friday @ 10:45 a.m. in the Willow West Room

Sue Jackson Scholastic Education National Literacy Consultant & Literacy Place Author

Visit the
SCHOLASTIC Learning Zone
For New Online Digital Resources!

New in Print for Canadian Classrooms!

Everyday Literacy
Grades 2–6
• Shared reading with real-world media texts

The DISCOVERY SERIES
Grades 4–6
• Jeff Wilhelm’s bestselling The 10 series for lower grades

ON THE RECORD™
Grades 7–9
• Inspiring students to read with skill, write with passion, and live with purpose

http://education.scholastic.ca
1-800-268-3848

SCHOLASTIC Education
Itah Sadu

Krik Krak, Krik Krak

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Elgin (max. 40)
Fri.: 9:00 am - 10:15 am • Spruce (max. 60)

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, Jully 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.

David Sousa

Exciting New Discoveries on How We Learn to Read

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Conference B and C (max. 150)
Fri.: 9:00 am - 10:15 am • Provincial South (max. 120)

DESCRIPTION: Learning spoken language comes naturally but learning to read does not. Why is that? Because reading is one of the most difficult things we ask the young human brain to do. In recent years, neuroscience has been revealing a lot about how the brain learns to read. What neural systems must be recruited to learn to read? What skills must a child learn in order to use these skills effectively? What are the components of a reading program that would teach these skills? Learn the answers to these questions in this stimulating interactive session.

INTENDED FOR: General

SPEAKER PROFILE: Dr. David A. Sousa is an international consultant in educational neuroscience and author of more than a dozen books that suggest ways that educators and parents can translate current brain research into strategies for improving learning. Dr. Sousa has a bachelor’s degree in chemistry from Bridgewater State University in Massachusetts, a Master of Arts in Teaching degree in science from Harvard University, and a doctorate from Rutgers University. He has taught senior high school science, served as a K-12 director of science, a supervisor of instruction, and a district superintendent in New Jersey schools. He has been an adjunct professor of education and a visiting lecturer. Prior to his career in New Jersey, Dr. Sousa taught at the American School of Paris (France), and served for five years as a Foreign Service Officer and science advisor at the USA diplomatic missions in Geneva (Switzerland) and Vienna (Austria). Dr. Sousa has edited science books and published dozens of articles in leading journals. His most popular books for educators include: How the Brain Learns, third edition; How the Special Needs Brain Learns, second edition; How the Gifted Brain Learns; How the Brain Learns to Read; How the Brain Influences Behavior; How the ELL Brain Learns; Differentiation and the Brain (with Carol Tomlinson) and How the Brain Learns Mathematics, which was selected by the Independent Publishers’ Association as one of the best professional development books of 2008. His latest book, Brainwork: The Neuroscience of How We Lead Others is written for business and organizational leaders. Dr. Sousa is past president of the National Staff Development Council (now called Learning Forward). He has received numerous awards from professional associations, school districts, and educational foundations. He received the Distinguished Alumni Award and an honorary doctorate from Bridgewater (Mass.) State University, and an honorary doctorate in humane letters from Gratz College in Philadelphia.

SECOND PRESENTATION:

How to Help Older Struggling Readers

THURSDAY AND FRIDAY
Thur.: 12:45 pm - 2:00 pm • Essex Ballroom (max. 260)
Fri.: 12:45 pm - 2:00 pm • Essex Ballroom (max. 260)

DESCRIPTION: In essence, all teachers at all grade levels are reading teachers. As we learn more about how the brain learns to read, we can find ways to use this research to help older readers. In this interactive session, we will examine some tested and low cost strategies to help older struggling readers become more academically successful.

INTENDED FOR: General

Mary Spring and Andrea Bell Stuart

Mapping in Kindergarten: Discovering a Sense of Place in Kindergarten Through Reading, Writing and Art

THURSDAY
Thur.: 10:45 am - noon • Kenora Room (max. 50)

DESCRIPTION: Art Maps tell delicious stories. Mapping special places; our bedrooms, our outdoor explorations, our homes,
our yards, and 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. When teachers use beautiful picture books, children's memories and outdoor world experiences, they help children to compose life stories. Teaching young children the use of a variety of art media, including recycled materials empowers them with another language to tell those life stories. We will share the work of two inquiry projects from our own classrooms, a mapping project using watercolour paints and a city inquiry. Both inquiries have inspired and enriched literacy experiences for reading and writing with our kindergarten students. Classroom examples shown will be of interest to teachers of kindergarten children.

INTENDED FOR: Kindergarten Teachers

SPEAKER PROFILES: Mary Spring is a recently retired elementary school teacher from Huntsville, Ontario, Canada. In her thirty year teaching career she taught from JK to grade six and has experience as a Literacy and Numeracy Coach. Mary has written and taught Additional Qualification courses to teachers for Nipissing University in the area of writing instruction. Mary co-authored a teaching resource called The Ultimate Math Guide (2001) and has published several journal articles with regard to the instruction of writing through the Elementary Teachers Federation of Ontario. Andrea Bell Stuart is a recently retired Early Years, Multi-age teacher from Winnipeg, Manitoba, Canada. She taught from JK to grade six in her thirty-year career. Andrea currently teaches Early Years Art Education as well as Language Arts and Reading to pre-service teachers at the University of Winnipeg. Andrea was a consultant for both the Multi-Age Curriculum as well as the Art Curriculum in Manitoba. She was the recipient of the 2009 Canadian Art Educator of the Year Award. Andrea co-founded ArtsJunktion.mb, a recycling depot that re-sources art materials, (end cuts, discards from businesses etc.), for teachers, artists and all community members in Manitoba.

SECOND PRESENTATION: Special Places for Primary Students

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

DESCRIPTION: Special places, our bedrooms, our outdoor play spaces, our homes, our yards, our parks and our communities are honoured in the classrooms where we teach. These special places are the inspiration for the stories of the lives of our students. 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 inquiries, one a year-long study of trees, and a multi-media topographical art mapping project, we will demonstrate the natural integration of literacy to the creative language of art. Both inquiries address an appreciation for the environment, inspiring and enriching literacy experiences for reading, writing and talking with our students. Classroom examples shown will be of interest to teachers of primary children.

INTENDED FOR: Primary Teachers

Jim Strachan

The Heart and Art of Teaching and Learning

THURSDAY AND FRIDAY
Thur.: 2:15 pm - 3:30 pm • Windsor East and West (max. 70)
Fri.: 2:15 pm - 3:30 pm • Windsor East and West (max. 70)

DESCRIPTION: Who am I as an educator? What do I truly believe is important about teaching and learning? How will I live these beliefs in my classroom? In this interactive session participants will explore practical ideas and resources for living the heart and art of teaching and learning in four key areas:

• Connecting with Students
• Passion for Teaching
• Attributes-Based Approach
• Importance of School Culture

The voices of students and both beginning and experienced teachers will be shared in addition to practical tools to support all teachers at http://heartandart.ca

INTENDED FOR: General

SPEAKER PROFILE: Jim Strachan is currently seconded to the Ministry of Education where he supports the New Teacher Induction Program (NTIP) and the Teacher Learning and Leadership Program (TLLP) across Ontario. He has been working with (and learning from) children for 29 years as a social worker, classroom teacher of grades 2 to 8, instructional leader for ICT and program coordinator for beginning teachers in the Toronto District School Board. By modeling caring, compassion, cooperation and humour, Jim believes we can contribute to the success of all children. It is his daily challenge to live these beliefs! Recent publications include The Heart and Art of Teaching and Learning: Practical Ideas and Resources for Beginning Teachers (ETFO, 2011), Flash Forward! Rethinking Learning (Lantern Resources, 2012) and Teacher Power and Learning in the Knowledge Economy (Sense Publishing, 2012).

Larry Swartz

Everything you need to learn about life you can probably learn from a good children's book

THURSDAY AND FRIDAY
Thur.: 2:15 pm - 3:30 pm • Simcoe-Dufferin (max. 100)
Fri.: 12:45 pm - 2:00 pm • Conference G (max. 65)

DESCRIPTION: This practical session will highlight recent samples of children's literature and demonstrate meaningful ways to choose and use books as a springboard for response. A focus of this workshop will demonstrate how books can help young people make connections to themselves and to others and work towards compassionate, caring understandings. Handout will be provided.

INTENDED FOR: Primary and Junior Teachers

SPEAKER PROFILE: Larry Swartz is currently an instructor at the Ontario Institute for Studies in Education where he teaches courses in Language Arts, Children's Literature and Drama. He is the author of several publications for teachers including Creating Caring Classrooms, Good Books Matter
and Drama Schemes, Themes and Dreams. Larry has shared his expertise in choosing and using books to educators for the past 35 years and is grateful for the annual Reading for the Love of It touchstone for connecting, learning — and laughing — together.

Sharon Taberski

Re-Envisioning the Five Pillars of Reading: Simplified, Sensible Comprehension Instruction, K-3

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Willow East and Centre (max. 260)  
Fri.: 9:00 am - 10:15 am • Willow East and Centre (max. 260)

DESCRIPTION: In this session, Sharon will re-envision the “five pillars” of reading that grew out of the National Reading Panel Report of 2000 to better reflect all that’s involved in helping children comprehend text. The biggest change in this re-envisioned paradigm is that comprehension isn’t a pillar at all — it’s the overarching pediment, supported atop the pillars. Everything — accurate fluent reading, background knowledge, oral language and vocabulary, reading-writing connections, a repertoire of meta-cognitive strategies to use as and if needed, and voluminous opportunities to read, write, and talk — enhances comprehension. Participants will take an up-close look at this re-envisioned paradigm and examine its practical implications for classroom instruction.

INTENDED FOR: Primary Teachers (K-3)

SPEAKER PROFILE: Sharon Taberski is an internationally recognized educator, author, and presenter. A teacher for 28 years, Sharon currently works in school districts throughout the country helping teachers set up reading and writing workshops, and think systematically about how to best accomplish their goals. Sharon’s newest book Comprehension from the Ground Up: Simplified Sensible Instruction in the K-3 Reading Workshop offers a calm landscape of literacy teaching and learning with reading and writing workshop practices that are most effective in developing readers 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 On Solid Ground: Strategies for Teaching Reading K-3, a classic in the field of reading instruction.

SECOND PRESENTATION:
It’s Time to Talk: Developing Children’s Oral Language and Vocabulary, K-3

THURSDAY AND FRIDAY
Thur.: 12:45 pm - 2:00 pm • Willow East and Centre (max. 260)  
Fri.: 12:45 pm - 2:00 pm • Grand Ballroom West (max. 400)

DESCRIPTION: While oral language and vocabulary are central to children’s reading comprehension and overall literacy development, they are often overlooked in our day-to-day instruction. This should be alarming since engaging children in thoughtful conversations around texts and arming them with precise words with which to think is what’s needed to scaffold their reading comprehension and motivate them to read. In this session participants will examine instructional practices that promote oral language and vocabulary development in primary grade classrooms.

INTENDED FOR: Primary Teachers (K-3)

Jonathan Tilly, Kathleen Tilly, and Joyce Grant

Teaching Kids News: Bringing the World into Your Classroom

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Conference F (max. 70)  
Fri.: 9:00 am - 10:15 am • Huron Room (max. 50)

DESCRIPTION: This workshop will offer teachers practical and easily implemented strategies that effectively bring print, web and media texts to life. Using TeachingKidsNews.com (a free kid-friendly, teaching news website) for some examples, but bringing in other media as well, we will explore how you can increase student engagement in three ways: 1. teaching students to how access, unpack and understand current, kid-friendly news articles; 2. integrating news stories into Junior and Intermediate social studies and science units; 3. teaching students how to carefully interpret the news through media and critical literacy strategies.

INTENDED FOR: Junior and Intermediate Teachers

SPEAKER PROFILE: Jonathan Tilly 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 University of Toronto (OISE). He believes that why we teach is even more important than how we teach.

Kathleen Tilly is currently working in adult education, developing and presenting curriculum and training materials. She previously was an elementary 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 literacy workshops in the TDSB.

Joyce Grant is a veteran freelance journalist and editor, with a background in marketing and advertising. In addition to TeachingKidsNews.com, Joyce produces the non-profit literacy website Getting Kids Reading (gkreading.com). Her children’s picture book, Gabby, was published this year by Fitzhenry and Whiteside. Visit her author blog at JoyceGrantAuthor.com.

SECOND PRESENTATION:
Teaching Kids News: Exciting Text-to-World Connections

THURSDAY AND FRIDAY
Thur.: 10:45 am - noon • Conference D and E (max. 90)  
Fri.: 10:45 am - noon • Conference Room D and E (max. 90)

DESCRIPTION: As early as grade 1, students are asked to make text-to-world connections, even though their experiences in the world, and their understanding of it are limited. Accordingly, in addition to carefully designed reading and writing programs, Primary (grades 1-3) educators must
Learning to Write and Loving It!

THURSDAY AND FRIDAY
Thur.: 9:00 am - 10:15 am • Essex Ballroom (max. 260)
Fri.: 9:00 am - 10:15 am • Provincial North (max. 230)

DESCRIPTION: Unlock your kindergarten students' writing potential and love for writing by using effective proven instructional strategies and engaging activities. In this informative and practical session you will learn how to develop both student writing skills and will. The “how to” of writing across the kindergarten day will come to life through many Canadian writing samples, classroom photos and vignettes 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 endeavours,” Regie Routman 2010. That is what Learning to Write and Loving It! is all about. Clear writing expectations, engaging writing activities, easy to implement mini lessons and home-school links to develop important writing skills and strategies will be shared. Motivate and inspire your students as writers and in the process also develop readers! Scaffold student writing as they learn to write and love it.

INTENDED FOR: Kindergarten Teachers

SPEAKER PROFILE: Miriam Trehearne 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 NAECY 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.
international in scope, addressing important global issues of non-violence, environmental protection, child and indigenous rights, and social justice. Her first novel, *Shannen and the Dream for a School*, is based on the true story of Shannen Koostachin and her grade eight class's efforts to get the federal government to build a new school in Attawapiskat, which won the 2012 First Nation Communities Reads Prize. In her presentation to schools, Janet inspires students hearts and minds, and encourages young people to create and develop their natural artistic abilities. Janet is also a fine artist and paints daily. She lives in Eden Mills in south-central Ontario, home to the Eden Mills Writers’ Festival, the Eden Mills Arts Festival, and a grassroots carbon neutral initiative. She is a member of The Writers’ Union of Canada and CANSCAIP.

Recent books written and illustrated by Janet Wilson include: *Shannen and the Dream for a School*, Second Story Press (2012 First Nation Communities Reads Winner); *Our Earth: How Kids are Saving the Planet*, Second Story Press (2011 Canadian Science Writers' Award); *One Peace: True Stories of Young Activists*, Orca Books (2009 Information Book Award); and, *Our Power: How Kids are Defending their Rights* (working title subject to change), Second Story Press.

**SECOND PRESENTATION:**

**Inspiring Young Hearts and Minds**

**FRIDAY**

Fri.: 10:45 am - noon • Kent Room (max. 50)

**DESCRIPTION:** If many little people, in many little places, do many little things, they can change the face of the Earth. Young people are increasingly aware of global problems. They are no longer content to sit on the sidelines and wait until they are ‘grown-up’ to become involved in important issues concerning their future. Students have remarkable insight, understanding, and compassion. How can we nurture and guide their passions?

**INTENDED FOR:** General

**Eva Wiseman**

**Finding a Time, Finding a Place, Finding a Story**

**THURSDAY AND FRIDAY**

Thur.: 10:45 am - noon • Conference Room G (max. 65)
Fri.: 10:45 am - noon • Spruce (max. 60)

**DESCRIPTION:** Students are fascinated by historical novels particularly when study is carefully planned. The teacher opening the portals of a bygone era must ensure that a world where people dressed, spoke, and held values that varied greatly from those of today, has relevance to students. The teacher can achieve this goal by relating the problems and perspective of the historical protagonists in the novel to the challenges faced by students today. The teacher’s ability to create a parallel perspective is a requisite for successfully engaging students in historical novels. Eva will share her novels and discuss the “hows” and “whys” of acquainting students with story setting, including the social and political events of a given era, before they embark on a detailed study of the historical novel.

**INTENDED FOR:** Intermediate and Senior Teachers

**SPEAKER PROFILE:** As long as she can remember, Eva Wiseman has always been writing. As a young girl in Hungary, she filled notebooks full of stories and poems. After her family immigrated to Canada when Eva was eleven years old, she began writing English. She wrote her first book at the age of fourteen. It bore an uncanny resemblance to Jane Austen’s “Pride and Prejudice”. At the same time, she was fortunate enough to meet a school librarian who changed her life. When the librarian noticed that Eva was trying to read through the school library alphabetically, she took a special interest in her and guided her reading. Eva consumed the classics without realizing that they are supposed to be difficult. The book seed was planted in her. Fast forward many years. Eva was hard at work as a journalist after receiving a BSc., BEd., and an MA. She was also an ESL teacher for adults. In 1996, she found her true calling — writing historical novels for young people. She has published six award winning books: *A Place Not Home*, published by Fitzhenry and Whiteside; *My Canary Yellow Star*, *No One Must Know; Kanada; Puppet*; and *The Last Song*, all published by Tundra books. Eva’s books can also be found in the United States and in Europe.

Each one of Eva’s books has won an award, including the Geoffrey Bilson Award for Historical Fiction for Young People, the Canadian Jewish Book Award, The McNally Robinson Book for Young People Award (twice), and The Manitoba Young Readers’ Choice Award. Her books were twice on the New York Public Library’s Books for the Teen-age list and were placed by Booklist on its Ten Best Historical Fiction list and Ten Best Religion Books list. In addition, *Kanada* was a finalist for the Governor General’s Literary award.

**Tim Wynne-Jones**

**Action Packed!**

**THURSDAY AND FRIDAY**

Thur.: 2:15 pm - 3:30 pm • Provincial North (max. 230)
Fri.: 10:45 am - noon • Willow East and Centre (max. 260)

**DESCRIPTION:** Wynne-Jones will look at 10 Spellbinders for Intermediate readers, and 10 Spellbinders for senior readers. He will argue that just because a novel is plot-driven, does not mean it cannot also deal with worthy thematic material and exhibit excellent characterization. He might even go so far as to say that novels are all about plot!

**INTENDED FOR:** Intermediate and Senior Teachers

**SPEAKER PROFILE:** Tim Wynne-Jones has written 32 books for children of all ages, as well as adults. He has won the Governor General’s Award twice and been nominated five times. He has also won the Boston Globe-Horn Book Award twice, most recently for his thriller, *Blink and Caution*. He has twice won the Arthur Ellis Award of the Crime Writers of Canada, and once won the Edgar Award presented by the Mystery Writer of America, for his novel *The Boy in the Burning House*. His books have been translated into 11 languages. He was IBBY Canada’s 2012 nominee for the Hans Christian Andersen Award. Tim was made an Officer of the Order of Canada at New Years, 2012.
# The Sheraton Centre Exhibitors’ Display
(Booth Assignments as at December 12, 2012)

<table>
<thead>
<tr>
<th>Booth #</th>
<th>Exhibitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>710</td>
<td>A Different Booklist</td>
</tr>
<tr>
<td>120</td>
<td>Access Copyright</td>
</tr>
<tr>
<td>105</td>
<td>Another Story Bookshop</td>
</tr>
<tr>
<td>501</td>
<td>Ayn Rand Education</td>
</tr>
<tr>
<td>200</td>
<td>Bacon &amp; Hughes</td>
</tr>
<tr>
<td>207</td>
<td>Bound 2 Learn</td>
</tr>
<tr>
<td>708</td>
<td>Canadian Children’s Book Centre</td>
</tr>
<tr>
<td>106</td>
<td>Chestnut Publishing Group</td>
</tr>
<tr>
<td>219</td>
<td>Crabtree Publishing Company</td>
</tr>
<tr>
<td>600</td>
<td>Crayola Canada</td>
</tr>
<tr>
<td>101</td>
<td>Curriculum Plus Publishing</td>
</tr>
<tr>
<td>700</td>
<td>Dundurn</td>
</tr>
<tr>
<td>704</td>
<td>Ella Minnow Ltd.</td>
</tr>
<tr>
<td>216</td>
<td>Fitzhenry &amp; Whiteside</td>
</tr>
<tr>
<td>500</td>
<td>Groundwood Books</td>
</tr>
<tr>
<td>511</td>
<td>Hanen Centre (The)</td>
</tr>
<tr>
<td>306</td>
<td>HarperCollins Canada</td>
</tr>
<tr>
<td>612</td>
<td>High Interest Publishing</td>
</tr>
<tr>
<td>601</td>
<td>James Lorimer &amp; Company</td>
</tr>
<tr>
<td>619</td>
<td>Kids Can Press</td>
</tr>
<tr>
<td>702</td>
<td>Le Français Fantastique/Rigodon</td>
</tr>
<tr>
<td>509</td>
<td>Learning A-Z</td>
</tr>
<tr>
<td>608</td>
<td>Literary Press Group of Canada</td>
</tr>
<tr>
<td>623</td>
<td>Little Spirit Bear Productions</td>
</tr>
<tr>
<td>211</td>
<td>Louise Kool &amp; Galt Ltd.</td>
</tr>
<tr>
<td>502</td>
<td>Mabel’s Fables Bookstore</td>
</tr>
<tr>
<td>718</td>
<td>Magic Suitcase Inc. (The)</td>
</tr>
<tr>
<td>210</td>
<td>Marathon Learning Materials Ltd.</td>
</tr>
<tr>
<td>202</td>
<td>McGraw-Hill Ryerson</td>
</tr>
<tr>
<td>611</td>
<td>MS Read-A-Thon</td>
</tr>
<tr>
<td>722</td>
<td>National Capital Commission</td>
</tr>
<tr>
<td>310 &amp; 311</td>
<td>Nelson Education</td>
</tr>
<tr>
<td>431</td>
<td>Ontario Library Association</td>
</tr>
<tr>
<td>321</td>
<td>Orca Book Publishers</td>
</tr>
<tr>
<td>504</td>
<td>Owlkids</td>
</tr>
<tr>
<td>908</td>
<td>Oxford University Press</td>
</tr>
<tr>
<td>201</td>
<td>Pearson Canada</td>
</tr>
<tr>
<td>110</td>
<td>Pembroke Publishers</td>
</tr>
<tr>
<td>616</td>
<td>Penguin Canada</td>
</tr>
<tr>
<td>514</td>
<td>Poetic Art Studio</td>
</tr>
<tr>
<td>510</td>
<td>Portage &amp; Main Press</td>
</tr>
<tr>
<td>519</td>
<td>Random House of Canada/Tundra Books</td>
</tr>
<tr>
<td>516</td>
<td>REEL CANADA</td>
</tr>
<tr>
<td>513</td>
<td>Saunders Book Company</td>
</tr>
<tr>
<td>618</td>
<td>Scholar’s Choice</td>
</tr>
<tr>
<td>603</td>
<td>Scholastic Book Clubs</td>
</tr>
<tr>
<td>605</td>
<td>Scholastic Book Fairs</td>
</tr>
<tr>
<td>503</td>
<td>Scholastic Education</td>
</tr>
<tr>
<td>624</td>
<td>School Specialty/Premier</td>
</tr>
<tr>
<td>610</td>
<td>Science Teachers Association of Ontario</td>
</tr>
<tr>
<td>323</td>
<td>Second Story Press</td>
</tr>
<tr>
<td>615</td>
<td>Simon &amp; Schuster Canada</td>
</tr>
<tr>
<td>100</td>
<td>Spectrum Educational Supplies</td>
</tr>
<tr>
<td>215</td>
<td>Tinlids Inc.</td>
</tr>
<tr>
<td>613</td>
<td>Toronto International Film Festival</td>
</tr>
<tr>
<td>607</td>
<td>Tree House Press</td>
</tr>
<tr>
<td>425</td>
<td>Whitehots Inc. / S &amp; B Books</td>
</tr>
<tr>
<td>111</td>
<td>Who Is Nobody?</td>
</tr>
<tr>
<td>114 &amp; 117</td>
<td>Wintergreen Learning Materials</td>
</tr>
<tr>
<td>621</td>
<td>Whoof Publishing Inc.</td>
</tr>
<tr>
<td>113</td>
<td>You Are Special</td>
</tr>
</tbody>
</table>
Board of Directors 2012-2013

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, 2012-2013

PRESIDENT
Teresa Paoli

FIRST VICE PRESIDENT AND CONFERENCE PROGRAMME CHAIR
Kathy Lazarovits
Committee Members
Joan Barrett
Liz Blake
Marguerite Campbell
Denise Canning
Valerie Collins
Jill Eason
Mike Francone
Lise Hawkins
Vangie Kalanderopoulos
Judith Laskin
Marisa Liscio
Nora Lovgren
Kelly Manning
Jane Milligan
Jose Molina
Carol Munro
Tony Petitti
Tanya Reilly-Primaylon
Natasha Serba
Stephanie Shore
Brenda Stewart
Brian Svenningsen
Margaret Talbot
Doris Wukasch

SECOND VICE PRESIDENT AND COMMUNICATIONS CHAIR
Marguerite Campbell
Committee Members
Liz Blake
Denise Canning
Valerie Collins
Lise Hawkins
Jane Milligan
Margaret Talbot

THIRD VICE PRESIDENT AND OUTREACH CHAIR
Marisa Liscio
Committee Members
Joan Barrett
Jill Eason
Vangie Kalanderopoulos
Nora Lovgren
Kelly Manning
Carol Munro
Tanya Reilly-Primaylon
Brenda Stewart
Margaret Talbot
Doris Wukasch

TREASURER
Mike Francone
Assistant
Jane Milligan

EXECUTIVE ADMINISTRATOR
Erica Townson

PERSONNEL CHAIRS
President – Teresa Paoli
Treasurer – Mike Francone
Committee Members
Past President – Tony Petitti
Vice President – Kathy Lazarovits

RECORDING SECRETARY
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 19-21, 2014**. Registration information will be mailed to all Ontario schools. Delegates who attend in 2013 will receive information directly.

Registration on our website [readingfortheloveofit.com](http://readingfortheloveofit.com) will begin October 1, 2013. Plan to register early since space is limited.

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

East York-Scarborough Reading Association  
1315 Lawrence Ave. East, Unit 309  
Toronto, Ontario M3A 3R3  
Tel: 416-444-7473  
Fax: 416-444-9282  
E-mail: eys@readingfortheloveofit.com  
Web: www.readingfortheloveofit.com

The East York-Scarborough Reading Association Inc. does not assume responsibility for interpretation of information submitted by presenters nor materials available for sale by exhibitors.