MEAL KEYNOTES that should not be missed in the year of Canada’s 150th Birthday include a stellar line-up of Canadian authors: Deborah Ellis, Marie-Louise Gay, Steve Paikin and Margaret Trudeau.

SPECIAL OPENING PRESENTATION featuring a performance by Toronto’s award-winning show choir from the Etobicoke School of the Arts, and ‘Awesome’ guest speaker Neil Pasricha.

2017 SUPERSTAR SPEAKERS include Janet Allen, Neil Andersen, Hannah Beach, Mary Bigler, David Bouchard, Jan Burkins & Kim Yaris, Adrienne Gear, Lori Jamison, Pat Johnson, Jeff Nathan, Kathryn Otoshi, Barbara Reid, Jennifer Serravallo, Larry Swartz, and Maria Walther.
Reading for the Love of It

2017 41st Annual Language Arts Conference
Thursday, Feb. 23rd & Friday, Feb. 24th

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Dear Delegates,

It’s that time again! Time for the professional learning opportunity that provides the most current and relevant information in the teaching field. The 2017 **Reading for the Love of It** conference programme is sure to engage your senses, stimulate your scholarship and brighten your February!

We hope you will join us, the executive of the East York-Scarborough Reading Association, as we offer you a line-up of speakers who are truly outstanding! We have decided to continue with the Thursday morning grand opening. This year the Etobicoke School of the Arts is going to sing and entertain us, leading into an **awesome** opening from Neil Pasricha – the author of *The Book of Awesome* and other **awesome** titles. You can dine and be enlightened with our breakfast and lunch meal speakers featuring Deborah Ellis, Marie-Louise Gay and Steve Paikin. Thursday evening promises to be special as Margaret Trudeau has agreed to join us at the Reading Award dinner and speak to us about her books, her life and maybe even chat about her baby (who is now the PM 😊).

For over 40 years, 41 to be exact, we have been receiving your feedback and honing in on the best way to support the teaching profession with **awesome** speakers, **awesome** opportunities to network and **awesome** meals. We are thrilled that you choose to come and use your professional learning dollars with us. We hope that we live up to your expectations and that you will let us know how **awesome** your experience was.

Remember to maximize your conference experience and use our **RFTLOI2017** mobile app to track your session choices, access applicable handouts and reference material, and send us your feedback.

Enjoy the conference!

Marguerite Campbell
Conference Session Planner

Review the programme and use the manual conference session planner below to list your presentation choices, OR to maximize your conference experience, use our mobile conference guide app.

Both the manual planner and the RFTLOI2017 conference app are for your personal use. 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. Plan smart and include back-up session choices for each time slot.

**Note:** Access to sessions is strictly limited to the maximum capacity indicated, and is on a first come, first served basis. The executive reserves the right to clear each meeting room of all attendees who exceed the maximum capacity and following each session.

**Thursday, February 23, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:15 am - 4:30 pm</td>
<td>Exhibitors' Display — Lower Concourse (only available to registered delegates)</td>
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<tr>
<td>8:30 am - 10:00 am</td>
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<td>9:00 am - 10:15 am</td>
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<td>10:45 am - 12:00 noon</td>
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<td>2:15 pm - 3:30 pm</td>
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**Friday, February 24, 2017**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:15 am - 4:00 pm</td>
<td>Exhibitors' Display — Lower Concourse (only available to registered delegates)</td>
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<td>8:30 am - 10:00 am</td>
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<td>9:00 am - 10:15 am</td>
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<td>10:45 am - 12:00 noon</td>
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<td>12:45 pm - 2:00 pm</td>
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<td>2:15 pm - 3:30 pm</td>
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</table>

**MOBILE CONFERENCE GUIDE APP**

Maximize your conference experience by using our mobile conference guide featuring speaker information and any applicable handouts/reference material, session schedules, exhibitor lists, maps and much more! Best of all, it's accessible from all devices with an Internet browser: smartphones, tablets, laptops, and even desktops.

**How to Access our RFTLOI2017 Mobile Conference Guide App:**

Method 1: Scan the QR CODE and follow the directions to download the app onto your mobile device.

Method 2: Go to http://eventmobi.com/rftloi2017/ on your Internet browser to instantly access your mobile conference guide.
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.** Don't miss this chance for professional development and a mid-winter recharge. **Register today!**

**Wednesday, February 22, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7:00 pm - 7:30 pm</td>
<td>Late registration pick-up — Concourse Level</td>
</tr>
<tr>
<td>8:00 pm - 11:00 pm</td>
<td>Welcome Reception/Annual General Meeting</td>
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</tbody>
</table>

All registered delegates and speakers are welcome.

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**Reading for the Love of It 2017**

**Welcome Reception /Annual General Meeting**

**Wednesday, February 22, 2017 • 8:00 pm to 11:00 pm**

**Provincial Ballroom**

**This is an opportunity for delegates and speakers to meet informally prior to the presentations and workshops. Light Refreshments will be served with cash bar. The East York-Scarborough Reading Association looks forward to welcoming all participants.**

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**Thursday, February 23, 2017**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 am - 4:00 pm</td>
<td>On-site registration (only if space available) — Concourse Level</td>
</tr>
<tr>
<td>8:15 am - 4:30 pm</td>
<td>Exhibitors' Display — Lower Concourse (only available to registered delegates)</td>
</tr>
<tr>
<td>8:30 am - 10:00 am</td>
<td>Special Opening Presentation with <strong>The Etobicoke School of the Arts</strong> school choir and the ‘Awesome’ <strong>Neil Pasricha</strong> OR visit the Exhibitors' Display</td>
</tr>
<tr>
<td>10:15 am - 10:45 am</td>
<td>Health Break</td>
</tr>
<tr>
<td>10:45 am - 12:00 noon</td>
<td>Presentations and Workshops</td>
</tr>
<tr>
<td>12:15 pm - 2:00 pm</td>
<td>Luncheon with speaker <strong>Deborah Ellis</strong></td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Presentations and Workshops</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Presentations and Workshops</td>
</tr>
<tr>
<td>6:00 pm - 9:30 pm</td>
<td>Cocktail Reception and Dinner Banquet with <strong>Margaret Trudeau</strong> and Reading Award Winners</td>
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**Friday, February 24, 2017**

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<thead>
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<td>Exhibitors' Display — Lower Concourse (only available to registered delegates)</td>
</tr>
<tr>
<td>8:30 am - 10:00 am</td>
<td>Breakfast with speaker <strong>Marie-Louise Gay</strong></td>
</tr>
<tr>
<td>9:00 am - 10:15 am</td>
<td>Presentations and Workshops</td>
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<tr>
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<td>Presentations and Workshops</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Presentations and Workshops</td>
</tr>
</tbody>
</table>

**VISIT THE EXHIBITORS’ DISPLAY!**

Stroll through the exhibitor booths on the lower concourse. Meet publishers, Toronto book sellers, authors, illustrators and storytellers while buying some books and having them autographed. All of this, in one place for two days!

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**Important Notes**

- Try to attend 3 sessions/workshops per day.
- May we suggest... a bagged lunch for 12:45 - 2:00 pm sessions.
- Access to the Exhibitors' Display is only available to those who have registered as a delegate to the conference.
- Meal function Keynote Speakers are an additional cost.
- We kindly request that you refrain from wearing scented products to accommodate participants with fragrance sensitivities.
<table>
<thead>
<tr>
<th>SPEAKERS</th>
<th>PRESENTATION TITLES</th>
<th>INTENDED AUDIENCE</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where Do Great Lessons Begin &amp; End?</td>
<td>Junior/Intermediate/Senior</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Neil Andersen</td>
<td>Media Literacy for the Fun of It</td>
<td>General</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The BFG</td>
<td>General</td>
<td></td>
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</tr>
<tr>
<td>Michelle Baker</td>
<td>Literacy through the Arts</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Hannah Beach</td>
<td>Building Community through Dance — How Dance Can Help Children Connect, Create and Discover</td>
<td>K-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Robin Bethke &amp; JoAnne Kim</td>
<td>What’s Language Got to Do with Math?</td>
<td>Junior (ELL)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mary Bigler</td>
<td>Reading for the FUN of It</td>
<td>Primary/Junior</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Heidi Bornstein &amp; Stephen Chadwick</td>
<td>Mindful Educators — Resilient Students: An Experiential Approach</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>David Bouchard</td>
<td>Truth &amp; Reconciliation</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Renée Bourgoin</td>
<td>Fiche d’observation en lecture...et après?</td>
<td>French General</td>
<td></td>
<td>French</td>
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<tr>
<td></td>
<td>Interventions pour soutenir les lecteurs en immersion</td>
<td>French</td>
<td></td>
<td>French</td>
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<td></td>
<td>«J’ai fini!» Activités pour soutenir les auteurs à s’auto-corriger et s’auto-évaluer</td>
<td>French</td>
<td></td>
<td></td>
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<tr>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Who’s Doing the Work? How to Say Less so Readers Can Do More Jumpstarting Readers When They Plateau</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Who’s Doing the Work? How to Say Less so Readers Can Do More Jumpstarting Readers When They Plateau</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Nadia Kenisha Bynoe &amp; Gayle</td>
<td>Moving Beyond Language: Inclusivity in the Classroom</td>
<td>English/French K-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>David</td>
<td></td>
<td></td>
<td></td>
<td>English/French</td>
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<tr>
<td>Jeffrey Canton &amp; Mary Beth</td>
<td>Dreaming in Indian: Indigenous Voices in Children’s and YA Literature</td>
<td>Junior/Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Leatherdale</td>
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<tr>
<td>Rachel Cooke</td>
<td>Literacy Backpack: Developing a Rich and Varied Collection of Literacy Strategies</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Danielle Courchesne</td>
<td>Un réseau littéraire pour apprendre à inférer Un réseau, pourquoi, comment?</td>
<td>French Junior</td>
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<td></td>
<td></td>
<td>French Junior</td>
<td></td>
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<tr>
<td>Carmela DiGrigoli</td>
<td>Just Let Me Play: The Atelier</td>
<td>JK/SK</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Deborah Ellis</td>
<td>The Legacy Choice</td>
<td>General</td>
<td></td>
<td>Luncheon</td>
</tr>
<tr>
<td>Carolyn Filice &amp; Isabella</td>
<td>Supporting Struggling Readers in the Primary Classroom</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Biasucci</td>
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<tr>
<td>Mary Fiore &amp; Maria Luisa</td>
<td>The Four Roles of the Numerate Learner — Bringing Literacy and Numeracy Together</td>
<td>Primary/Junior (ELL)</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Katie Garner</td>
<td>Hacking the Brain’s Affective Domain for Easy Access to the Hardest Reading &amp; Writing Skills!</td>
<td>K-3/ELL</td>
<td>✓✓</td>
<td>✓✓</td>
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<tr>
<td>Marie-Louise Gay</td>
<td>Illustrated Words</td>
<td>General</td>
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<td>Adrienne Gear</td>
<td>READING POWER — Linking Thinking to Reading Instruction</td>
<td>Primary/Junior</td>
<td>✓</td>
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<td></td>
<td>WRITING POWER — Effective Writing Instruction and Assessment</td>
<td>Primary/Junior</td>
<td>✓</td>
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<tr>
<td>Michael Grandsoult</td>
<td>HipHop Edutainment</td>
<td>Junior/Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sylvia Gunnery</td>
<td>Tweets, Texts, and Quick Writes: Is There Still Room on the Page for Sustained Writing?</td>
<td>Junior/Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Judy Halpern</td>
<td>The Inside Story: An Inquiry Approach A Place to Wonder: Picture Books and Global Ideas</td>
<td>K-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Theresa Hanrahan</td>
<td>Young Minds on Media Art in the Heart of Literacy</td>
<td>Primary 1-3</td>
<td>✓</td>
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<td></td>
<td></td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Lori Jamison &amp; Donna-Lynn</td>
<td>Putting the “FUN” in Functional Literacy Read, Write, Play, Learn: Balancing Literacy Instruction in Today’s Kindergarten</td>
<td>Primary/Junior</td>
<td>✓</td>
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<td>Galloway</td>
<td></td>
<td>Primary/Junior (ELL)</td>
<td>✓</td>
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<tr>
<td>Marthe Jocelyn</td>
<td>SCISSORS &amp; GLUE: ART that Inspires Language and Math</td>
<td>K-3</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Heather Johnson &amp; Wendy</td>
<td>Breathing In, Breathing Out: Tools to Help Students with Anxiety</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
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<td>Burch Jones</td>
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<td>Pat Johnson</td>
<td>Catching Readers Before They Fall: Supporting Students in Becoming Active Participants Supporting Students with Word Solving</td>
<td>K-2</td>
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<td>THURSDAY</td>
<td>FRIDAY</td>
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<tr>
<td>Adriana Karka</td>
<td>A Running Start to Success: Essential Teaching Strategies for Individuals with Autism</td>
<td>General</td>
<td>✔</td>
<td>✔</td>
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<td>Lorne Kulak</td>
<td>The Kentucky Derby of Reading: Strategies for Reading Poetry</td>
<td>Intermediate/Senior</td>
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<td>The Stories You Need to Tell (to Get People to Tell Their Stories): Leading Writing Workshops</td>
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<tr>
<td>Robyn Loughrey &amp; Gabriela Papaz</td>
<td>Cross-curricular Strategies for Supporting English Language Learners</td>
<td>Intermediate/Senior (ELL)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Kathy Lundy</td>
<td>Reading from the Heart: Poems, Novels and Stories that Keep Kids Reading, Feeling, Thinking and Talking</td>
<td>Primary/Junior</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Intermediate/Senior</td>
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<td>Aggie Maksimowska</td>
<td>Writing from Life — Creative Nonfiction in the English Classroom</td>
<td>Intermediate/Senior</td>
<td>✔</td>
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<tr>
<td>Write What You Know — Creative Writing in the English Classroom</td>
<td>Intermediate/Senior</td>
<td>✔</td>
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<tr>
<td>Maria Martella &amp; Jim Martella</td>
<td>“Sick” Books and Some Smack Talk</td>
<td>Junior/Intermediate</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Toni McCann</td>
<td>It’s All About Engagement!</td>
<td>Junior</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Sandra Mirabelli &amp; Lionel Sandner</td>
<td>Literacy &amp; Science: Together is Better</td>
<td>Junior/Intermediate</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Kristiina Montero &amp; Sharon Newmaster</td>
<td>Supporting Refugee Newcomers’ Post-traumatic Growth and Literacy Development through Language Experience Approach Narratives</td>
<td>Intermediate/Senior</td>
<td>✔</td>
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<tr>
<td>Mahtab Narsimhan</td>
<td>Cultivating Lantanas in the Classroom Landscape</td>
<td>Junior/Intermediate</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Jeff Nathan</td>
<td>Inside the ADHD Mind: Where it Wanders, Why it Wanders, and How to Help it, Along with the Rest of the Classroom, to Flourish</td>
<td>Primary/Junior</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Kathryn Otoshi</td>
<td>Fostering Strong Character through the Power of Picture Books</td>
<td>Primary/Junior</td>
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<td></td>
<td>Understanding the ‘Big Picture’ through Children’s Lit</td>
<td>Primary/Junior</td>
<td>✔</td>
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<tr>
<td>Steve Paikin</td>
<td>Literacy and Citizenship</td>
<td>General</td>
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<tr>
<td>Neil Pasricha &amp; The Etobicoke School of the Arts Show Choir</td>
<td>Happier Educators, Happier Classrooms</td>
<td>General</td>
<td>✔</td>
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<tr>
<td>Christine Portier</td>
<td>Poetry: A Rhythmic Play with Language Poetry: Linguistic Sounds and Literary Images</td>
<td>Primary/Junior (ELL)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior/Intermediate (ELL)</td>
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<tr>
<td>Barbara Reid</td>
<td>Hands Up if You Love Plasticine!</td>
<td>K-6</td>
<td>✔</td>
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<td>Aisha &amp; Joe Restoule General</td>
<td>Indigenous Stories: Perspective Matters</td>
<td>K-8</td>
<td>✔</td>
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<td>JK/SK</td>
<td>✔</td>
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<tr>
<td>Shari Schwartz &amp; Helen Tomassini</td>
<td>How to fall in love with teaching reading in K-1</td>
<td>K-1</td>
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<td>Find the magic to empower young learners as writers in K-1</td>
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<td>Jennifer Serravallo</td>
<td>Reading Strategies: Goal-Directed Independent Reading</td>
<td>Primary/Junior</td>
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<td>Bringing Reading and Writing Strategies to Life: Conferring with Individuals and Groups</td>
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<tr>
<td>Marsha Forchuk Skrypuch</td>
<td>The Young Refugee War From a Child’s Eyes</td>
<td>Junior/Intermediate/Senior</td>
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<tr>
<td>Heidi Jardine Stoddart</td>
<td>The Art of Picture Books</td>
<td>K-6</td>
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<td>The Ramped-Up Read Aloud: Sparking Comprehension and Fueling Writers</td>
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<tr>
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<td>Building Resilience in Adolescent Readers</td>
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<tr>
<td>Fern Westernoff</td>
<td>Communication Disorders and the Emergent Bilingual Student: Key Indicators</td>
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# Thursday, February 23 at a Glance

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<thead>
<tr>
<th>Date/Time</th>
<th>Speaker</th>
<th>Presentation Title</th>
<th>Most Interest to</th>
<th>Room (Capacity)</th>
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</thead>
<tbody>
<tr>
<td>8:30 am - 10:00 am</td>
<td>Neil Pasricha &amp; The Etobicoke School for the Arts</td>
<td>“Happier Educators, Happier Classrooms”</td>
<td>General</td>
<td>Grand Centre &amp; West (max. 2000)</td>
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<tr>
<td>10:45 am - 12:00 noon</td>
<td>Michelle Baker</td>
<td>Literacy through the Arts</td>
<td>Junior</td>
<td>Carlton (max. 45)</td>
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<tr>
<td></td>
<td>Hannah Beach</td>
<td>Building Community through Dance — How Dance Can Help Children Connect, Create and Discover</td>
<td>K-3</td>
<td>VIP Room (max. 70)</td>
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<td>Mary Bigler</td>
<td>Reading for the FUN of It</td>
<td>Primary/Junior</td>
<td>Civic Ballroom (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Renée Bourgoin</td>
<td>Fiche d’observation en lecture... et après? Interventions pour soutenir les lecteurs en immersion</td>
<td>French General</td>
<td>Elgin (max. 40)</td>
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<td></td>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Who’s Doing the Work? How to Say Less so Readers Can Do More</td>
<td>Primary 1-3</td>
<td>Grand Centre (max. 600)</td>
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<td></td>
<td>Rachel Cooke</td>
<td>Literacy Backpack: Developing a Rich and Varied Collection of Literacy Strategies</td>
<td>Int./Senior</td>
<td>City Hall (max. 110)</td>
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<td>Carolyn Filice &amp; Isabella Biasucci</td>
<td>Supporting Struggling Readers in the Primary Classroom</td>
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<td>Maple East &amp; West (max. 90)</td>
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<td>Adrienne Gear</td>
<td>READING POWER — Linking Thinking to Reading Instruction</td>
<td>Primary/Junior</td>
<td>Chestnut E. &amp; W. (max. 150)</td>
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<td></td>
<td>Lori Jamison</td>
<td>Putting the “FUN” in Functional Literacy</td>
<td>Primary/Junior</td>
<td>Birchwood (max. 220)</td>
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<td>Jeff Nathan</td>
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<td>Communication Disorders and the Emergent Bilingual Student: Key Indicators</td>
<td>K-3 (ELL)</td>
<td>Spruce (max. 45)</td>
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<tr>
<td>12:15 pm - 2:00 pm</td>
<td>Deborah Ellis</td>
<td>The Legacy Choice</td>
<td>General</td>
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<td>12:45 pm - 2:00 pm</td>
<td>Janet Allen</td>
<td>Read Aloud: Prime-Time Instruction</td>
<td>Junior/Int./Senior</td>
<td>Dominion North (max. 230)</td>
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<td>Neil Andersen</td>
<td>Media Literacy for the Fun of It</td>
<td>General</td>
<td>Chestnut E. &amp; W. (max. 150)</td>
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<td></td>
<td>Robin Bethke &amp; JoAnne Kim</td>
<td>What’s Language Got to Do with Math?</td>
<td>Junior (ELL)</td>
<td>Kent (max. 50)</td>
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<td>Heidi Bornstein &amp; Stephen Chadwick</td>
<td>Mindful Educators — Resilient Students: An Experiential Approach</td>
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<td>Nadia Kenisha Bynoe &amp; Gayle David</td>
<td>Moving Beyond Language: Inclusivity in the Classroom</td>
<td>French/English K-3</td>
<td>Elgin (max. 40)</td>
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<td>Jeffrey Canton &amp; Mary Beth Leatherdale</td>
<td>Dreaming in Indian: Indigenous Voices in Children’s and YA Literature</td>
<td>Junior/Int./Senior</td>
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<td>Mary Fiore &amp; Maria Luisa Lebar</td>
<td>The Four Roles of the Numerate Learner — Bringing Literacy and Numeracy Together</td>
<td>Primary/Jun. (ELL)</td>
<td>Cedar (max. 65)</td>
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<td>Judy Halpern</td>
<td>The Inside Story: An Inquiry Approach</td>
<td>K-3</td>
<td>VIP Room (max. 70)</td>
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<td></td>
<td>Theresa Hanrahan</td>
<td>Young Minds on Media</td>
<td>Primary 1-3</td>
<td>Maple East &amp; West (max. 90)</td>
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<td>Lori Jamison &amp; Donna-Lynn Galloway</td>
<td>Read, Write, Play, Learn: Balancing Literacy Instruction in Today's Kindergarten</td>
<td>K-1</td>
<td>Grand Centre (max. 600)</td>
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<td></td>
<td>Pat Johnson</td>
<td>Catching Readers Before They Fall: Supporting Students in Becoming Active Participants</td>
<td>K-2</td>
<td>Dominion South (max. 180)</td>
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<td>Robyn Loughrey &amp; Gabriela Papaz</td>
<td>Cross-curricular Strategies for Supporting English Language Learners</td>
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<td>Aggie Maksimowska</td>
<td>Writing from Life — Creative Nonfiction in the English Classroom</td>
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<td>Maria Martella &amp; Jim Martella</td>
<td>“Sick” Books and Some Smack Talk</td>
<td>Junior/Int.</td>
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<td>Mahtab Narsimhan</td>
<td>Cultivating Lantanas in the Classroom Landscape</td>
<td>Junior/Int.</td>
<td>Kenora (max. 50)</td>
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<td>Christine Portier</td>
<td>Poetry: A Rhythmic Play with Language</td>
<td>Primary 1-3</td>
<td>Huron (max. 50)</td>
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<td>Reading Strategies: Goal-Directed Independent Reading</td>
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2:15 pm - 3:30 pm

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<td>Janet Allen</td>
<td>Where Do Great Lessons Begin &amp; End?</td>
<td>Junior/Int./Senior</td>
<td>Dominion North (max. 230)</td>
</tr>
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<td>David Bouchard</td>
<td>Truth &amp; Reconciliation</td>
<td>General</td>
<td>Grand Centre (max. 600)</td>
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<tr>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Jumpstarting Readers When They Plateau</td>
<td>Primary 1-3</td>
<td>Chestnut E. &amp; W. (max. 150)</td>
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<td>Danièle Courchesne</td>
<td>Un réseau littéraire pour apprendre à inférer</td>
<td>French Junior</td>
<td>Elgin (max. 40)</td>
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<td>Katie Garner</td>
<td>Hacking the Brain's Affective Domain for Easy Access to the Hardest Reading &amp; Writing Skills!</td>
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<td>Michael Grandsoult</td>
<td>HipHop Edutainment</td>
<td>Junior/Int./Senior</td>
<td>Linden (max. 60)</td>
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<td>Sylvia Guntery</td>
<td>Tweets, Texts, and Quick Writes: Is There Still Room on the Page for Sustained Writing?</td>
<td>Junior/Int./Senior</td>
<td>Kenora (max. 50)</td>
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<tr>
<td>Marthe Jocelyn</td>
<td>SCISSORS &amp; GLUE: ART that Inspires Language and Math</td>
<td>K-3</td>
<td>Wentworth (max. 50)</td>
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<tr>
<td>Heather Johnson &amp; Wendy Burch Jones</td>
<td>“Breathing In, Breathing Out: Tools to Help Students with Anxiety”</td>
<td>General</td>
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<tr>
<td>Pat Johnson</td>
<td>Supporting Students with Word Solving</td>
<td>K-2</td>
<td>Dominion South (max. 180)</td>
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<td>Adriana Karka</td>
<td>A Running Start to Success: Essential Teaching Strategies for Individuals with Autism</td>
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<td>The Kentucky Derby of Reading: Strategies for Reading Poetry</td>
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<td>Toni McCann</td>
<td>It's All About Engagement!</td>
<td>Junior</td>
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<td>Sandra Mirabelli &amp; Lionel Sandner</td>
<td>Literacy &amp; Science: Together is Better</td>
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<td>Kathryn Otoshi</td>
<td>Fostering Strong Character through the Power of Picture Books</td>
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<td>Guiding Readers toward Independence: It's as easy as 1-2-3</td>
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6:00 pm - 9:30 pm

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<td><strong>Marie-Louise Gay</strong></td>
<td><strong>Illustrated Words</strong></td>
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<tr>
<td>10:45 am - 12:00 noon</td>
<td>Janet Allen</td>
<td>Where Do Great Lessons Begin &amp; End?</td>
<td>Junior/Int./Senior</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Michelle Baker</td>
<td>Literacy through the Arts</td>
<td>Junior</td>
<td>Chestnut E. &amp; W. (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Jan Burkins &amp; Kim Yariv</td>
<td>Who’s Doing the Work? How to Say Less so Readers Can Do More</td>
<td>Primary 1-3</td>
<td>Grand Centre (max. 600)</td>
</tr>
<tr>
<td></td>
<td>Nadia Kenisha Bynoe &amp; Gayle David</td>
<td>Moving Beyond Language: Inclusivity in the Classroom</td>
<td>French/English K-3</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Jeffrey Canton &amp; Mary Beth Leatherdale</td>
<td>Dreaming in Indian: Indigenous Voices in Children’s and YA Literature</td>
<td>Junior/Int./Senior</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Rachel Cooke</td>
<td>Literacy Backpack: Developing a Rich and Varied Collection of Literacy Strategies</td>
<td>Int./Senior</td>
<td>City Hall (max. 110)</td>
</tr>
<tr>
<td></td>
<td>Katie Garner</td>
<td>Hacking the Brain’s Affective Domain for Easy Access to the Hardest Reading &amp; Writing Skills!</td>
<td>K-3/ELL</td>
<td>Pine East &amp; West (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Sylvia Gunnery</td>
<td>Tweets, Texts, and Quick Writes: Is There Still Room on the Page for Sustained Writing?</td>
<td>Junior/Int./Senior</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Heather Johnson &amp; Wendy Burch Jones</td>
<td>Breathing In, Breathing Out: Tools to Help Students with Anxiety</td>
<td>General</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Pat Johnson</td>
<td>Catching Readers Before They Fall: Supporting Students in Becoming Active Participants</td>
<td>K-2</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Toni McCann</td>
<td>It’s All About Engagement!</td>
<td>Junior</td>
<td>VIP Room (max. 70)</td>
</tr>
<tr>
<td></td>
<td>Jeff Nathan</td>
<td>Inside the ADHD Mind: Where it Wanders, Why it Wanders, and How to Help it, Along with the Rest of the Classroom, to Flourish</td>
<td>Primary/Junior</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td>Date/Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Most Interest to</td>
<td>Room (Capacity)</td>
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<tr>
<td>12:15 pm - 2:00 pm</td>
<td><strong>Steve Paikin</strong></td>
<td><strong>Literacy and Citizenship</strong></td>
<td>General</td>
<td>Grand West (max. 400)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Neil Andersen</td>
<td>The BFG</td>
<td>General</td>
<td>Chestnut E. &amp; W. (max. 150)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Danièle Courchesne</td>
<td>Un réseau, pourquoi, comment?</td>
<td>French Junior</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Carmela DiGrigoli</td>
<td>Just Let Me Play: The Atelier</td>
<td>JK/SK</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Mary Fiore &amp; Maria Luisa Lebar</td>
<td>The Four Roles of the Numerate Learner — Bringing Literacy and Numeracy Together</td>
<td>Primary/Junior (ELL)</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Katie Garner</td>
<td>Hacking the Brain’s Affective Domain for Easy Access to the Hardest Reading &amp; Writing Skills!</td>
<td>K-3 / ELL</td>
<td>Pine East &amp; West (max. 70)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Adrienne Gear</td>
<td>WRITING POWER — Effective Writing Instruction and Assessment</td>
<td>Primary/Junior</td>
<td>Civic Ballroom (max. 430)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Michael Grandsoul</td>
<td>HipHop Edutainment</td>
<td>Junior/Int./Senior</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Judy Halpern</td>
<td>A Place to Wonder: Picture Books and Global Ideas</td>
<td>K-3</td>
<td>VIP Room (max. 70)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Lori Jamison</td>
<td>Putting the “FUN” in Functional Literacy</td>
<td>Primary/Junior</td>
<td>Grand Centre (max. 600)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Pat Johnson</td>
<td>Supporting Students with Word Solving</td>
<td>K-2</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Robyn Loughrey &amp; Gabriela Papaz</td>
<td>Cross-curricular Strategies for Supporting English Language Learners</td>
<td>Int./Senior (ELL)</td>
<td>City Hall (max. 110)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Aggie Maksimowska</td>
<td>Write What You Know — Creative Writing in the English Classroom</td>
<td>Int./Senior</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Maria Martella &amp; Jim Martella</td>
<td>“Sick” Books and Some Smack Talk</td>
<td>Junior/Int.</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Mahtab Narsimhan</td>
<td>Cultivating Lantanas in the Classroom Landscape</td>
<td>Junior/Int.</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Christine Portier</td>
<td>Poetry: Linguistic Sounds and Literary Images</td>
<td>Junior/Int. (ELL)</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Larry Swartz</td>
<td>Have I got a book for you.... and you!...</td>
<td>Junior</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Maria Walther</td>
<td>The Ramped-Up Read Aloud: Sparking Comprehension and Fueling Writers</td>
<td>K-2</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Robin Bethke &amp; JoAnne Kim</td>
<td>What’s Language Got to Do with Math?</td>
<td>Junior (ELL)</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Mary Bigler</td>
<td>Reading for the FUN of It</td>
<td>Primary/Junior</td>
<td>Civic Ballroom (max. 430)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Jan Burkins &amp; Kim Yaris</td>
<td>Jumpstarting Readers When They Plateau</td>
<td>Primary 1-3</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Marthe Jocelyn</td>
<td>SCISSORS &amp; GLUE: ART that Inspires Language and Math</td>
<td>K-3</td>
<td>Pine East &amp; West (max. 70)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Lorne Kulak</td>
<td>The Stories You Need to Tell (to Get People to Tell Their Stories): Leading Writing Workshops</td>
<td>Int./Senior</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Sandra Mirabelli &amp; Lionel Sandner</td>
<td>Literacy &amp; Science Together: It’s Critical!</td>
<td>Int./Senior</td>
<td>City Hall (max. 110)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Kathryn Otoshti</td>
<td>Understanding the ‘Big Picture’ through Children’s Lit</td>
<td>Primary/Junior</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Aisha &amp; Joe Restoule General</td>
<td>Indigenous Stories: Perspective Matters</td>
<td>K-8</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Jennifer Serravalle</td>
<td>Bringing Reading and Writing Strategies to Life: Conferring with Individuals and Groups</td>
<td>Primary/Junior</td>
<td>Grand Centre (max. 600)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Jeanette Voaden</td>
<td>Creating Books Using Google Slides</td>
<td>Junior (ELL)</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td>2:15 pm - 3:30 pm</td>
<td>Maria Walther</td>
<td>Guiding Readers toward Independence: It’s as easy as 1-2-3</td>
<td>K-2</td>
<td>Dominion North (max. 230)</td>
</tr>
</tbody>
</table>
Speaker Sessions & Profiles

Janet Allen
Thursday & Friday

Read Aloud: Prime-Time Instruction
Thurs.: 12:45 pm – 2:00 pm • Dominion North (max. 230)
Fri.: 9:00 am – 10:15 am • Dominion North (max. 230)

DESCRIPTION: In Reading Magic, Mem Fox says: “The fire of literacy is created by the emotional sparks between a child, a book, and the person reading.” During this session, we will explore the importance of reading aloud not only to foster engagement, but also as a way to provide rich support for increasing literacy. Using engaging read alouds, Janet will model instructional strategies that extend the read aloud as part of comprehensive literacy instruction. Focus will include making text connections, increasing content collaboration, and using the texts and talk to develop strong and engaging writing. Join us as we explore the power of the spoken word as the foundation for prime-time instruction in any classroom.

INTENDED FOR: Junior/Intermediate/Senior

SPEAKER PROFILE: Janet Allen is an international literacy consultant and author of numerous professional books. Her newest publications include Tools for Teaching Informational Texts (Stenhouse) and Riveting Read Alouds (Scholastic). Some of her previous books include the following: Tools for Teaching Academic Vocabulary; Inside Words; Tools for Teaching Content Literacy; More Tools for Teaching Content Literacy; On the Same Page; Yellow Brick Roads; Words, Words, Words (Stenhouse Publishers); and, It’s Never Too Late: Leading Adolescents to Lifelong Literacy (Heinemann). Janet was a senior program consultant for Holt McDougal Literature 6-12. In addition, she has authored a comprehensive audio-assisted literacy program: Plugged-in to Reading Fiction and Plugged-in to Reading Nonfiction for grades 3-12 (Triumph Learning).

Janet taught high school reading and English in northern Maine from 1972 until 1992 when she relocated to Florida to teach English and reading education courses at the University of Central Florida. Janet left her position at UCF to spend her time researching, writing, speaking, and conducting seminars and literacy institutes across the country. Dr. Allen has received several teaching awards including the Milken Foundation’s National Educator Award.

SECOND PRESENTATION:
Where Do Great Lessons Begin & End?
Thurs.: 2:15 pm – 3:30 pm • Dominion North (max. 230)
Fri.: 10:45 am – 12:00 noon • Dominion North (max. 230)

DESCRIPTION: Great lessons begin and end with student engagement; and, student engagement usually occurs as a result of effective instruction. While many factors influence learning, some factors are so critical they influence learning across all content areas. This workshop will focus on factors that make a difference in any classroom: selecting the right texts, establishing authentic purposes, using effective tools to build background, developing word banks, providing students with “how to” lessons that lead to independence, and increasing collaboration and communication. Join us for this interactive workshop as Janet uses a wide variety of texts to model ways to help you plan ‘great lessons’ for your students. You will leave the workshop with lots of new titles as well as practical strategies you can immediately put to use in your classroom.

INTENDED FOR: Junior/Intermediate/Senior

Neil Andersen
Thursday & Friday

Media Literacy for the Fun of It
Thurs.: 12:45 pm – 2:00 pm • Chestnut East & West (max. 150)

DESCRIPTION: The media literacy curriculum can be pleasurable while simultaneously including social justice, media language and critical literacy. Brain research shows that emotional highs improve learning and memory. Come and see how the careful selection and discussion of a variety of media experiences can make learning fun, memorable AND critical.

INTENDED FOR: General

SPEAKER PROFILE: Neil Andersen, M. Ed., @mediasee, is president of The Association for Media Literacy (Ontario). He has taught primary to post-secondary media studies for over 30 years, including media studies additional qualifications courses for Mount Saint Vincent University, York University and the University of Toronto. He has given keynotes and workshops across Canada, in the US, Japan, India, China, Australia, England and Sweden.

He has made movies and videos, authored student textbooks, journal articles, teacher resource books, over 200 study guides, and designed T-shirts, posters, websites, and programs.

His awards include the Jesse McCanse Award (National Telemedia Council) and The Magic Lantern Award (The Association for Media and Technology in Education).

His writing includes “Media literacy’s gifts to literature study” in English Teaching: Practice and Critique, “Curriculum contexts: How might context influence or inflect media literacy education?” in The Journal of Media Literacy, “Formation & Media Literacy” in www.aml.ca, and “Media Literacy Education in Ontario” for Media Literacy in Action (Routlege).

Neil has great fun with media literacy and blogs about it at www.aml.ca
SECOND PRESENTATION:

**The BFG**
Fri.: 12:45 pm – 2:00 pm • Chestnut East & West (max. 150)

**DESCRIPTION:** 2016’s summer blockbuster, The BFG, is a potentially wonderful discussion starter and source for creative student expression. How might teachers use the movie to support awareness of power dynamics, effective storytelling, language arts and media literacy?

**INTENDED FOR:** General

**Michelle Baker**

**Thursday & Friday**

**Literacy through the Arts**
Thurs.: 10:45 am – 12:00 noon • Carlton (max. 45)
Fri.: 10:45 am – 12:00 noon • Chestnut East & West (max. 150)

**DESCRIPTION:** In this workshop, teachers will have the opportunity to see specific ideas for connecting literacy with dramatic arts, while learning how to use source material such as books, poems, sounds, music and images as a ‘way in’ to learn in the arts. Participants will experience creating and presenting, reflecting, responding and analyzing, as well as exploring forms and cultural contexts as it relates to literacy and drama.

**INTENDED FOR:** Junior

**SPEAKER PROFILE:** Michelle Baker has been teaching as an intermediate teacher with the Toronto District School Board for 20 years. ‘Off the page’ and ‘out of the box’ lessons have been experienced by a full range of students during her career. Michelle has worked directly with classroom teachers and students in the primary, junior and intermediate divisions, as a Facilitator and Mentor for the Beginner Teacher’s Institute. She uses her expertise as both a Reading and Guidance Specialist to motivate and inspire teachers. Michelle is currently teaching core grade 8 classes with integrated Home School Program (HSP) students. Her lessons focus on combining literacy, arts and social justice issues, helping students make personal connections to stories, poetry and drama.

**Hannah Beach**

**Thursday & Friday**

**Building Community through Dance – How Dance Can Help Children Connect, Create and Discover**
Thurs.: 10:45 am – 12:00 noon • VIP Room (max. 70)
Fri.: 9:00 am – 10:15 am • VIP Room (max. 70)

**DESCRIPTION:** Based on the I Can Dance book series, this workshop explores everyday life through dance, supporting teachers in acquiring the skills to bring simple stories to life and explore concepts, such as colours, the outdoors, feelings, etc. through inclusive dance. Dance can have the power to say what sometimes cannot be said with oral language. Participants will learn how to help children see that dance is about communication and reflection on our experiences and learning, not about steps. We will explore how this art form can help children of all abilities express themselves, shift classroom dynamics, help children who are stuck in negative roles bridge differentiated learning, and deepen critical literacy. Teachers will leave, not only inspired, but also with many new tools and skills.

The material in this workshop is designed to work for all children and to enable all teachers to successfully facilitate learning through movement. Wonderful for both those teachers that are excited to bring movement to the classroom as well as those that have no dance experience and feel anxious about working with this art form!

Wear comfortable clothing and be ready to move in a supportive and non-judgmental atmosphere.

**INTENDED FOR:** K-3

**SPEAKER PROFILE:** Hannah Beach is an award winning educator and author of the I Can Dance books for children as well as the resource, I Can Dance a Better World, supporting youth in exploring social justice issues through dance theatre. Her books have been adopted by multiple school boards across Canada and are now available as French editions as well. Founder and Director of Dandelion Dance, she facilitates in a manner that embraces all abilities, supporting children in exploring their ideas and experiences through movement and learning how to use inquiry based practices to discover their innate creativity. Hannah has extensive experience working in relationship-based practices, equity and dance education across Canada. A sought-after speaker and workshop presenter, Hannah’s work has been embraced by schools, universities, and early learning centres as a vehicle through which to help children express themselves, engage in team building and shift classroom dynamics towards a more inclusive and empathetic way of learning together.

**Robin Bethke & JoAnne Kim**

**Thursday & Friday**

**What’s Language Got to Do with Math?**
Thurs.: 12:45 pm – 2:00 pm • Kent (max. 50)
Fri.: 2:15 pm – 3:30 pm • Linden (max. 60)

**DESCRIPTION:** In this session, we will be considering mathematics learning through the lens of the Steps to English Proficiency (STEP) resource (oral continuum) to support English language learners in making their thinking visible. Participants will have the opportunity to document a junior student’s mathematical learning and their English language proficiency. We will also explore strategies that align with the student’s level of English proficiency to support communication of understanding.

**INTENDED FOR:** Junior (ELL)
**SPEAKER PROFILES:** Robin Bethke is passionate about learning. Throughout her career, Robin has been learning about children in her role as a classroom teacher, an early reading intervention teacher and a teacher-librarian, as well as a literacy and early years consultant at the system level. In 2013, Robin completed a three year secondment with the Ontario Ministry of Education. Robin had the privilege of developing a variety of resources that support classroom educators in the use of pedagogical documentation as a way of “coming to know” students while engaging in collaborative inquiry. Recently, she has led several professional learning sessions sponsored by Pearson Education, Canada. During 2013-15, Robin worked with a number of ELL board leads and classroom educators in collaborative inquiries focused on understanding and supporting English Language Learners.

JoAnne Kim is currently seconded from York Regional District School Board (YRDSB) as Provincial Lead, Support for English Language Learners. She supports GTA school boards in the implementation of the STEP resource. She is passionate about her work with English language learners, part of this comes from her experiences as an English language learner. She has been working in the field of ESL/ELD, and Literacy for 20 years spanning from K-12. Her roles include classroom teacher, Reading Recovery teacher, Student Achievement Officer, YRDSB curriculum consultant, Reception Centre ESL/ELD teacher assessor and instructor of AQ courses.

**Mary Bigler**

**Thursday & Friday**

**Reading for the FUN of It**

**Thurs.:** 10:45 am – 12:00 noon • Civic Ballroom (max. 430)  
12:45 pm – 2:00 pm • Birchwood (max. 220)

**Fri.:** 9:00 am – 10:15 am • Grand Centre (max. 600)  
2:15 pm – 3:30 pm • Civic Ballroom (max. 430)

**DESCRIPTION:** Join Mary Bigler as she shares the joy of bringing literacy to the next generation. She will share good books and show examples of student writing that are certain to make you laugh. Along the way, she just might share a story or two that will remind us of how important teachers are in bringing literacy to the next generation. You won’t want to miss this entertaining, inspiring and fun-filled presentation!

**INTENDED FOR:** Primary/Junior

**SPEAKER PROFILE:** Dr. Mary Bigler is a Professor in the Department of Teacher Education at Eastern Michigan University in Ypsilanti, Michigan, where she teaches courses in reading and language arts. Her teaching experiences include 13 years at the K-12 level and 38 years as a university professor. Dr. Bigler is internationally known as a dynamic motivational speaker and consultant. She has keynoted conferences, programs, and in-service meetings.

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**lock – /l/ + /r/ = rock**

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throughout the United States, Canada, Africa and Europe, sharing the podium with such notables as Jesse Jackson, Ann Landers, Zig Zigler and Goldie Hawn. She has conducted hundreds of literacy workshops for teachers, parents and administrators. Mary is the author of the highly acclaimed, *Mary Bigler’s Lessons Learned*. She is a past president of the Michigan Reading Association and is listed in *Who’s Who of American Women*.

Heidi Bornstein & Stephen Chadwick

**Thursday & Friday**

**Mindful Educators – Resilient Students: An Experiential Approach**

**Thurs.:** 12:45 pm – 2:00 pm • Carlton (max. 45)

**Fri.:** 9:00 am – 10:15 am • Kenora (max. 50)

**DESCRIPTION:** “Why begin with educators? The work of teachers is more demanding than ever before. Mental health issues in children and youth are on the rise. Teacher workload is intense and recommendations for improving student achievement continually change. All the while, teachers are scrutinized for their ability to improve student success. This all adds up to a lot of stress in the classroom, which can take its toll on the health and wellness of teachers and other education professionals. Studies show mindfulness reduces anxiety, depression and stress.

Research shows that mindfulness training for educators has both personal and professional benefits. Students taught by teachers who act with compassion and self-compassion are more likely to cultivate this capacity in their relationship with themselves and others. Mindfulness strengthens our resilience by enhancing our inner resources enabling us to respond to situations effectively. Mindful awareness has been shown to enhance happiness, develop resilience, reduce the negative effects of stress, and foster healthy relationships.

Through experiential activities in mindfulness including secular meditation, movement, presentations and group discussions, the workshop will provide information, knowledge and practice in bringing mindful awareness into daily life that supports health and well-being.

This workshop will explore:

- Why be mindful – benefits for both educators and students
- What is mindfulness – a working definition for education
- How to practise mindfulness – effective practices to be incorporated into daily life
- The importance of self-care – essential practices that develop self-compassion, compassion, empathy and kindness.
- smartEducation™ – an evidence-based 9 session program designed to address the needs of educators (K-12) and professional support delivered in Ontario.

**INTENDED FOR:** General

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**SPEAKER PROFILES:** Heidi Bornstein is the co-founder and executive director for Mindfulness Everyday, a Canadian registered charity that has been delivering mindfulness programs in the community since 2010, to students, parents, and educators. Heidi is an MBSR (Mindfulness-based Stress Reduction) teacher, a Hatha yoga and meditation teacher. She is the co-creator of The Mindful Edge™ – Stress Reduction and Life Strategies for Teens. Heidi is a certified facilitator for SMART: smartEducation – Stress Management and Resiliency Techniques for Educators. Heidi has been teaching yoga and meditation in Toronto since 2002 and continues to support yoga, meditation, and mindfulness programs for children, youth, teens, and adults.

Stephen Chadwick is the co-founder and educational director of Mindfulness Everyday. He is an MBSR (Mindfulness-based Stress Reduction) teacher, and has received his certification as a Yoga Ed Instructor for High Schools, Working with Those At-Risk, Level II Curriculum Training of Mindful Schools. Stephen is the co-creator of The Mindful Edge™ – Stress Reduction and Life Strategies for Teens and is a certified facilitator for SMART: smartEducation – Stress Management and Resiliency Techniques for Educators. He has three decades of experience as a public school teacher with the TDSB, specializing in working with Children with Special Needs and ESL, and bringing contemplative practice to students.

David Bouchard

**Thursday & Friday**

**Truth & Reconciliation**

**Thurs.:** 2:15 pm – 3:30 pm • Grand Centre (max. 600)

**Fri.:** 9:00 am – 10:15 am • Civic Ballroom (max. 430)

**DESCRIPTION:** As Canadians, we are at a pivotal time in our history. The recommendations released by The Truth and Reconciliation Commission of Canada are an opportunity for us to reshape our country and we are already seeing progress among those who are willing to embrace and implement them.

We must support our educators who will be asked to share how our country acted towards, reacted to, and significantly impacted the Indigenous Peoples of Canada. Together, we must help them and share the responsibility of explaining our history to our youth.

Educators know the importance of literacy, especially for First Nation and Métis children, and now they also find themselves asking: What do we share? When is a child old enough to grasp the significance of these teachings? How do we tell this story? Are we even entitled to share these stories?

David Bouchard, Order of Canada Recipient, Métis author, educator and champion of Indigenous Rights, will share his passion for helping to shape a future of which all Canadians can be proud.
INTENDED FOR: General

SPEAKER PROFILE: Canadian Métis author and literacy advocate, David Bouchard has produced more than fifty books for readers of all ages, including two guides on reading for parents and educators. An erstwhile teacher and school principal, he is particularly concerned with Aboriginal-related issues and on topics of reading, literacy and aboriginal well-being.

David Bouchard’s books have won numerous awards, including a Special Mention for Non-Fiction in the 2010 Bologna Ragazzi Awards for The Drum Calls Softly, a Gold Medal in the 2008 Moonbeam Award for I am Raven, the 2004 Governor General’s Award for The Song Within My Heart, the 1999 Red Cedar Award for The Great Race and the 1997 Lee Bennett Hopkins Poetry Award for Voices from the Wild. An Aboriginal Carol was included in the 2008 White Ravens Catalogue.

In April 2009, Bouchard was named as a Member of the Order of Canada “for his contributions as an author of children’s books and an advocate who has championed the cause of reading and writing, and who has shared his pride as a member of the Métis community through his stories.”

Most recently, David has received a remarkable honour; in 2013, in Oshawa, the David Bouchard Public School opened its doors.

Renée Bourgoin
Thursday & Friday

Fiche d’observation en lecture…et après?
Interventions pour soutenir les lecteurs en immersion
Thurs.: 10:45 am – 12:00 noon • Elgin (max. 40)

DESCRIPTION: Afin que nos élèves puissent continuer à progresser en lecture, ils doivent travailler les 5 composantes suivantes: la conscience phonémique, la phonétique, la fluidité (aisance), le vocabulaire et la compréhension. Lors de cet atelier, nous analyserons la fiche d’observation en lecture afin d’identifier les besoins spécifiques de chaque élève. L’atelier offrira aux enseignants des idées qui répondront aux questions suivantes liées aux interventions de lecture:
- Comment puis-je soutenir davantage les élèves qui ont besoin d’aide avec les sons en français?
- Quelles activités puis-je entreprendre avec les élèves afin d’améliorer leur fluidité?
- Comment puis-je soutenir les élèves qui semblent avoir des difficultés liées à la compréhension?
Venez explorer comment soutenir davantage les lecteurs en langue seconde!

INTENDED FOR: French General

SPEAKER PROFILE: Dr. Renée Bourgoin is a Faculty Associate and an Honorary Research Associate at the Second Language Research Institute of Canada (L2RIC) at the University of New Brunswick within the Faculty of Education. Her areas of interest are literacy acquisition and pedagogy, biliteracy, at-risk/struggling second language readers, cross-linguistic transfer, and inclusion in immersion. She is the author of several academic and pedagogical resources including 70 activités motivantes de communication écrite (Chenelière) and Le modèle ÉCRI (ACPI). Her academic publications can be found in CMLR, CJAL, IJBIDE, CJNSE, and Journal de l’immersion.

Renée disseminates her work at academic and educational conferences and delivers district-wide and school-based professional learning workshops for educators in Canada and abroad.

SECOND PRESENTATION:
« J’ai fini! » Activités pour soutenir les auteurs à s’auto-corriger et s’auto-évaluer
Fri.: 9:00 am – 10:15 am • Kent (max. 50)

DESCRIPTION: Pendant le processus de l’écrit, on demande aux auteurs de nos classes de corriger et de réviser leurs textes. Ceci n’est pas une tâche facile pour plusieurs de nos élèves. Ils manquent souvent de stratégies afin d’accomplir avec succès cette tâche. Nous remarquons que plusieurs élèves semblent aller trop vite lors de la révision ou contrairement, semblent rester bloquer à cette étape. Lors de cet atelier, nous explorerons comment soutenir davantage les élèves afin qu’ils puissent développer des stratégies d’autocorrection.

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**INTENDED FOR:** French General

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**Jan Burkins & Kim Yaris**  
**Thursday & Friday**  
**Who’s Doing the Work? How to Say Less so Readers Can Do More**  
**Thurs.:** 10:45 am – 12:00 noon • Grand Centre (max. 600)  
**Fri.:** 10:45 am – 12:00 noon • Grand Centre (max. 600)  
**DESCRIPTION:** Based on the groundbreaking book, *Who’s Doing the Work?* (Burkins and Yaris, 2016), this workshop teaches teachers to examine their instruction and identify places where they are doing the work for students, creating dependency and interfering with student growth. Simple adjustments to instruction can lead to powerful shifts in student engagement and empower students to persevere in doing the work of becoming better readers. Oftentimes saying more means students think and learn less. Learn practical ways to get students “unstuck” by shifting the language of reading instruction, adjusting conventional prompts, and reframing scaffolding.  

**INTENDED FOR:** Primary 1-3  
**SPEAKER PROFILES:** Jan Burkins and Kim Yaris are the authors of *Who’s Doing the Work?* (Stenhouse, 2016) and *Reading Wellness: Lessons in Independence and Proficiency* (Stenhouse, 2014), both of which provide teachers guidance for meeting a rigorous and effective reading program while increasing joy in classrooms. They are also the writers behind *Burkins and Yaris – Think Tank for 21st Century Literacy* (www.burkinsandyaris.com) and full-time staff developers. Additional material that will be referenced during their session will include: *Preventing Misguided Reading* by Jan Miller Burkins and Melody Croft, *Ish* by Peter J. Reynolds, *Me…Jane* by Patrick McDonnell, *Mindset* by Carol Dweck, *Opening Minds* by Peter Johnston, *Choice Words* by Peter Johnston.

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**SECOND PRESENTATION:**  
**Jumpstarting Readers When They Plateau**  
**Thurs.:** 2:15 pm – 3:30 pm • Chestnut East & West (max. 150)  
**Fri.:** 2:15 pm – 3:30 pm • Birchwood (max. 220)  
**DESCRIPTION:** Classroom teachers often encounter students whose reading development plateaus when they reach certain text levels, which can cause students to give up! These mysterious pauses on the learning continuum can be both confounding and frustrating, leaving teachers wondering what to do to jumpstart growth and development and help students persevere. From using shared reading to support guided reading to selecting texts that leave students begging to read all the time, this session will leave participants with many practical ideas for engaging students and accelerating their growth as readers.  

**INTENDED FOR:** Primary 1-3  

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**Nadia Kenisha Bynoe & Gayle David**  
**Thursday & Friday**  
**Moving Beyond Language: Inclusivity in the Classroom**  
**Thurs.:** 12:45 pm – 2:00 pm • Elgin (max. 40)  
**Fri.:** 10:45 am – 12:00 noon • Kent (max. 50)  
**DESCRIPTION:** Moving Beyond Language: Inclusivity in the Classroom will highlight the importance of Culturally Relevant and Responsive teaching in primary classrooms. In this presentation, Kenisha and Gayle will discuss how educators can foster meaningful experiences in literacy using learners’ cultural understandings. They will highlight how educators can effectively engage their learners in reading, writing, and oral communication using relevant texts to inspire authentic literacy experiences. They will demonstrate how to create, display, and present materials intentionally to inspire writing in English and in French.  

**INTENDED FOR:** French/English K-3  
**SPEAKER PROFILES:** Nadia Kenisha Bynoe has been teaching French Immersion for six years in the Toronto District School Board (TDSB) and is presently an Early Reading coach with the TDSB. She is the author of *Shades of Me*, *Shade of Happiness* and *The Right Shade for Me*. These three books address issues of social justice and unearth the complexities of skin complexion. She is passionate about inclusive education, specifically pertaining to Culturally Relevant and Responsive Pedagogy in French Immersion. She has a Master of Education Degree from the Ontario Institute for Studies in Education in the department of Sociology and Equity Studies in Education and graduated from Windsor University where she earned her Bachelor of Education with a focus on Urban Education and Native Studies.

Gayle David has been teaching for 16 years. She began her career in Grade 3 and went on to teach Grade 4, Grade 6, Grade 1 and Special Education. Gayle eventually taught Reading Recovery where she discovered her passion for the Early Years. Gayle is very passionate about using a Culturally Responsive and Relevant Pedagogy (CRRP) framework to conduct her literacy program. She now teaches Kindergarten at Earl Beatty Junior and Senior Public School in the Toronto District School Board.
Jeffrey Canton & Mary Beth Leatherdale
Thursday & Friday

Dreaming in Indian: Indigenous Voices in Children’s and YA Literature
Thurs.: 12:45 pm – 2:00 pm • Wentworth (max. 50)
Fri.: 10:45 am – 12:00 noon • Cedar (max. 65)

DESCRIPTION: Award-winning writer and editor, Mary Beth Leatherdale, and children's book expert Jeffrey Canton share their experiences and ideas on using contemporary Indigenous literature with junior, intermediate and senior students. In this interactive workshop, they present fiction, picture books, graphic novels and non-fiction books and guide discussion on how to introduce diverse Indigenous voices, experiences, perspectives and issues in the classroom. Books about Indigenous history and colonialism, including the Residential school experience, will be explored as well as the vital and vibrant contemporary experiences of young Indigenous Canadians. With special attention to the needs of non-Indigenous educators, participants will learn about rich Indigenous texts and deepen their understanding of how to use an inquiry-based approach to successfully and respectfully use Indigenous literature in the classroom. An annotated booklist, as well as a list of online resources will be provided.

INTENDED FOR: Junior/Intermediate/Senior

SPEAKER PROFILES: Jeffrey Canton has been active in the Canadian children's book world for thirty years as a writer, reviewer, storyteller, bookseller, lecturer and advocate. His work on social justice themed books for children and teens, including books on the Residential School experience, has taken him to conferences across Canada and the United States and he has been a past presenter at Reading for the Love of It. He's currently a lecturer at York University in the Children's Studies program, a reviewer for the Canadian Children Book Centre's Children's Book News and a bookseller in Toronto.

Mary Beth Leatherdale is a writer, editor and consultant who has been creating books, magazines and resources for children and youth for more than 25 years. She is the co-editor of the critically-acclaimed anthologies Dreaming in Indian and Urban Tribes which have been honoured with, more than 20 awards including the 2016 American Indian Youth Literature Award, the 2015 United States Board on Books for Young People (USBBY) Outstanding International Books Award, and 2015-16 First Nations Community Read Award Finalist. Mary Beth was the Editorial Director of Owlkids' magazines and books and the editor of Chirp and OWL. She has a Master of Education degree from the Ontario Institute for Studies in Education (OISE) where her research focused on the delivery of anti-racist curricula.

Rachel Cooke
Thursday & Friday

Literacy Backpack: Developing a Rich and Varied Collection of Literacy Strategies
Thurs.: 10:45 am – 12:00 noon • City Hall (max. 110)
Fri.: 10:45 am – 12:00 noon • City Hall (max. 110)

DESCRIPTION: You have already taught explicit lessons on reading strategies and offered your students instruction on predicting, inferring, questioning, connecting and summarizing, however many of your students are struggling to apply these strategies in increasingly complex contexts. If you are not sure where to turn, this session is for you.

Each teacher needs to develop a Literacy Backpack of strategies and lesson ideas in order to support students. This rich collection of approaches applied to varied genres and texts in the same lesson will offer your students the ability to develop the flexibility they need to apply literacy strategies effectively. Come and experience fresh and innovative "use-it-tomorrow" activities and develop your Literacy Backpack.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Rachel Cooke is a teacher and Assistant Curriculum Leader of English/Literacy in the Toronto District School Board and for fifteen years has taught additional qualification courses at OISE/UT. Before
that, she was an Instructional Leader of English/Literacy for the Toronto District School Board. She is a Senior Author and McGraw Educational Advisor for iSkills – Constructing Meaning: Skills for Understanding Contemporary Texts and Author for iLit – Remix: A Revolution of Text Forms. She has also authored teacher guide material for iLit. For thirty years, Rachel has been a champion of inclusive and anti-oppressive curriculum and teaching.

Danièle Courchesne

Thursday & Friday

Un réseau littéraire pour apprendre à inférer

Thurs.: 2:15 pm – 3:30 pm • Elgin (max. 40)

DESCRIPTION: Les livres authentiques s’avèrent une ressource incontournable dans l’enseignement des stratégies de lecture. Dans cet atelier, nous vous présenterons un réseau littéraire regroupant des œuvres dans lesquelles les inférences sont essentielles à la compréhension. En plus de découvrir la richesse de ces albums, vous serez invités à travailler en sous-groupes afin de constater comment ces livres peuvent vous permettre d’aborder les différents types d’inférences en classe et de les enseigner à vos élèves. Un clip montrant des élèves en action vous sera également montré.

INTENDED FOR: French Junior

SPEAKER PROFILE: Danièle Courchesne enseigne le français au niveau primaire. Elle a travaillé pendant plusieurs années auprès de jeunes en classe d’immersion et plus récemment auprès d’élèves ayant le français pour langue maternelle. Elle écrit également une chronique portant sur l’animation de la littérature en classe, « Des livres à exploiter » dans la revue Lurelu. Elle oeuvre présentement à titre de collaboratrice à Livres ouverts pour les volets français, langue seconde et intégration linguistique, scolaire et sociale.

SECOND PRESENTATION:

Un réseau, pourquoi, comment?

Fri.: 12:45 pm – 2:00 pm • Linden (max. 60)

DESCRIPTION: Cet atelier vous propose de réfléchir à la pertinence d’utiliser les réseaux littéraires comme dispositif d’enseignement en lecture, quel que soit votre milieu d’enseignement, et de vous familiariser avec leur conception et leur animation en classe. En plus de découvrir la richesse des albums mis à votre disposition, vous serez invités à travailler en sous-groupes sur différentes étapes essentielles à suivre lors de l’élaboration d’un réseau.

INTENDED FOR: French Junior

Carmela DiGrigoli

Friday

Just Let Me Play: The Atelier

Fri.: 12:45 pm – 2:00 pm • Linden (max. 60)

DESCRIPTION: Come and share in a session all about the power of play, art, invention and imagination. In this session, educators will have an opportunity to collaborate and be inspired by authentic learning provocations, student lead inquiries, weekly planning considerations, student documentation, and the progression and transformation of the visual learning environment. Using a Reggio Emilia inspired approach, the session will explore how to plan and facilitate provocations, capture student learning through photography and technology, collect and share pedagogical documentation and implement 21st Century learning skills into the modern early years learning environment. The session will discuss how to find a balanced approach of play, inquiry, and curriculum (with reference to the new Full-Day Kindergarten (FDK) release document). Participants will have the opportunity to tinker, explore, and collaborate with educators for an engaging and inspirational experience.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Carmela DiGrigoli is an early years educator for the York Region District School Board, author of the blog Just Let Me Play, workshop facilitator, and is a graduate student at The University of Ontario Institute of Technology. Carmela is interested in researching how modern learning environments prepare children in the early years for a transition into grade one and life-long learning. She is passionate about designing and creating “atelier” learning spaces, inquiry-based learning programs, technological education, and the power of natural curiosity. Her blog Just Let Me Play (www.justletmeplay.weebly.com) delivers a look into the everyday experiences inside a full-day kindergarten classroom. Photographs grace the blog with authentic learning moments captured by educators and students during the inquiry and play learning process. The blog continues to reach educators and learning communities throughout the country and inspire others to get creative and try something new. You can follow Carmela and her kindergarten learning journey on social media @justletmeplay (Instagram) @carmdigrigoli (Twitter).

Deborah Ellis

Thursday

The Legacy Choice

Thurs.: 12:15 pm – 2:00 pm • Grand West (max. 400)

DESCRIPTION: When the news is full of cruelty, when the greed of some creates bone-cold poverty in others, when elections are noisy with politicians behaving badly, and
when stupidity, status and celebrity are valued over substance, what do we say to our children?

**INTENDED FOR:** General

**SPEAKER PROFILE:** Deborah Ellis is the author of more than 20 books for young people. In her novels and books of interviews, she tries to reflect the realities of life for kids living in war zones and other difficulties around the world. She hopes that by learning about others’ struggles for courage, we will learn how to have more courage ourselves.

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**Carolyn Filice & Isabella Biasucci**

**Thursday & Friday**

**Supporting Struggling Readers in the Primary Classroom**

**Thurs.:** 10:45 am – 12:00 noon • Maple East & West (max. 90)

**Fri.:** 9:00 am – 10:15 am • Simcoe Dufferin (max. 100)

**DESCRIPTION:** This workshop will provide insight into why some children have gaps in literacy learning and highlight practical strategies for supporting those children in developing foundational literacy skills that are critical for reading success. It will address the needs of struggling readers and outline next steps to help them improve reading proficiency through ongoing effective literacy instruction informed by assessment.

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**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILES:** Carolyn Filice is a passionate educator specializing in early literacy. During her career, she has been a kindergarten teacher, primary teacher, early literacy intervention teacher, mentor, and literacy coach. She has co-authored various curriculum documents and presented numerous workshops. In addition, she has created literacy materials for Spectrum Nasco that are currently being marketed and used in reading programs and primary classrooms. Most of her work has involved supporting the progress of struggling readers through innovative and research-based teaching practices. In 2004, Carolyn was the recipient of the East York-Scarborough Reading Association (EYSRA) Reading Award for her contributions to literacy.

Isabella Biasucci is an educator whose passion is literacy. A recipient of the Toronto Catholic Principals’ and Vice-Principal’s Association (TCPVA) award for teacher of the year, she is a motivated individual, a classroom teacher, an early reading intervention teacher, a mentor, and a coach. Isabella’s work in literacy includes the development of effective programming and strategies that are research-based, which helps support the progress of struggling readers. During her career, Isabella was also an adjunct professor with York University which involved the mentoring and coaching of teacher candidates with the York University Education Program.

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Mary Fiore & Maria Luisa Lebar

Thursday & Friday

The Four Roles of the Numerate Learner – Bringing Literacy and Numeracy Together

Thurs.: 12:45 pm – 2:00 pm • Cedar (max. 65)
Fri.: 12:45 pm – 2:00 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: Effective mathematics instruction is closely linked to effective literacy instruction. We can leverage what we know about literacy development to deepen our understanding of mathematics instruction and numeracy development. The powerful connections between literacy and numeracy are critical thinking (e.g., analyzing, interpreting, reasoning and proving) and communicating. By making the connections between literacy and numeracy, students will be able to solve problems, question, and make decisions related to issues of fairness, equity and social justice. The Four Roles of the Numerate Learner is a thinking framework that supports effective mathematics instruction and assessment that are differentiated, purposeful and informed by student learning needs. This framework provides multiple entry points for educators to reflect on the learning conditions that foster critical thinking, risk taking, problem solving and metacognition. By adopting the Four Roles of the Numerate Learner framework, students will become skilled critical and creative thinkers, thoughtful problem solvers and reflective communicators in a world of dynamic change. Participants will engage in co-construction of a definition of numeracy and its relation to literacy to enhance student thinking and learning in mathematics.

INTENDED FOR: Primary/Junior (ELL)

SPEAKER PROFILES: Mary Fiore and Maria Luisa Lebar are curriculum and instructional leaders with the Peel District School Board. They work with educators to explore collaborative and innovative ways to improve student achievement.

Mary Fiore is responsible for implementing effective mathematics teaching practices at all grade levels. Involved in developing teacher training courses, Mary has participated in a variety of writing projects that focus on learning to think differently about mathematics and making student thinking visible. Mary works with numerous associations that provide opportunities for educators to reflect on their practice.

Maria Luisa Lebar has worked in classrooms, with school boards, and the Ministry of Education for almost 30 years. A passionate advocate for integrated, cross-curricular literacy development, Maria Luisa organizes workshops, collaborative inquiries and dialogues that support curriculum, instruction, assessment and engagement. Maria Luisa’s open-minded approach is popular among educators in Canada and in parts of the United States.

Katie Garner

Thursday & Friday

Hacking the Brain’s Affective Domain for Easy Access to the Hardest Reading & Writing Skills!

Thurs.: 10:45 am – 12:00 noon • Pine East & West (max. 70)
12:15 pm – 2:30 pm • Pine East & West (max. 70)
Fri.: 10:45 am – 12:00 noon • Pine East & West (max. 70)
12:45 pm – 2:00 pm • Pine East & West (max. 70)

DESCRIPTION: Journey through the brain’s backdoor and accelerate early-learner-momentum in reading and writing far BEYOND just simple decoding! Uncover learning ‘loopholes’ that provide for easy-access to the WHOLE code, not just bits and pieces, and take away cutting edge instructional tools for targeting the affective learning domain that will leave you armed and ready for Monday morning!

INTENDED FOR: K-3 / ELL

SPEAKER PROFILE: An internationally recognized, featured keynote and educational speaker, researcher and author, Katie Garner’s published work on Reading and the Brain has gained national recognition in the United States with the No Child Left Behind, Reading First, and Response to Intervention (RTI) Initiatives. Combining a passion for neuroscience with an undergraduate degree from Juilliard, a Master Degree in Reading and fifteen years of cross-grade level classroom experience, Katie inspires fellow educators to infuse the tenants of brain-based instruction and affective learning into the forefront of daily instruction. Through lectures and participation with the Learning & the Brain Research Consortiums at both Harvard and M.I.T., as well as through her work with school districts around the U.S., Katie’s “backdoor” approach to critical literacy skill acquisition shifts the paradigms associated with traditional skill instruction. It is also the topic of her ongoing keynote series with Dr. Richard Allington, Debbie Diller, and the National Early Literacy Panel (NELP) Report author, Dr. Anne Cunningham at the International Vulnerable Readers Summits in cities across the US and Canada, as well as an upcoming professional development book series.

Marie-Louise Gay

Friday

Illustrated Words

Fri.: 8:30 am – 10:00 am • Grand West (max. 400)

DESCRIPTION: In my family of nomads, books were the only link between new homes, new neighborhoods, new schools and languages. Books offered emotion, escape, solace, friendship, insight and adventure. I reveled in them. Books saturated my childhood. They gave me a taste for stories, a thirst for art.
In all the books I have written and illustrated, I have always aimed to focus on visual and verbal literacy. I write with words, but I also write with images. Both are fueled by my imagination, my emotions, my childhood memories, my everyday observations and my unending desire to tell stories. In my book, *Any Questions?*, my creative process is revealed in a way that will inspire children to create their own stories, to explore their ideas and to read books in a different way, going beyond the story and the images.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Marie-Louise Gay has written and/or illustrated over sixty books for children: from picture-books like the *Stella and Sam* series, *Caramba* or *Any Questions?*, to novels like *Travels with my Family* or *The Traveling Circus*. Her books have been published in over fifteen languages. Some of her books have been adapted for puppet theatre, live theatre and an award-winning animated TV series. She has won many awards for her work, such as two Governor General’s Award, the Vicky Metcalfe Body of Work Award, the E.B.White Award and has been nominated twice for the Hans Christian Andersen Award and the Astrid Lindgren Memorial Award.

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**Adrienne Gear**

**Thursday & Friday**

**READING POWER – Linking Thinking to Reading Instruction**

**Thurs.:** 10:45 am – 12:00 noon • Chestnut East & West (max. 150)

**DESCRIPTION:** Join us for a dynamic workshop with B.C. teacher, author and literacy consultant, Adrienne Gear as she explores the strategies for helping students read and make sense of both fiction and nonfiction texts. Adrienne will introduce the key concepts of her popular Reading Power approach, share her new thinking around meta-cognition and the “language of thinking” associated with reading comprehension and discuss ways to integrate this approach across the curriculum. Adrienne will model several lesson ideas for both fiction and nonfiction and discuss ways to take students “deeper” with their thinking. As always, she will tie her lessons to great literature and picture books.

**INTENDED FOR:** Primary/Junior

**SPEAKER PROFILE:** Adrienne Gear has been a teacher in the Vancouver School District for over 20 years and continues to stay grounded in classroom practice, teaching part-time in Vancouver. She is passionate about literacy, learning and inspiring teachers to reflect and refine their practice. Adrienne developed Reading Power.
over ten years ago and has been since working with teachers in many districts throughout British Columbia and throughout Canada. Her practical and engaging ideas are in high demand as she presents workshops, gives demonstration lessons and facilitates Reading and Writing Power leadership teams extensively across British Columbia and the rest of Canada. Adrienne has also presented workshops internationally, in the United States, the UK and Sweden. She is the author of five books for teachers.

**SECOND PRESENTATION:**

**WRITING POWER – Effective Writing Instruction and Assessment**

**Fri.: 12:45 pm – 2:00 pm • Civic Ballroom (max. 430)**

**DESCRIPTION:** Writing instruction can be challenging to plan, organize and implement for many teachers. Many of us tend to focus on “product” rather than “process” when it comes to teaching writing. What does an effective writing program look like? How do you organize your week to ensure that your students are engaged in the process of writing, rather than just producing “products”? In this practical workshops session, B.C. teacher and author, Adrienne Gear will outline her approach to writing instruction that focuses on weekly “practice writes” which focus on process, not product. She will share her thoughts on writing assessment and explain how to set up a Writing Profile for your students. Student samples will be shared, lessons will be modelled and, as always, Adrienne will tie her writing lessons to great anchor books. Come to this session and leave feeling excited and inspired to teach writing to your students!

**INTENDED FOR:** Primary/Junior

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**Michael Grandsoult**

**Thursday & Friday**

**HipHop edutainment**

**Thurs.: 2:15 pm – 3:30 pm • Linden (max. 60)**  
**Fri.: 12:45 pm – 2:00 pm • Cedar (max. 65)**

**DESCRIPTION:** Participants will examine the impact of HipHop edutainment curriculum on students’ critical media literacy skills. In addition, they will also explore how creating and presenting original HipHop pieces (like poetry, music and dance) affect students’ self-esteem/identity.

**INTENDED FOR:** Junior/Intermediate/Senior

**SPEAKER PROFILE:** Michael “Mikeraphone” Grandsoult is a Scarborough, Ontario native who began writing poems in Grade 1. He started freestyling in Grade 6 and wrote his first rap song in Grade 9. Along with high school peers, he produced an independent group album in 2001 and completed an independent solo album in 2008. In 2012, Michael became a published author for the first time via the anthology, Basodee. His second solo album, *Mike Support*, is available now. Michael is currently an elementary school teacher with the Toronto Catholic District School Board. He uses rap/poetry as a bridge for learning and strives to promote passion for literacy. He credits his love of literature to his Guyanese-born parents, Cheryl and David Grandsoult, who read to him as a child and encouraged him to read and write. Mikeraphone’s goal is to put the poet back into Rhythm and Poetry.

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**Sylvia Gunnery**

**Thursday & Friday**

**Tweets, Texts, and Quick Writes: Is There Still Room on the Page for Sustained Writing?**

**Thurs.: 2:15 pm – 3:30 pm • Kenora (max. 50)**  
**Fri.: 10:45 am – 12:00 noon • Kenora (max. 50)**

**DESCRIPTION:** Short answer: Yes. Explore the long answer by joining in the activities and discussions of this workshop. Reflect on the writing process and how it affects the way we think; compare purposes of various writing formats; discuss current theories on ways in which the internet is changing how we write and read; consider authentic and successful writing experiences for your students.

**INTENDED FOR:** Junior/Intermediate/Senior

**SPEAKER PROFILE:** Sylvia Gunnery is a writer and educator with 32 years teaching experience at the intermediate and senior levels. She first took herself seriously as a writer when she attended the Banff Centre in 1976 under the instruction of W.O. Mitchell, Alice Munro and others. Her most recent novels are *Emily For Real* (Pajama Press) and *Game Face* (Lorimer) which was nominated for a Hackmatack Children’s Choice Award. Her newest YA novel *Road Signs That Say West* will be published in 2017. A recipient of the Prime Minister’s Teaching Award, Sylvia shares her expertise as a writer and as a teacher of writing in *The Writing Circle* (Pembroke) and in the classroom resource, *Revision Plus* (Curriculum Plus). She has given many writing workshops for teens across Canada, including in Nova Scotia at the Writing on Fire weekend retreat in Pugwash and the 2016 Cabot Trail Writers’ Festival. Sylvia lives at Crescent Beach on the South Shore of Nova Scotia.

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**Judy Halpern**

**Thursday & Friday**

**The Inside Story: An Inquiry Approach**

**Thurs.: 12:45 pm – 2:00 pm • VIP Room (max. 70)**

**DESCRIPTION:** What makes a great picture book? Why is a great picture book so engaging? What are the stories being told? In a great picture book, both the text and the enticing illustrations have a job to do. Yet, a great picture book is more than the sum of its parts! By bringing attention to the features that make up this genre we can engage readers and writers of all ages and skills. Explore
the many hidden secrets and alternative uses of this resource for classroom teaching.

**INTENDED FOR:** K-3

**SPEAKER PROFILE:** Judy Halpern, (MEd.) a qualified teacher of more than 25 years, created The Magic Suitcase: a literature-based science program, in 1996. Her research involved using picture books to teach content, specifically in the area of science. Judy teaches pre-service teacher candidates at the Faculty of Education at Wilfrid Laurier University. Her other experiences include: storytelling; teaching elementary to high school students; presenting workshops at a host of conferences; leading cultural and educational tours to Nepal and writing and publishing teaching materials for young children. A walk in the woods, sharing wonderful books fuels her passion for the importance of environmental education and her own natural curiosity.

**SECOND PRESENTATION:**

**A Place to Wonder: Picture Books and Global Ideas**

**Fri.: 12:45 pm – 2:00 pm • VIP Room (max. 70)**

**DESCRIPTION:** The Citizenship Education Framework in the social studies curriculum gives context for our personal geographies and encourages place-based learning. By exploring place-based strategies through exceptional picture books, we can capture students’ imaginations; promote environmental stewardship and civic engagement. To wonder is the driving force…what do you wonder?

**INTENDED FOR:** K-3

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**Theresa Hanrahan**

**Thursday & Friday**

**Young Minds on Media**

**Thurs.: 12:45 pm – 2:00 pm • Maple East & West (max. 90)**

**DESCRIPTION:** How can we help primary students gain a deeper understanding of the media influences around them? How can we help young learners explore the techniques used in various media forms and equip them to become effective media text creators themselves? This session is designed to share exciting ideas for integrating media literacy throughout the curriculum in grades 1 to 3. Make media literacy lessons come alive and connect meaningfully to your students’ interests with the use of logos, advertisements, greeting cards, picture books, photographs, animations, commercials and more.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILE:** As an educator with the TCDSB for 23 years, Theresa Hanrahan has provided support to children and colleagues as a classroom and reading intervention teacher and as a literacy mentor. In an additional role of professional learning network teacher, Theresa developed and delivered primary and junior grade in-services on reading, writing and assessment strategies. Theresa has created virtue education resources for teachers and students through a Ministry of Education Teacher Learning and Leadership Program (TLLP) project. For this project, Theresa wrote short stories and poems for children, collaborated with artists and created lesson plans which she shares online. Theresa is a former recipient of the Reading for the Love of It Award. Currently, Theresa shares her love of literacy and art in a grade 1 classroom.

**SECOND PRESENTATION:**

**Art in the Heart of Literacy**

**Fri.: 9:00 am – 10:15 am • Maple East & West (max. 90)**

**DESCRIPTION:** Connecting art to reading and writing in the primary grades is a rewarding way to enrich student comprehension, creativity and communication skills. This session will provide effective strategies that use visual arts activities to help children communicate an author’s message, build a persuasive writing piece, design a story map, express feelings through and about poetry, and promote environmental concerns. Ten inspiring mixed-media visual arts projects and their links to literacy will be showcased throughout this presentation. Samples of students’ artistic and written creations, learning goals and success criteria will be shared. In addition, a collection of picture books guaranteed to stimulate creative responses in the classroom will be highlighted.

**INTENDED FOR:** Primary 1-3

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**Lori Jamison & Donna-Lynn Galloway**

**Thursday & Friday**

**Putting the “FUN” in Functional Literacy**

**Thurs.: 10:45 am – 12:00 noon • Birchwood (max. 220)**

**Fri.: 12:45 pm – 2:00 pm • Grand Centre (max. 600)**

**DESCRIPTION:** Have you ever noticed that the type of reading we do most in life is the type of reading we are least likely to teach in school? Functional texts are those that enable us to function in the world – instructions, directions, schedules, websites, advertisements and more. In this session, Lori will share many lesson ideas for teaching all types of functional reading and writing.

**INTENDED FOR:** Primary/Junior

**SPEAKER PROFILE:** Lori Jamison (Rog) is an educator, author and consultant. She served as the K-12 Language Arts Consultant for Regina Public Schools and was elected to the Board of Directors of the International Reading Association, the only Canadian from a K-12 school district in the history of the association. Lori is the Education Director for High Interest Publishing, a publisher of novels for reluctant readers. As an independent consultant, Lori travels across Canada and the United States speaking at schools and conferences on best practices in literacy instruction.

Donna-Lynn Galloway has been a dynamic and passionate educator for over 32 years. Most recently Donna-Lynn was the Early Years Consultant for Halton Catholic District School Board, responsible for implementing the Full-Day Kindergarten program. For many years she presented at Dufferin Peel Catholic District School Board’s summer institutes on a variety of Kindergarten topics. Donna-Lynn has presented at numerous conferencing and capacity building workshops. She was an AQ Kindergarten and Reading instructor for OECTA. She co-authored an OECTA online workshops. She was an AQ Kindergarten and Reading instructor for OECTA. She co-authored an OECTA online book *Lifting Learning A Guide to Full-Day Early-Learning Kindergarten Program* and has completed her second book with Lori Jamison, *Reading, Writing, Playing, Learning: Finding the Sweet Spot in Kindergarten Literacy*. Donna-Lynn is the past president and continuing member of the Council Associated Primary Educator (CAPE). She continues her love of early years as the co-ordinator for the EvenStart program in the region of Halton.

**SECOND PRESENTATION:**

*Read, Write, Play, Learn: Balancing Literacy Instruction in Today’s Kindergarten*

**Thurs.:** 12:45 pm – 2:00 pm Grand Centre (max. 600)

**Fri.:** 9:00 am – 10:15 am Birchwood (max. 220)

**DESCRIPTION:** Play is the primary means by which young children make sense of their world, and the social, physical, emotional, linguistic and cognitive benefits of play are myriad. On the other hand, we know that certain foundational literacy concepts must be taught, especially to children who come to school with limited print experience. Obviously there is room for both in the Kindergarten curriculum. In this session, Lori and Donna-Lynn will share ideas from her new book on developmentally appropriate literacy instruction that balances free play, guided play and explicit instruction.

**INTENDED FOR:** K-3

Marthe Jocelyn

**Thursday & Friday**

**SCISSORS & GLUE: ART that Inspires Language and Math**

**Thurs.:** 2:15 pm – 3:30 pm • Wentworth (max. 50)

**Fri.:** 2:15 pm – 3:30 pm • Pine East & West (max. 70)

**DESCRIPTION:** A picture book is often a child’s first introduction to art and an ideal conduit for exploring other fundamental concepts, like language and math, while enhancing visual literacy. Marthe Jocelyn illustrates her books using paper collage – which she declares a “no-fail medium” after countless hours of leading students in art workshops. This session will demonstrate how making a collage can go hand-in-hand with boosting vocabulary or expressing math concepts, while inspiring unexpected artistic results. Step-by-step, from reading the book (one of her own or those by other artists) to exhibiting the finished student masterpieces, Marthe Jocelyn will model process, incorporate curriculum requirements and share tips for a classroom project like no other.

**INTENDED FOR:** General

Heather Johnson & Wendy Burch Jones

**Thursday & Friday**

**Breathing In, Breathing Out: Tools to Help Students with Anxiety**

**Thurs.:** 2:15 pm – 3:30 pm • Carlton (max. 45)

**Fri.:** 10:45 am – 12:00 noon • Huron (max. 50)

**DESCRIPTION:** Anxiety is a growing concern in the classroom. It can get in the way of learning and can interfere in teaching, too. We want to help our students achieve their best – both academically and socially, and supporting student mental health and well-being has become an important part of our roles as educators. Learn to recognize the signs of anxiety in students and how to help them work through it. Using materials from School Mental Health Assist (from the Ministry of Education), we will explore the signs and symptoms of anxiety and look at helpful tools to support both individual students and whole classroom activities. You will hear directly from a teacher in the trenches who has incorporated Mindfulness and a Growth Mindset into her programme as a way of helping support student mental health and well-being in both her classroom and wider school community.

**INTENDED FOR:** General

**SPEAKER PROFILES:** Heather Johnson is a Mental Health Lead at the Toronto District School Board. As part of
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Pat Johnson

Thursday & Friday

**Catching Readers Before They Fall: Supporting Students in Becoming Active Participants**

**Thurs.:** 12:45 pm – 2:00 pm • Dominion South (max. 180)

**Fri.:** 10:45 am – 12:00 noon • Birchwood (max. 220)

**DESCRIPTION:** Marie Clay tells us that you cannot put a reading process system into the head of a child, but that you must teach towards a child constructing such a self-extending system. Using her background as a Reading Recovery teacher, Pat will help classroom teachers with ways to support beginning readers as they actively take on and own the in-the-head strategies necessary to solve words and understand texts.

**INTENDED FOR:** K-2

**SPEAKER PROFILE:** Pat Johnson has supported both students and teachers as an elementary school reading teacher for over 30 years. Most of her career has been in schools with diverse populations in Fairfax County, Virginia. She is a Reading Recovery trained teacher and was also an adjunct faculty member for George Mason University. Presently, as a literacy consultant, Pat provides staff development for various school districts across the U.S. and Canada. She is the author of *One Child at a Time: Making the Most of Your Time with Struggling Readers* and co-author of *Catching Readers Before They Fall*, both books from Stenhouse.

**SECOND PRESENTATION:**

**Supporting Students with Word Solving**

**Thurs.:** 2:15 pm – 3:30 pm • Dominion South (max. 180)

**Fri.:** 12:45 pm – 2:00 pm • Birchwood (max. 220)

**DESCRIPTION:** If your goal is to have children solve words flexibly and fluently as they read and write, then what kind of word work best supports this? Join Pat in thinking about word work in appropriate doses and appropriate ways. In this session, Pat relies on her seven years as a Reading Recovery teacher as she shares her essential understandings that teachers need to consider when working with word solving.

**INTENDED FOR:** K-2

Adriana Karka

Thursday & Friday

**A Running Start to Success: Essential Teaching Strategies for Individuals with Autism**

**Thurs.:** 2:15 pm – 3:30 pm • Kent (max. 50)

**Fri.:** 9:00 am – 10:15 am • Chestnut East & West (max. 150)

**DESCRIPTION:** This presentation focuses on essential strategies for teaching and supporting individuals with autism spectrum disorder (ASD).

**Participants will learn about:**
- The characteristics of autism spectrum disorder
- The use of reinforcement as a critical teaching component
- The unique learning styles of individuals with autism
- Selecting and individualizing teaching strategies

**INTENDED FOR:** General

**SPEAKER PROFILE:** Adriana Karka has been with Geneva Centre for Autism since 2007, first as a Provincial Autism Resource Consultant and currently as a member of the Training Institute Faculty. After completing her undergraduate studies at the University of Toronto and post-graduate studies at Montclair State University in New Jersey, Adriana has spent her working career in the field of autism and special education. Adriana has been an accomplished music therapist and behaviour specialist for individuals with Autism Spectrum Disorder and other intellectual and developmental disabilities for 15 years. Adriana is fully bilingual and provides training and consultation both in English and French. She is also fluent in Lithuanian and has travelled to Eastern Europe as a guest lecturer on autism and special education.

Lorne Kulak

Thursday & Friday

**The Kentucky Derby of Reading: Strategies for Reading Poetry**

**Thurs.:** 2:15 pm – 3:30 pm • Spruce (max. 45)

**DESCRIPTION:** Just as the Kentucky Derby is excellence in horse racing, poetry is excellence in language. Both are rhythmic, entertaining and over in a short time. A poem is often a dense text that requires a sympathetic reader’s active involvement – making inferences, referencing background knowledge and using reading tools unique to poetry – because the meaning is below the surface.

This workshop will provide a structure for classroom analysis of any poem, from any time or place. Participants will explore concept development lessons on the topics...
of: genre in poetry, lyric and narrative trends, verse forms, rhyme schemes, prosody, diction, imagery and imagery patterns. Enjoy some poetry and leave with many strategies for teaching the reading tools of poetry.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Lorne Kulak is currently an Instructional Leader of English/Literacy with the Toronto District School Board, and has also worked as a classroom teacher and a secondary school literacy coach. He has published over 100 poems in literacy magazines and on CBC Radio. For 15 years, he edited a student poetry publication, BROOK magazine, and has been running high school poetry festivals since the 1980s. He is a past president of the Toronto Council of Teachers of English and the Saskatchewan Writers Guild.

SECOND PRESENTATION:

The Stories You Need to Tell (to Get People to Tell Their Stories): Leading Writing Workshops

Fri.: 2:15 pm – 3:30 pm • Wentworth (max. 50)

DESCRIPTION: “In this workshop you will learn the art of the tactful suggestion,” I tell my class. “Have you ever tried to get your friend to break up with their love interest when they don’t want to? It doesn’t work, does it?”

This is one of the many stories I tell to give the students perspective on what a writing workshop is. There is power in a community of writers working together to advance their craft, each working at their own level, each pursuing their own ideas. But how does a classroom teacher set it up for success?

This workshop will focus on how to get students writing, as well as providing feedback on each other’s work. At every stage of the writing process, there is a story you as the leader must tell to focus the energy of the group. This workshop will emphasize what you will do initially to ensure trust and establish group norms. Most importantly, you will hear the stories workshop leaders can tell to set your students on the path to really writing.

INTENDED FOR: Intermediate/Senior

Robyn Loughrey & Gabriela Papaz

Thursday & Friday

Cross-curricular Strategies for Supporting English Language Learners

Thurs.: 12:45 pm – 2:00 pm • City Hall (max. 110)
Fri.: 12:45 pm – 2:00 pm • City Hall (max. 110)

DESCRIPTION: Are you overwhelmed by the range of literacy levels in your classroom? Do you wonder how you could better support the many English language learners in your courses?

Robyn and Gabriela are here to share some strategies and activities that they, along with their colleagues, have tested across many subject areas in their school. This interactive session will allow participants to explore the importance and joy of movement, conversation, scaffolding, and critical thinking opportunities in day-to-day learning. Their emphasis will be on students acquiring new vocabulary, particularly English language learners.

INTENDED FOR: Intermediate/Senior (ELL)

SPEAKER PROFILES: Robyn Loughrey is a secondary school teacher and currently the head of English and English as a Second Language for Glebe Collegiate Institute in Ottawa. As a teacher and former instructional coach (Ottawa-Carleton District School Board, secondary literacy), she has participated in many lesson studies, which help teachers research student learning challenges and effective instructional practices. She welcomes the opportunities to connect theory, practice, and research in classes and to work with students from all subject areas.

Gabriela Papaz is an experienced Math and Physics teacher, currently teaching Math at Glebe Collegiate Institute in Ottawa, Ontario. She taught for more than 30 years overseas and in Canada. She has extensive experience in teaching English language learners – she taught at the largest international school in Canada, Columbia International College, for eight years. Since 2007, she has been working extensively with sheltered Math and Science classes of all levels. She is an English learner herself and she first tests the activities on herself! She tremendously enjoys teaching ELL students, learning from them, and participating in lesson studies that broaden her teaching experiences. Her own children were raised bilingually.

Kathy Lundy

Thursday & Friday

Reading from the Heart: Poems, Novels and Stories that Keep Kids Reading, Feeling, Thinking and Talking

Thurs.: 2:15 pm – 3:30 pm • Maple East & West (max. 90)

DESCRIPTION: In this session, participants will be introduced to literature that “tugs at our heartstrings” and makes us look at people, places, relationships and events in new ways. They will learn various ways to explore these texts with their students so that they become actively engaged and then critically aware of how words and stories affect us. The workshop will be connected to social justice education and culturally responsive and relevant pedagogy.

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: Kathleen Gould Lundy has extensive experience working in literacy, equity and arts education in various educational contexts 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 was
principle investigator of a large research project that took place in 10 Ontario school boards called All 'Is on Education. Kathy teaches both pre-service teacher candidates and undergraduate students in the Faculty of Education and the School of Arts, Media, Performance and Design at York University.

SECOND PRESENTATION:
Reading from the Heart: Poems, Novels and Stories that Keep Kids Reading, Feeling, Thinking and Talking
Fri.: 9:00 am – 10:15 am • Pine East & West (max. 70)
DESCRIPTION: In this session, participants will be introduced to literature that “tugs at our heartstrings” and makes us look at people, places, relationships and events in new ways. They will learn various ways to explore these texts with their students so that they become actively engaged and then critically aware of how words and stories affect us. The workshop will be connected to social justice education and culturally responsive and relevant pedagogy.
INTENDED FOR: Intermediate/Senior

Aggie Maksimowska
Thursday & Friday
Writing from Life ~ Creative Nonfiction in the English Classroom
Thurs.: 12:45 pm – 2:00 pm • Spruce (max. 45)
DESCRIPTION: Making up stories and poems is easy, but once a student is faced with writing from his or her own perspective, things become intimidating and writer’s block sets in. In this workshop, you will gain ideas, techniques and resources to help your high school students validate their own experience in order to write compelling creative nonfiction stories. Creative or Narrative Nonfiction, or Memoir, as a literary genre is on the rise; when approached properly it can become one of the most rewarding and fruitful units in an English classroom.
INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Aggie Maksimowska is the Head of English at Crescent School, where she has taught English and Writer's Craft for the past 13 years. She is the author of the 2013 Toronto Book Awards shortlisted novel GIANT, published under the name Aga Maksimowska, as well as multiple works of short fiction and nonfiction. She holds an MFA in Creative Writing from the University of Guelph, a Bachelor of Education with a focus on English and Politics from OISE/UT, and a Bachelor of Journalism from Ryerson University.

Write What You Know ~ Creative Writing in the English Classroom
Fri.: 12:45 pm – 2:00 pm • Wentworth (max. 50)
DESCRIPTION: ‘Write what you know’ is a directive often repeated by creative writing instructors. However, many students who attempt creative writing reach outside of the realm of their own experience to create stories they deem ‘exotic’ or ‘exciting.’ In this workshop, you will learn how to encourage your students to fictionalize lived experiences in order to create authentic stories with unique voices.
INTENDED FOR: Intermediate/Senior

Maria Martella & Jim Martella
Thursday & Friday
“Sick” Books and Some Smack Talk
Thurs.: 12:45 pm – 2:00 pm • Linden (max. 60)
Fri.: 12:45 pm – 2:00 pm • Maple East & West (max. 90)
DESCRIPTION: When it comes to engaging students in reading, many teachers complain that they are competing with phones, movies, video games and computers. Jim and Maria will show you what students are watching and the games they are playing, and contrast it to what books are being used in the classroom. There is no need to compete with technology if you are using real books that are relevant to today’s students.

Come hear about some new books and old favourites that are sure hits!
INTENDED FOR: Junior/Intermediate

SPEAKER PROFILES: Maria Martella is the owner of Tinlids, a Toronto wholesaler of children's books for schools and public libraries across Canada. Her company is the official wholesaler for the Ontario Library Association Forest of Reading program. She is also the Ontario Chair of the Canadian Children's Book Centre Review Committee for the “Best Books for Kids and Teens” catalogue and a juror for the Marilyn Baillie Award for Best Canadian Picture Book. Maria provides workshops and book talks to school boards across Canada, and helps teachers and librarians select books on a daily basis.

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. He was also a Teacher-Librarian, Drama teacher, Special Ed teacher and Literacy Coach. Jim has contributed a chapter in David Booth’s new book Whatever Happened to Language Arts. In his role as a Literacy coach for Toronto District School Board, Jim provided guidance and many book talks to his Family of Schools for professional development. Jim is currently Vice Principal at Joseph Brant Public School in Toronto, and he is passionate about school libraries and student engagement.
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Toni McCann
Thursday & Friday

It’s All About Engagement!
Thurs.: 2:15 pm – 3:30 pm • VIP Room (max. 70)
Fri.: 10:45 am – 12:00 noon • VIP Room (max. 70)

DESCRIPTION: When teachers use cooperative and collaborative learning structures with their students they are addressing many social, emotional and academic needs. Well-chosen structures help teachers plan learning opportunities where students are able to:
- Have a voice and place in the classroom community
- Be more engaged, interested and motivated to learn
- Become more responsible for their own learning, behaviour and goal-setting
- Develop their skills in oral language, reading and writing

This very interactive session gives participants the opportunity to explore and participate in choosing and using a wide variety of cooperative and collaborative structures that help teachers address academic literacy goals and create a positive classroom climate that promotes engagement, trust, respect, and positive interaction for all learners.

INTENDED FOR: Junior

SPEAKER PROFILE: Toni McCann is currently a Literacy Resource Teacher with TCDSB working with educators to plan for, implement and deliver literacy programs that promote the development of reading and writing skills for all students. Her passion is to help educators embed cooperative and collaborative structures in the literacy classroom so that students are at the centre of learning and teaching.

As past Co-Chair of the Great Lakes Association for Cooperation in Education (GLACIE) Cooperative Learning Conference Committee, she has worked with groups of educators who are dedicated to promoting cooperative learning in classrooms and communities in the Great Lakes region, through workshops, staff development, newsletters and conferences. At yearly conferences, educators from across the province and in all grade levels attended workshops and presentations to further their understanding of the power of cooperative learning structures in student achievement and classroom environment. Toni believes in approaching teaching and learning with a mindset that will help build a safe environment where all students feel they have a place and a voice, and where they are empowered to own their learning and to support the learning of their peers.

Her session will reference a variety of resources by Dr. Spencer Kagan, as well as Whose Doing the Work? by Jan Burkins and Kim Yaris; Productive Group Work, Better Learning Through Structured Teaching, and Intentional and Targeted Teaching by Douglas Fisher and Nancy Frey; Inquiring Minds Want to Know by Jeffrey Wilhelm; Visible Learning and the Science of How We Learn by John Hattie and Gregory Yates; Mindsets in the Classroom by Mary Cay Ricci; and Classroom Habitudes by Angela Maiers.

Sandra Mirabelli & Lionel Sandner
Thursday & Friday

Literacy & Science: Together is Better
Thurs.: 2:15 pm – 3:30 pm • City Hall (max. 110)

DESCRIPTION: This practical, hands-on workshop will engage participants in a variety of activities inspired by the cross-curricular integration of skills and habits of mind present in both literacy and science. Ready to use lesson ideas and activities will spark and scaffold student inquiry while building a literacy rich environment in your classroom as students observe, question, predict and infer in a variety of contexts. See how literacy and science can support each other and foster creative and innovative thinking that can be easily transferred to other content areas. Ideas and activities will deepen and extend student thinking and understanding in meaningful contexts full of opportunity for reading, writing and vocabulary development while having fun!

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILES: Sandra has over 22 years of experience teaching at the elementary level. Her approach to cross-curricular integration has moved with her from the classroom to her role as Academic Consultant focused on Literacy, Science, Universal Design for Learning (UDL)/Differentiated Instructions (DI) (grades 7 to 10) at the Dufferin Peel Catholic District School Board. Sandra has authored literacy strategy and skill development lessons in a number of resources for junior and intermediate students and teachers across Canada. Sandra and Lionel have been working together as a team facilitating networks to support teachers in exploring practical and authentic ways to combine science and literacy in the classroom.

Lionel’s professional background includes teaching in both the K – 12 and university systems, leading provincial and national curriculum science initiatives and creating print and digital resources. Currently, he spends time working with teachers supporting their practice with a focus on inquiry, student engagement and integrating literacy into all subjects. He is also involved in working collaboratively with teachers to create customized resources using social media and digital printing technology. In his free time, he enjoys getting outdoors with his three boys and discovering questions.

SECOND PRESENTATION:

Literacy & Science Together: It’s Critical!
Fri.: 2:15 pm – 3:30 pm • City Hall (max. 110)

DESCRIPTION: This practical hands-on workshop will engage participants in a variety of ready-to-use activities inspired by media texts and reports connected to science in our daily lives. We will explore the use of the “Claims,
Evidence, Reasoning” framework to support students when analyzing and evaluating information so they are better able to “read the words and the world” (Freire).

A combined critical thinking and media literacy approach will support students as they actively question, think about and investigate claims made in the world around them while learning to detect bias and evaluate sources of information for reliability and validity, important skills in all subject areas.

**INTENDED FOR:** Intermediate/Senior

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Kristiina Montero & Sharon Newmaster

Friday

**Supporting Refugee Newcomers’ Post-traumatic Growth and Literacy Development through Language Experience Approach Narratives**

Fri.: 9:00 am – 10:15 am • Wentworth (max. 50)

**DESCRIPTION:** Teachers can support refugee newcomers’ mental health in the classroom by taking the stance of “healing practitioner”. When students are ready to tell their trauma stories, teachers need to be ready to listen with understanding and deep appreciation. This presentation will demonstrate how language experience approach can be used to document students’ trauma stories to support healing as well as print literacy development. The presentation will also highlight how classroom teachers can be trauma-informed educators to support resilience and promote post-traumatic growth among refugee newcomers. The strategies to be presented are “essential for some, good for all”. This presentation will specifically address the academic and social emotional needs of adolescent refugee newcomers who have experienced significant gaps in their formal education due to mass violence, persecution, and human rights violations, but ideas presented are relevant to younger students as well.

**INTENDED FOR:** Intermediate/Senior

**SPEAKER PROFILES:** Kristiina Montero is an associate professor in the Faculty of Education at Wilfrid Laurier University in Waterloo, Ontario. She received her PhD in Language and Literacy Education from The University of Georgia (Athens, GA) in 2004. Prior to her academic career, Dr. Montero was an FSL and ESL teacher in Ontario and Quebec. Dr. Montero’s research and practice are framed in community-engaged scholarship that aims to use the space of research to engage with practical problems defined by community stakeholders whose solutions are of interest to a larger community. One of her overarching goals is to give voice to marginalized individuals and communities. Her most recent work examines the impact of early literacy instructional interventions on the English language and literacy development of low literacy adolescent refugees, also
known as students with limited or interrupted formal education. To extend her work with adolescent refugee students, she completed the Global Mental Health: Trauma and Recovery Certificate Program through Harvard University (2015). Her research can be found in journals such as TESOL Quarterly, The Journal of Adolescent and Adult Literacy, The Journal of Children's Literature, Middle School Journal, and Oral History Forum histoire orale.

Sharon Newmaster is an ESL/ELD Consultant for Waterloo Region District School Board. Sharon has over 20 years of experience working with English language learners both in Ontario and overseas. One of her key areas of focus is improving the literacy outcomes for students with limited prior schooling or no formal education, particularly through the implementation of early literacy strategies and exploring the use of language experience approach to create meaningful literacy experiences for students and engage them in the creation of authentic identity texts. Examples of her identity text work can be found at www.ergo-on.ca

Mahtab Narsimhan
Thursday & Friday
Cultivating Lantanas in the Classroom Landscape
Thurs.: 12:45 pm – 2:00 pm • Kenora (max. 50)
Fri.: 12:45 pm – 2:00 pm • Kenora (max. 50)

DESCRIPTION: Now, more than ever, we need to accept and embrace the diversity of our students at multiple levels, be it race, culture, gender or sexual orientation. This means maintaining and reinforcing culturally responsive practices in the classroom to welcome and engage them. In this session, we will explore the risks of a singular story and discuss writing and/or story telling strategies, among others, to nurture a generation that is tolerant and accepting of differences in our changing world.

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILE: Mahtab is the award-winning (Silver Birch Fiction Award, 2009) author of The Third Eye (Dundurn), a fantasy-adventure based in India and the first book in the Tara Trilogy. The Tiffin (DCB/Dancing Cat Books), based on the dabbawallas of Mumbai, also received critical acclaim and was shortlisted, among others, for the Saskatchewan Young Readers’ Choice Awards (SYRCA), the Manitoba Young Readers’ Choice Awards (MYRCA) and Red Maple Fiction Awards. Mission Mumbai (Scholastic, US and Canada) and Looking for Lord Ganesh (Lantana, UK) were published in the spring of 2016 with Mission Mumbai being named by CBC's The Next Chapter as one of the must-read books for kids this summer. Mahtab was the TDSB Writer-In-Residence from September 2014 to June 2016. She lives in Toronto and is deeply committed to representing diversity in her stories. For more information, please visit her website at www.mahtabnarsimhan.com

Jeff Nathan
Thursday & Friday
Inside the ADHD Mind: Where it Wanders, Why it Wanders, and How to Help it, Along with the Rest of the Classroom, to Flourish
Thurs.: 10:45 am – 12:00 noon • Dominion South (max. 180)
Fri.: 9:00 am – 10:15 am • Dominion South (max. 180)
10:45 am – 12:00 noon • Dominion South (max. 180)

DESCRIPTION: Award-winning children’s author and poet, Jeff Nathan, provides unique ADHD insight, delving into why the inattentive mind wanders (and to where) and then he shares specific ideas to aid you in helping ADHD (and non-ADHD) students absorb more information. Examples of ADHD behavior are seen through amusing poems and discussion. Strategies to hold attention as well as to help them learn to love reading are explained with his typical humor and zaniness. You’ll walk away with a better understanding of why “ADD” is such a misnomer and you’ll take away specific ideas to maximize learning and make your classroom a more fun and educational place for all.

To prepare for the talk, it would be helpful if you glanced at the article written for the EYS Reading Association, “Confessions of a Nine-Year-Old ADHD Reluctant Reader: How one suggestion from an astute school librarian changed my view of history, reading and me” at www.ReadingForTheLoveOfIt.com/newsletters-fall2015.html

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: Boston’s Jeff Nathan is an award-winning author of children’s humorous poetry and mysteries. He grew-up with ADHD long before there was such a diagnosis. To help students who struggle, as he did, to keep their minds in the classroom, he created CurricuLaughs in Language Arts. This set of grade-level educational programs helps cure common language arts conceptual difficulties with large doses of HUMOR, music, performing arts and audience participation. The students’ delight has been matched by that of teachers and principals across the US as they see figurative language, poetry comprehension, parts-of-speech and other grade-specific issues being absorbed and understood through laughter. (CurricuLaughs is now available in Canada, too.)

His interactive book, Sherlock and Me (Active Literature) won a Ben Franklin Award for innovation in children’s literature. It is the first personalized choose-your-own-path digital mystery for early middle readers. Reading a humorous story about themselves as the hero at their school provides a great hook for reluctant readers. Oh My Darling, Porcupine* and I Hope I Don’t Strike Out*, both anthologies from Meadowbrook Press and There’s a Bear in My Shoe* from Chucklebooks Publishing carry key poems that he uses as springboards to humorous and effective language arts lessons. His latest book for prereaders, Which Monster Are You? (Active Literature) helps parents extend conversations about behavior problems in a delightfully fun manner.
Kathryn Otoshi
Thursday & Friday
Fostering Strong Character through the Power of Picture Books
Thurs.: 2:15 pm – 3:30 pm • Simcoe Dufferin (max. 100)
DESCRIPTION: How do we get kids to stand up for themselves and each other? How do we raise social awareness in our classrooms and schools? Can we do this in a fun, engaging and rewarding way? Award-winning author/illustrator, Kathryn Otoshi will do a special presentation/workshop and share her favorite ‘go-to’ collection of character building picture books, as well as read from her books, ZERO (self-esteem/finding value); ONE (anti-bullying/social responsibility); and TWO (friendship/conflict-resolution) and discuss how the power of picture books can raise the social climate in their schools and communities and get kids engaged to want to do more!
INTENDED FOR: Primary/Junior
SPEAKER PROFILE: Kathryn Otoshi is a multi-award winning author/illustrator and national/international speaker best known for her character-building book series, Zero, One and Two. She goes to schools across the country to encourage kids to develop strong character assets, and helps teachers find customized, creative methods to engage and connect with their students through art, reading and the power of literature. Beautiful Hands, co-authored with Bret Baumgarten, is a call-to-action book reminding kids to use their hands to do something positive and inspirational for each other and our communities. Her upcoming book, Draw the Line deals with boundaries, conflict-resolution and how to mend a break in a relationship.

SECOND PRESENTATION:
Understanding the ‘Big Picture’ through Children’s Lit
Fri.: 2:15 pm – 3:30 pm • Dominion South (max. 180)
DESCRIPTION: How can we help initiate positive behavior patterns in the classroom? How does symbology and metaphor play an important role in inspiring this? Children’s books are a wonderful way to help children grasp the “higher level” meaning behind a story and apply this understanding to their own lives. Award-winning author/illustrator, Kathryn Otoshi will discuss symbology and present BEAUTIFUL HANDS as well as a sneak preview of her upcoming book, DRAW THE LINE and present concrete, creative and artistic ways to jumpstart new ideas through the power of children’s lit. Be inspired to create your own customized program and watch children’s spirits soar!
INTENDED FOR: Primary/Junior

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Steve Paikin

Friday

Literacy and Citizenship
Fri.: 12:15 pm – 2:00 pm • Grand West (max. 400)

DESCRIPTION: How the Intersection of reading, literacy, and education makes us all better citizens.

INTENDED FOR: General

SPEAKER PROFILE: Steve Paikin has been anchor of TVO’s flagship current affairs program The Agenda with Steve Paikin since 2006. In 2013, he was appointed Chancellor of Laurentian University in Sudbury, was made an Officer of the Order of Canada and invested into the Order of Ontario. He was made a Distinguished Visiting Professor at the Ryerson RTA School of Media and School of Journalism in the Faculty of Communication & Design (FCAD) in 2015. He has served as moderator of six election debates: the 2006, 2008 and 2011 federal leaders’ debates and the 2007, 2011 and 2014 Ontario provincial leaders’ debates.

Steve has written seven books which include The Life: The Seductive Call of Politics; The Dark Side: The Personal Price of a Political Life; Public Triumph, Private Tragedy: The Double Life of John P. Robarts; The New Game: How Hockey Saved Itself; Paikin and the Premiers: Personal Reflections on a Half Century of Ontario Leaders (Winner of the 2014 Speaker’s Book Award); I Am A Victor: The Mordechai Ronen Story; and most recently, Bill Davis – Nation Builder, and Not So Bland After All. Steve has also produced several feature-length documentaries for TVO. He holds honorary doctorates from Victoria University, Laurentian University, Humber College, and McMaster University.

Neil Pasricha & The Etobicoke School of the Arts

Thursday

Happier Educators, Happier Classrooms
Thurs.: 8:30 am – 10:00 am • Grand Centre & West (max. 400)

DESCRIPTION: Managing ourselves comes before managing our classrooms and the single biggest differentiator is happiness levels. Harvard Business Review reports that happy people are 31% more productive, have 37% higher sales, and are 3 times more creative than their peers. But happiness feels like a nebulous term – what is it, how can we get there, and what tools can we use every day? Join New York Times bestselling author, Neil Pasricha (The Book of Awesome, The Happiness Equation) as he shares unique frameworks to show teachers how to create happiness that drives engagement and high-performance results inside classrooms and schools.

INTENDED FOR: General

SPEAKER PROFILE: Neil Pasricha, a Harvard MBA, New York Times bestselling author, award-winning blogger and one of the most popular TED speakers in the world, is the author of #1 international bestseller The Book of Awesome and the creator of the “1000 Awesome Things” website which has received nearly 20 million hits, averaging 45,000 views a day and has won two Webby Awards. His stunning first picture book, Awesome is Everywhere, has received international praise. With the simple touch of their fingers, children can go on a stunning interactive journey to see the world as they never have before.

His latest book, The Happiness Equation: Want Nothing + Do Anything = Have Everything (also an international bestseller) draws on the latest research in happiness to increase individual performance and create a more positive and productive living and work environment.

Neil’s writing and work has been featured in Harvard Business Review, Forbes, CNN, BBC, The Guardian, The New Yorker, The Sunday Times, China Daily, The Jakarta Post, The Sydney Herald and Wired. Until recently, he also spent a decade with Walmart, the world’s largest company, directly working for two CEOs and as the organization’s director of leadership development. He now travels all over the globe sharing messages on happiness to Fortune 500 companies, schools and non-profits.

The Etobicoke School of the Arts (ESA) is a specialized, public arts-academic high school located in Toronto, Canada. Founded on September 8, 1981, Etobicoke School of the Arts has the distinction of being the oldest, free standing arts-focused high school in Canada. Students major in dance, drama, film, music (band or strings), music theatre or visual arts. Students work with committed staff in an exciting and dynamic curriculum tailored to each art. ESA’s Music Theatre program is the only kind of interdisciplinary program in the Toronto District School Board, which integrates Vocal, Theory, Drama, Dance and Technical Theatre to train and develop the student as a ‘triple threat’ performer.

Christine Portier

Thursday & Friday

Poetry: A Rhythmical Play with Language
Thurs.: 12:45 pm – 2:00 pm • Huron (max. 50)

DESCRIPTION: “And I wrote my happy songs, every child may joy to hear” – W. Blake. Children have spent many years listening to songs, singing songs, and chanting the words of songs. They repeat the rhymes they hear and make up their own rhymes, rhythms and beats. The power of language in small expressions! Here we will explore first, how one simple narrative structure can help children focus on the expression of a poem as a whole, unifying all its sounds, senses and words and they read. Then we will look at how poets play with phonology, morphology and syntax to relate sounds, rhythms and rhymes, all functioning to uncover the subjects of their poems. By working with some early stage poetry models,
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in the form of mini-templates, children can “play” with language to express subjects of their own through poetic thinking. Important language ideas can be developed playfully and transferred from poem to poem and back to prose. Join us to investigate how primary/junior students, including ELL and special education, can easily play with reading and writing structures to explore how poems are given shape and to express themselves through poetry.

INTENDED FOR: Primary/Junior (ELL)

SPEAKER PROFILE: Dr. Portier has developed an innovative application of literacy research that brings her years of K-6 teaching together with extensive research on the relations within and between literary and linguistic structures, and the relations between language learning and cognitive development. Christine has worked with primary/junior, ELL and special education teachers to approach literacy through language structures, to deepen students’ language understandings, develop critical reading and writing processes, and unify literacy curriculum expectations. Christine approaches language studies in a way that supports and strengthens the relational thinking needed for critical math, science, and social and environmental studies. Christine teaches graduate courses at OISE/UT and conducts research with educators in northern Indigenous and rural communities in four Canadian provinces as part of a University of Toronto project focusing on children’s oral language and writing development. Through her company, Tiny Woman Wordshop, Christine also produces print and digital resources for classroom literacy programs, and consults with teachers, providing a series of professional development sessions for all levels of instruction.

SECOND PRESENTATION:

Poetry: Linguistic Sounds and Literary Images
Fri.: 12:45 pm – 2:00 pm • Huron (max. 50)

DESCRIPTION: “When will the stone become a star?” – T. Shigeji, R. Epp (Trans.) When it is expressed through a poem! Poetry combines the features of both speech and song through its unique concentration of language. A poem’s letters and words, phrases and lines, in their infinite variety of sounds and shapes, are arranged to clarify what the poet intends. In this presentation we will explore how one simple structure from literature can help students “see” a poem as a whole by unifying all its sounds, senses, words and images. We will look at how poets play with syntax, the senses and word choice to convey mood, tone and point of view as they uncover their poetic subjects. By working with poetry models, in the form of mini-templates, junior/intermediate students, including ELL and special education students, can move into a more complex stage of composing, using extended similes and metaphors. Students can “play” with language to express serious, or not-so-serious, concrete and abstract subjects through poetry, and transfer their thinking from poem to poem and back to prose. Join us to examine how linguistic and literary structures shape poems, and how through poetry, important language ideas can be practiced and relational thinking can be developed.

INTENDED FOR: Junior/Intermediate (ELL)

Barbara Reid
Thursday & Friday

Hands Up if You Love Plasticine!
Thurs.: 12:45 pm – 2:00 pm • Simcoe Dufferin (max. 100)
Fri.: 9:00 am – 10:15 am • City Hall (max. 110)

DESCRIPTION: Plasticine modeling clay is an irresistible medium for expression. Creating clay pictures takes time, but the process is part of the fun, encouraging observation, problem solving and storytelling. From language arts to math, science and geography, the hands-on appeal of working with plasticine produces rewarding results for students of all ages and abilities. This session will highlight inspiring artwork gathered from hundreds of classrooms. Barbara will share step-by-step process, techniques and tips, as well as a behind the scenes look at some of her award winning books and work in progress.

INTENDED FOR: K-6

SPEAKER PROFILE: Barbara Reid has been playing with plasticine professionally for more than 30 years. Her picture books include The Party, Perfect Snow, and The Subway Mouse. Picture a Tree was named an OLA Best Book for Children and a United States Board of Books for Young People (USBBY) Outstanding International Book. Other awards include the Governor General’s Award, the Ruth and Sylvia Schwartz Award, and in 2013 Barbara was named a member of the Order of Canada for her contributions to children’s literature. Her newest book is Baby’s First Treasury, a collection of seven of her best-selling titles including Sing a Song of Mother Goose and the Zoe series. Barbara visits classrooms across Canada and is always delighted to meet young artists, writers and readers.

Aisha & Joe Restoule General
Thursday & Friday

Indigenous Stories: Perspective Matters
Thurs.: 10:45 am – 12:00 noon • Wentworth (max. 50)
Fri.: 2:15 pm – 3:30 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: You are invited to explore various Indigenous stories and resources as we discuss the importance of including First Nation, Métis, and Inuit perspectives in our lives. Through the sharing of stories and experiences, Aisha & Joe will express the value of using inclusive resources to educate both Indigenous and non-Indigenous learners. Aisha & Joe will also offer examples to illustrate how to effectively integrate Indigenous content into the classroom. Storybooks and storytelling are integral to student
learning, making it imperative that the worldview of diverse First Nations become a part of every child’s educational experience. Aisha & Joe will highlight how wonderful (and achievable) it is to select Indigenous authors and stories to enrich and enliven a learner’s life.

INTENDED FOR: K-8

SPEAKER PROFILES: Aisha and Joe Restoule General are educators on the Six Nations of the Grand River territory. Aisha is Mohawk, Turtle Clan, of the Six Nations of the Grand River territory. Aisha is currently finishing a Masters degree in Aboriginal Leadership in Education. She has worked in every elementary grade from Full Day Kindergarten to Grade 8. Joe is Anishinaabe, Muskrat clan, of the Dokis First Nation. He has taught in the junior and intermediate divisions, with roles as a Learning Resource Teacher and District Numeracy Consultant for Six Nations schools. Joe is also an AQ developer, instructor, and tutor for Six Nations Polytechnic. He has contributed to several Ontario College of Teachers initiatives including writing for the OCT magazine, Professionally Speaking. Joe’s short story Occupied had the honour of being selected in the Top 10 Aboriginal Arts & Stories competition in 2006 and was subsequently published in Initiations: A Selection of Young Native Writings.

Heather Ryan
Thursday & Friday
Counting on Rich Read-Alouds to Spark Math Imaginations
Thurs.: 10:45 am – 12:00 noon • Cedar (max. 65)
Fri.: 10:45 am – 12:00 noon • Simcoe Dufferin (max. 100)

DESCRIPTION: During this session, Heather will explore her favourite picture books related to a variety of mathematical concepts, skills and vocabulary. Using these picture books, she will discuss effective ways to use them as sparks for thinking, questioning and learning in the kindergarten classroom. Heather will also share how to design invitations for learning around these mathematical picture books. A variety of inviting, engaging materials will be highlighted to help educators create opportunities for students to engage in mathematical behaviours. You will leave the session with a comprehensive book list of the math-related picture books Heather uses in her classroom. To connect with Heather, visit her on Twitter: @HeatherRyanTDSB

INTENDED FOR: JK/SK

SPEAKER PROFILE: Heather Ryan has been an educator both at a private school and with the Toronto District School Board for 13 years. Although she has taught in the primary and junior divisions, she has found her passion teaching kindergarten. Her main areas of interest include

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the early years, culturally responsive practice, and meeting the needs of English Language Learners. Most recently, she has co-presented a teacher inquiry to the Ministry of Education focused on the importance of home language inclusion in the classroom. Heather has been a presenter at Reading for the Love of It, various TDSB workshops and for OISE and York University AQ participants. She has also worked as a mentor teacher, hosting a demonstration classroom focused on effective full-day kindergarten practice. Heather currently teaches kindergarten at Cornell Junior Public School.

Shari Schwartz & Helen Tomassini

Thursday & Friday

How to fall in love with teaching reading in K-1

Thurs.: 12:45 pm – 2:00 pm • Pine East & West (max. 70)

DESCRIPTION: Learning to read is an exciting and rewarding experience for young learners. What instructional strategies have observant teachers used to bring these enthusiastic children to achieve such success? Come and view video clips of teaching in action, discuss data supporting this teaching, assess for planning and go back to school on Monday ready to implement some new ideas for your own “lovely” days ahead!

INTENDED FOR: K-1

SPEAKER PROFILES: Shari Schwartz has been a teacher with the Toronto District School board for 22 years. She has taught Kindergarten (including Full-Day Kindergarten) for five years and grade 1 for five years. Shari is a trained Reading Recovery Teacher Leader/Teacher who has spent a total of nine years in these positions. She is currently teaching Reading Recovery and providing Literacy Support for Kindergarten and Grade 1 students. Shari has co-presented at Reading for the Love of It on Guided Reading and has presented at the Reading Recovery conference on Portfolio Assessment in Kindergarten. She has co-authored numerous leveled texts for the Porcupine series, Curriculum Plus and acted as a co-author and consultant for Ginn Publishing. Shari was awarded the Annual Reading Award for Leadership in the field of Literacy in 2015 by the East York–Scarborough Reading association of the International Reading Association.

For over 25 years, Helen Tomassini has taught Kindergarten-Grade 8 with the majority of her years spent in KG, 1, 2. Her last six years with the Toronto District School Board were spent as a Literacy Coach for KG-8. With her training as a Reading Recovery Teacher Leader/Teacher she came to understand how critical it is to teach the reading and writing process to young learners for future growth as readers and writers. Helen has co-presented at Reading for the Love of It on a variety of topics: Guided Reading, Oral Language Development in Kindergarten, Teaching Comprehension Strategies in Grade 2-3 (French) and Inquiry in Grade 1. She has co-authored numerous leveled texts for the Porcupine series, Curriculum Plus and acted as a co-author and consultant for Ginn Publishing. She has also co-authored a resource for Kindergarten teachers entitled: A Practical Guide for Starting off Right: A Blueprint for Kindergarten Teachers. Helen was awarded the Annual Reading Award for Leadership in the field of Literacy in 2002 by the East York–Scarborough Reading association of the International Reading Association.

SECOND PRESENTATION:

Find the magic to empower young learners as writers in K-1

Fri.: 10:45 am – 12:00 noon • Maple East & West (max. 90)

DESCRIPTION: Learning to write is a complex process requiring many new skills: letter formation, letter/sound relationships, writing conventions and, hardest of all, getting ideas for writing (just think back to high school). Come and discover how using a variety of instructional strategies, such as morning message and shared writing, can keep your teaching of writing fresh and engaging. Help your students find authentic reasons to write and watch them grow! Look at writing samples, view a video of young learners in action, learn to assess for planning and best of all…bring your newly-charged magic wand to school on Monday!

INTENDED FOR: K-1

Jennifer Serravallo

Thursday & Friday

Reading Strategies: Goal-Directed Independent Reading

Thurs.: 12:45 pm – 2:00 pm • Civic Ballroom (max. 430)

Fri.: 10:45 am – 12:00 noon • Civic Ballroom (max. 430)

DESCRIPTION: As students work toward reading goals, they can benefit from strategy instruction that helps to unpack and break down the invisible, automatic work of reading into series of actionable steps. In this session, you’ll learn about the importance of focusing your differentiated instruction on individual goals based on formative assessment information. Then, you’ll learn how to craft your own strategies and prompts to support readers’ ongoing practice. Jen will also explain how to know when to teach which strategies to whom, how strategies align to levels of text complexity, and how to tier practice of strategies over time to support readers toward skilled practice.

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: Jennifer Serravallo was a teacher in Title I Schools in NYC, and later a Senior Staff Developer at the Teachers College Reading and Writing Project at Columbia University. She is now a consultant and speaker who helps urban, suburban, and rural schools implement exceptional literacy instruction. She is the author of numerous books on the teaching of reading and writing including the New York Times bestseller, The Reading
Strategies Book, the two-time award-winning Independent Reading Assessment series, and the new Writing Strategies book. Check out her blog at www.jenniferserravallo.com and tweet her @jserravallo.

SECOND PRESENTATION:
Bringing Reading and Writing Strategies to Life: Conferring with Individuals and Groups
Thurs.: 2:15 pm – 3:30 pm • Civic Ballroom (max. 430)
Fri.: 2:15 pm – 3:30 pm • Grand Centre (max. 600)

DESCRIPTION: Consider the power of matching methods to purposes. Serravallo will discuss a variety of methods to support readers and writers during independent work including: compliment conferences, coaching conferences, research-decide-teach conferences, and small group strategy lessons. This workshop will be filled with video examples and opportunities for participants to practice.

INTENDED FOR: Primary/Junior

Marsha Forchuk Skrypuch
Thursday & Friday
The Young Refugee
Thurs.: 10:45 am – 12:00 noon • Kent (max. 50)

DESCRIPTION: Marsha Forchuk Skrypuch is fascinated by coming to Canada stories, about the people who must give up everything that is dear to them and travel to a new country where they’re subjected to misunderstanding and cultural adjustment. To her, these migrants are heroic. Her stories feature such refugees as Tuyet, an 8 year old Vietnamese orphan and polio survivor who is airlifted to Canada after the fall of Saigon, and Tuan, a 6 year old boy who escapes from Ho Chi Minh City with his sisters and mother in a rickety boat, and Ali, who escapes religious persecution in Turkey 100 years ago and ends up in a Canadian internment camp as an “enemy alien”.

INTENDED FOR: Junior/Intermediate/Senior

SPEAKER PROFILE: Marsha Forchuk Skrypuch did not learn to read until she was nine and she writes the books she wishes she could have read as a child. Her award-winning books include Last Airlift (Pajama Press), a Red Cedar Information Book Award winner and OLA Red Maple Honour Book. Its sequel, One Step at a Time (Pajama Press) won the OLA Silver Birch Non-Fiction Award. Her novel Making Bombs for Hitler (Scholastic) won

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the OLA Silver Birch Fiction Award and the Manitoba Young Readers’ Choice Award. Her YA novel Dance of the Banished (Pajama) is a Junior Library Guild Selection for 2015 and winner of the Geoffrey Bilson Award for Historical Fiction.

SECOND PRESENTATION:

War From a Child’s Eyes

Fri.: 9:00 am – 10:15 am • Cedar (max. 65)

DESCRIPTION: The child survivors of war and genocide often use silence as a coping mechanism, but if we don’t hear their stories, how can we learn and how can we ensure that these injustices aren’t repeated? Over the years, many of those survivors have shared their experiences with Marsha Forchuk Skrypuch and trusted her to tell the stories they find too painful to write themselves. Her scrupulously researched stories range from child survivors of both World Wars, refugees of the Vietnam War and survivors of the Armenian Genocide and the Holodomor (Ukrainian Famine).

INTENDED FOR: Junior/Intermediate/Senior

Heidi Jardine Stoddart

Thursday & Friday

The Art of Picture Books

Thurs.: 10:45 am – 12:00 noon • Linden (max. 60)
Fri.: 9:00 am – 10:15 am • Cedar (max. 65)

DESCRIPTION: Inspired by the intermingling of art and language in picture books, this session will begin with an overview of the illustration process, followed by a sampling of favourite picture books and ways these artful resources can be used to inspire art and writing in elementary classrooms.

INTENDED FOR: K-6

SPEAKER PROFILE: Heidi Jardine Stoddart was an elementary teacher with the Waterloo Region District School Board for ten years before returning to her native New Brunswick to work in the Anglophone South School District. In her role as Elementary Visual Arts Mentor, Heidi has worked in elementary schools and with classroom teachers to support their teaching of visual art, and most recently, is a Literacy Lead at the K-2 level. Heidi has served on the NB Department of Education & Early Childhood Development’s Curriculum Development and Advisory Committee for elementary visual arts, since 2001 has been a course instructor in Visual Arts Education at the University of New Brunswick, received the Dr. Marilyn Trenholme Counsel Early Childhood Literacy Award from the Literacy Coalition of New Brunswick, and was recognized as the 2013 New Brunswick Affiliate Visual Arts Educator, presented by the Canadian Society for Education through Art (CSEA). An author and illustrator, Heidi’s latest picture book, Sea Glass Summer, was released in May 2016.

Pam Strong

Thursday & Friday

Picture Books: A Place to Start or Continue LGBTQ Conversations in the Elementary Classroom

Thurs.: 10:45 am – 12:00 noon • Huron (max. 50)
Fri.: 9:00 am – 10:15 am • Linden (max. 60)

DESCRIPTION: Are you looking for supports and resources to begin Lesbian, Gay, Bisexual, Trans, or Questioning (LGBTQ) conversations and learning in your classroom? Are you ready to expand your equity practice and embed your LGBTQ inclusive planning in more meaningful and fulsome ways? From beginner to experienced, this interactive workshop will empower you with language, resources, understanding and even some humor, to infuse your classroom with conversation, learning and spaces that reflect, include and celebrate LGBTQ people, families and their realities. Join us as we explore pages of picture books that share stories of diverse families, sexualities, gender and love. From Kindergarten to grade 8 and beyond, these stories provide a bridge to safe, supportive and engaging spaces for conversation, where students can make meaningful connections to themselves and others as they build essential human literacy skills. They will ask and answer some big questions, and challenge the ways the world teaches about identity, difference and inclusion. Participants will receive a full list of picture books that include book guides, with suggested lesson plans.

INTENDED FOR: K-8

SPEAKER PROFILE: Pam Strong is a resource teacher, for climate for learning and working in the Peel District School Board. She is passionate about embedding social justice and human realities into meaningful K-8 instructional practices to build essential human literacy skills. A specific area of life experience and passion lies in fostering awareness and inclusion of LGBTQ people and families into classroom curriculum, culture, teaching and learning. To continue and build upon her own learning, and that of her peers, Pam facilitates opportunities for educators to unpack LGBTQ realities as they reflect, use, plan, integrate, monitor and prioritize equity in their teaching, learning and professional development practice. Pam believes in empowering teachers to lead courageous conversations in the classroom that value all intersections of identity. She uses a variety of texts, picture books, and media, to disrupt the single story in classrooms of all ages, and as a bridge to safe, supportive and engaging space for conversation, where students can make meaningful connections to themselves and others. This work is reflected in the various initiatives Pam has participated in both personally and professionally.
Larry Swartz
Thursday & Friday

Have I got a book for you!... and you!... and you!... and you!

Thurs.: 10:45 am – 12:00 noon • Simcoe Dufferin (max. 100)
Fri.: 12:45 pm – 2:00 pm • Dominion South (max. 180)

DESCRIPTION: This session will highlight recent publications of children’s literature, with a focus on identity and belonging, to address a range of interests and needs with students. Larry will also demonstrate practical strategies for responding to picture books and novels through talk, writing and drama. Handout provided.

INTENDED FOR: Junior

SPEAKER PROFILE: Larry Swartz has been an educator for almost four decades working as a classroom teacher, consultant, author and university instructor. Larry’s works is centred on using children’s literature to promote response and to build community. Each year Larry has been a RFTLOI presenter and is passionate about sharing his favourite books and strategies that promote active joyful learning. He is the author of several publications including Dramathemes, 4th edition, Creating Caring Classrooms and “This is a great book!” Website: larryswartz.ca

Margaret Trudeau
Thursday

Changing My Mind

Thurs.: 6:00 pm – 9:30 pm • Dominion Ballroom (max. 400)

DESCRIPTION: Canadians fell in love with Pierre Elliott Trudeau’s beautiful bride when he brought her to the world stage as the youngest First Lady in the history of the country. Yet, as time went by, Margaret was unprepared for public life, and plagued by mood swings. After three sons with Pierre, the marriage ended. She then remarried and had two more children. But the tragic loss of her son, Michel, in a skiing accident and the passing of Pierre Trudeau a few years later, were too much to bear, and she became severely ill.

Today, Margaret has rebuilt her life once again. Now, she brings her formidable life story to the stage in her quest to help others, sharing her message of resilience with the goal of helping to inspire others and to erase the stigma surrounding mental health issues.

INTENDED FOR: General

SPEAKER PROFILE: Margaret Trudeau is a Canadian icon, celebrated both for her role in the public eye and as a respected mental-health issues advocate. From becoming a prime minister’s wife at a young age, to the loss of both her son and her former husband, to living with bi-polar disorder, Margaret tirelessly shares her personal stories to

Visit our booth!
- Enter a draw to win one of two gift baskets!
- See our print and digital resources for math, inquiry, ELL, literacy, and science.
- Free samples!
- See our speakers:
  - Maria Walther (The Ramped-Up Read Aloud & Guiding Readers Toward Independence).
remind others of the importance of nurturing the body, mind, and spirit.

Margaret is the author of four books, including her bestselling title, *Changing My Mind*, which charts her life’s ups and downs, and her latest title, *The Time of Your Life*, which offers women an inspirational and practical approach to creating a healthy, happy, secure and satisfying future. Margaret sits on the Executive Advisory Board of the UBC Mental Health Institute as a community advocate, and she is the Honorary President of WaterAid, a charitable Canadian non-governmental agency that is dedicated to helping poor communities in developing countries build sustainable water-supply and sanitation services. She is also the proud mother of Prime Minister Justin Trudeau.

Jeanette Voaden

**Thursday & Friday**

**Creating Books Using Google Slides**

**Thurs.**: 2:15 pm – 3:30 pm • Huron (max. 50)

**Fri.**: 2:15 pm – 3:30 pm • Cedar (max. 65)

**DESCRIPTION**: Come and see how Jeanette created books using Google slides. She will "share" her presentation so you can follow the step-by-step process whenever you are ready to begin your own creations. The printed books follow the characteristics of leveled texts and were written in more than one language – thanks to a student/parent book club! The books were then printed and added to the school’s home reading program and were a bonus for Jeanette’s guided reading groups. However, the real gains were in the relationships that developed. Come and learn how “Creating Books/Changing Lives” worked for Jeanette, and walk away with a Google template and ideas that you can use at any level!

**INTENDED FOR**: Junior (ELL)

**SPEAKER PROFILE**: Jeanette Voaden has been an elementary teacher with the Waterloo Region District School Board for 24 years. She has been a junior/intermediate classroom teacher and is currently an ESL teacher. Jeanette is passionate about creating unity while celebrating diversity. Creating books has been a great way for her to bring together everything she enjoys!

Maria Walther

**Thursday & Friday**

**The Ramped-Up Read Aloud: Sparking Comprehension and Fueling Writers**

**Thurs.**: 10:45 am – 12:00 noon • Dominion North (max. 230)

**Fri.**: 12:45 pm – 2:00 pm • Dominion North (max. 230)

**DESCRIPTION**: Harness the power of the interactive read aloud! In this session, Maria will share a wealth of kid-appealing picture books coupled with tips for meaningful collaborative conversations that will spark high-level comprehension and joyful writing experiences.

**INTENDED FOR**: K-2

**SPEAKER PROFILE**: Maria Walther, who earned a doctorate in elementary education from Northern Illinois University, has taught grade one since 1986. Along with teaching young learners, Maria inspires other professionals by sharing her knowledge through customized professional development experiences. The ideas she shares reflect her continued commitment to teaching, researching, writing, and collaborating with her colleagues. Maria was honoured as Illinois Reading Educator of the Year, earned the ICARE for Reading Award for fostering the love of reading in children, and named The Outstanding Literacy Alumni by Department of Literacy Education at Northern Illinois University. She has co-authored five professional books and the *Next Step Guided Reading Assessment* with Scholastic. Learn more about her books at mariawalther.com and follow her on Twitter @mariapwalther.

**SECOND PRESENTATION:**

**Guiding Readers toward Independence: It’s as easy as 1-2-3**

**Thurs.**: 2:15 pm – 3:30 pm • Birchwood (max. 220)

**Fri.**: 2:15 pm – 3:30 pm • Dominion North (max. 230)

**DESCRIPTION**: Join Maria as she shares the three steps to an effective guided reading lesson. Learn how to focus before, during, and after-reading prompts and teaching points to lead students toward independence. Discover classroom-tested ideas for launching and managing independent literacy centres.

**INTENDED FOR**: K-2

Brian Weishar, Dianne Fenner, & Kim Slomka

**Thursday & Friday**

**Building Resilience in Adolescent Readers**

**Thurs.**: 10:45 am – 12:00 noon • Kenora (max. 50)

**Fri.**: 10:45 am – 12:00 noon • Linden (max. 60)

**DESCRIPTION**: Some adolescents struggle as readers, and some of their teachers in Grades 7 to 12 don’t know exactly what to do. This workshop will share findings from a research project and explore ways to support students to build their reading strategies as well as their resilience as learners.

**INTENDED FOR**: Intermediate/Senior

**SPEAKER PROFILES**: Dianne Fenner, former Program Coordinator of English and Literacy at Toronto District School Board, is the author of many English/Literacy resources and texts for grades 7 to 12. She was Provincial Lead in the development of the Ontario Secondary School Literacy Course (OSSLC), and is presently working
in collaboration with the Ministry of Education as a member of the Adolescent Resilient Reader project team. Kim Slomka is currently working in collaboration with a team from the Ministry of Education examining Resilient Readers. Kim has also worked as an Education Officer in the Ministry of Education and as a Special Education Consultant in Halton Catholic DSB.

Brian Weishar is currently a Provincial Literacy Lead supporting Adolescent Literacy Learning with the Ontario Ministry of Education. In this role, he works with literacy leaders in school boards to support adolescent literacy learning and develops resources for Literacy on www.edugains.ca.

Fern Westernoff
Thursday & Friday
Communication Disorders and the Emergent Bilingual Student: Key Indicators
Thurs.: 10:45 am – 12:00 noon • Spruce (max. 45)
Fri.: 10:45 am – 12:00 noon • Wentworth (max. 50)
DESCRIPTION: Educators often wonder if their students learning English as an additional language might also present with a communication disorder. When is the right time to be concerned? When should students be referred for speech-language pathology services? This workshop will:
• Differentiate between speech disorders (articulation, fluency, voice) and language disorders (comprehension and expression);
• Describe key observations of communication which suggest the presence of a disorder;
• Provide guidelines suggesting the need to involve the school speech-language pathologist.

INTENDED FOR: K-3 (ELL)

SPEAKER PROFILE: Fern Westernoff is a speech-language pathologist with over 30 years of experience at the Toronto District School Board. She served on the Immigrant Assessment Team, and co-instructed in the Kindergarten Early Language Intervention (KELI) Program, where she was also a co-program leader supporting the development of the program. Fern has presented widely in Canada, the U.S. and Israel regarding cultural and linguistic diversity and communication disorders. With many publications to her name, her most recent work is the Home Oral Language Activities (HOLA) Program, designed to help parents use the home language to support the academic progress of their young children.
East York-Scarborough Reading Association

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This is the slate of Directors presented to serve you in the 2016-2017 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.

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Reading for the Love of It 2018

Next year’s conference will be held in downtown Toronto at the Sheraton Centre, **February 22nd and February 23rd, 2018**. Registration information will be mailed to all Ontario schools. Delegates who attend in 2017 will receive information directly. Registration on our website [readingfortheeloveofit.com](http://readingfortheeloveofit.com) will begin September, 2017. Plan to register early since space is limited.

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

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