Reading for the Love of It

2020 Annual Language Arts Conference
Thursday, February 20th & Friday, February 21st
Sheraton Centre Hotel, Toronto, Ontario, Canada

Tanya Talaga
Thursday Special Opening Keynote,
and Indigenous Presentation
by Suzanne and Cedar Smoke

Todd Parr
Thursday Luncheon Keynote

Esi Edugyan
Thursday Banquet Keynote

Andrea Beaty
Friday Breakfast Keynote

Max Eisen
Friday Luncheon Keynote

PROGRAMME
# Reading for the Love of It 2020

## Annual Language Arts Conference

Thursday, February 20th & Friday, February 21st
Sheraton Centre Hotel, Toronto, Ontario, Canada

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the President</td>
<td>3</td>
</tr>
<tr>
<td>Map of Sheraton Centre Meeting Rooms</td>
<td>4</td>
</tr>
<tr>
<td>Conference Session Planner — Personal Sessions Choices</td>
<td>6</td>
</tr>
<tr>
<td>Schedule of Events</td>
<td>7</td>
</tr>
<tr>
<td>Index of Presenters</td>
<td>8</td>
</tr>
<tr>
<td>Thursday at a Glance</td>
<td>10</td>
</tr>
<tr>
<td>Friday at a Glance</td>
<td>12</td>
</tr>
<tr>
<td>Speaker Sessions and Profiles (listed alphabetically)</td>
<td>14</td>
</tr>
<tr>
<td>Andrea Beaty</td>
<td>14</td>
</tr>
<tr>
<td>Esi Edugyan</td>
<td>18</td>
</tr>
<tr>
<td>Max Eisen</td>
<td>19</td>
</tr>
<tr>
<td>Todd Parr</td>
<td>33</td>
</tr>
<tr>
<td>Tanya Talaga</td>
<td>42</td>
</tr>
<tr>
<td>The Exhibitors’ Display</td>
<td>47</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>48</td>
</tr>
</tbody>
</table>
Message from the President

Dear Conference Delegates,

It’s the most wonderful time of the year!

We welcome you to the 44th Annual Language Arts Conference – Reading for the Love of It! As you flip through this programme book, we are certain that your excitement will grow as you plan to participate at this year’s conference.

We invite you to begin your conference experience at our Welcome Reception and Annual General Meeting on the evening of Wednesday, February 19th. It is a great opportunity to mix and mingle with fellow delegates from near and far, presenters, and East York-Scarborough Reading Association executive committee members. On Thursday morning, as we officially kick off the 44th Reading for the Love of It conference, we invite all delegates to join us for a special opening featuring an Indigenous presentation by Suzanne and Cedar Smoke. This will be followed by a keynote presentation with award-winning author and journalist, Tanya Talaga sharing All Our Relations: Finding the Path Forward.

We are very excited about this year’s outstanding conference line up. A special thank you to Liz Blake, First Vice President and Programme Chair, and her committee, who have been hard at work planning what promises to be an exhilarating two days of professional development. We are joined this year by over eighty authors and illustrators of books for children, including the New York Times bestselling author of The I Love You Book, The Earth Book, and The Thankful Book, Todd Parr. We welcome distinguished broadcast journalist, Esi Edugyan, who is a two-time winner of the Scotiabank Giller Prize, Canada’s most prestigious literary award. Our Friday breakfast speaker, Andrea Beaty, is author of the Questioneers series and other delightful picture books. Max Eisen, our lunch speaker, is the 2019 Canada Reads winner for his account of his time at Auschwitz in his novel, By Chance Alone. As you peruse our two days of presentation options, you can choose from a large array of general sessions offered by Kylene Beers and Bob Probst, Mary Bigler, Lori Jamison, Pernille Ripp, Ted Staunton and Larry Swartz, just to name a few.

Between presentations, be sure to stop by the Outreach Table to learn more about the local, national and international literacy initiatives and organizations that our conference supports on your behalf. It is a great opportunity to pick up a pin or a cozy reading blanket, knowing the funds will help others.

Our gratitude is extended to Erica Townson, Executive Administrator and Conference Planner Extraordinaire who works tirelessly on our behalf and yours to ensure the conference is a huge success.

Don’t forget, our convenient EventMobi Mobile Conference Guide App is available to you, so pack your electronic devices to help navigate your way through RFTLOI 2020!

Looking forward to seeing you in February! Until then, wishing you happy days filled with good books and Reading, just for the Love of It!

Denise Canning

Denise Canning
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 RFTLOI2020 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 20, 2020**

8:15 am - 5:00 pm  
Exhibitors’ Display — Lower Concourse (only available to registered delegates)

8:30 am - 10:00 am

9:00 am - 10:15 am

10:45 am - 12:00 noon

12:15 pm - 2:00 pm

12:45 pm - 2:00 pm

2:30 pm - 3:45 pm

7:00 pm - 9:30 pm

**Friday, February 21, 2020**

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

8:30 am - 10:00 am

9:00 am - 10:15 am

10:45 am - 12:00 noon

12:15 pm - 2:00 pm

12:45 pm - 2:00 pm

2:30 pm - 3:45 pm

**MOBILE CONFERENCE GUIDE APP**

Maximize your conference experience by using our Reading for the Love of It mobile conference app 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. Register for the conference online and you will automatically be given a personal attendee profile page.

How to Access our RFTLOI2020 Mobile Conference Guide App:

Go to http://eventmobi.com/rftloi2020/ on your Internet browser to instantly access and download your mobile conference guide!

OR

***NEW*** You can now download EventMobi from the App Store. Once on your mobile device, you can access the Reading for the Love of It conference app by entering the code rftloi2020.

If you download the App Store version of rftloi2020 you will be alerted on any conference updates such as author book signings on the show floor.
Schedule of Events

Delegates must be registered and may freely choose the sessions in which they are most interested. 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 19, 2020

7:00 pm - 7:30 pm Late registration pick-up — Concourse Level
8:00 pm - 11:00 pm Welcome Reception/Annual General Meeting

All registered delegates and speakers are welcome.

Reading for the Love of It 2020
Welcome Reception /Annual General Meeting
Wednesday, February 19, 2020 • 8:00 pm to 11:00 pm
Civic 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.

Thursday, February 20, 2020

8:00 am - 4:00 pm On-site registration (only if space available) — Concourse Level
8:15 am - 5:00 pm Exhibitors’ Display — Lower Concourse (only available to registered delegates)
8:30 am - 10:00 am Special Opening Presentation featuring Tanya Talaga OR visit the Exhibitors’ Display
10:15 am - 10:45 am Health Break
10:45 am - 12:00 noon Presentations and Workshops
12:15 pm - 2:00 pm Luncheon with speaker Todd Parr
12:45 pm - 2:00 pm Presentations and Workshops
2:00 pm - 2:30 pm Health Break
2:30 pm - 3:45 pm Presentations and Workshops
6:00 pm - 7:00 pm Cocktail Reception
7:00 pm - 9:30 pm Dinner Banquet with Esi Edugyan and Reading Award Winners

Friday, February 21, 2020

8:00 am - 10:00 am On-site registration (only if space available) — Concourse Level
8:15 am - 4:30 pm Exhibitors’ Display — Lower Concourse (only available to registered delegates)
8:30 am - 10:00 am Breakfast with speaker Andrea Beaty
9:00 am - 10:15 am Presentations and Workshops
10:15 am - 10:45 am Health Break
10:45 am - 12:00 noon Presentations and Workshops
12:15 pm - 2:00 pm Luncheon with speaker Max Eisen
12:45 pm - 2:00 pm Presentations and Workshops
2:00 pm - 2:30 pm Health Break
2:30 pm - 3:45 pm Presentations and Workshops

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!

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>Apple Education</td>
<td>Storytelling as a Means of Inclusion&lt;br&gt;Authentic Authors</td>
<td>Primary/Junior</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Andrea Beaty</td>
<td>Something True</td>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kylene Beers &amp; Bob Probst</td>
<td>Notice and Note: Strategies for Close Reading&lt;br&gt;Notice and Note: Strategies for Close Reading</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mary Bigler</td>
<td>Laughing Matters</td>
<td>K-6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Wendy Burch Jones &amp; Heather Johnson</td>
<td>Breathing In, Breathing Out: Classroom Tools for Anxious Students&lt;br&gt;Breathing In, Breathing Out: Classroom Tools for Anxious Students</td>
<td>K-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Anne Burke</td>
<td>Building Good Citizenship through Play-based Learning&lt;br&gt;Environmental Empathy – Using Makerspaces and Play to Connect Children to the Natural World</td>
<td>K-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Colinda Clyne</td>
<td>Truth and Reconciliation in the Elementary Classroom</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Rachel Cooke</td>
<td>You can get there from here: Differentiating for Success</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Rebecca Cunningham</td>
<td>Shared Reading: Unpacking a Powerful Practice</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lesley Davidson</td>
<td>Engaging Student Voice and Choice in Book Clubs</td>
<td>Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Esi Edugyan</td>
<td>Storming the Centre&lt;br&gt;Is the holocaust relevant in today's world?</td>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Max Eisen</td>
<td>Is the holocaust relevant in today's world?</td>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anne Elliott &amp; Mary Lynch</td>
<td>Cultivating the Will to Read&lt;br&gt;Cultivating the Will to Write</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Karen Filewych</td>
<td>Constructing Meaning through Reader Response&lt;br&gt;How Do I Get Them to Write? The Game-changer: Freewriting!</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Carolyn Filice &amp; Roseann Harris</td>
<td>Supporting and Engaging Struggling Readers in the Primary Classroom</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Adrienne Gear</td>
<td>A Powerful Year of Writing&lt;br&gt;Powerful Understanding – Inspiring Students to Become Global Citizens&lt;br&gt;Who Care About Themselves, Others, and the World</td>
<td>Primary/Junior&lt;br&gt;Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Joyce Grant</td>
<td>Deepfake, Silos, Bots, Fake News – the Internet is Unbelievable! (How to help kids think critically about what they read online.)&lt;br&gt;Beyond “Find the Helpers” (How to Discuss Challenging News with Kids)</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Theresa Hanrahan</td>
<td>Art in the Heart of Literacy</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lori Jamison</td>
<td>Ten Minute Teaching&lt;br&gt;Struggling Readers: Why Worksheets Don’t Work and Band-aids Don’t Stick</td>
<td>K-1</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Marthe Jocelyn, Kathy Kacer, Teresa Toten &amp; Vicki Grant</td>
<td>Taking on Taboos</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Diane Kashin</td>
<td>Meta, Meta, Meta: Books that Support Children’s Play and Agency&lt;br&gt;Classic Children’s Books as Sparks for Inquiry</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Steven Layne</td>
<td>In Defense of Read-Aloud&lt;br&gt;Successful Strategies for Building Lifetime Readers</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Stephanie Ledger</td>
<td>Using Running Record Assessment to Inform Early Literacy Instruction for English Language Learners</td>
<td>Primary/Junior&lt;br&gt;Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Léo-James Lévesque</td>
<td>Pratiques pédagogiques efficaces au primaire&lt;br&gt;L’écriture avant tout et pour tous les goûts</td>
<td>French/K-6&lt;br&gt;French/Intermediate &amp; Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diya Lim</td>
<td>Enseigner et évaluer avec la littérature jeunesse</td>
<td>Primary/Junior&lt;br&gt;Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cathy Marks Krpan</td>
<td>Math + Language Strategies = Deep Learning</td>
<td>Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Paula Markus</td>
<td>Learners with Limited Prior Schooling LEAP to Success</td>
<td>Junior/Intermediate (ESL/ELL)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sara Marlowe</td>
<td>How to Hug our Tears: Mindfulness &amp; Self-compassion for Children</td>
<td>K-6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maria Martella &amp; Jim Martella</td>
<td>All you Need is Love. And Books.</td>
<td>Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tanny McGregor</td>
<td>Ink and Ideas: Using visual notetaking to deepen comprehension, engagement, and focus</td>
<td>Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Everyday Visual Literacy: Viewing, Noticing, and Thinking Across Grade Levels and Subject Areas</td>
<td>Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SPEAKERS</td>
<td>PRESENTATION TITLES</td>
<td>INTENDED AUDIENCE</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Heather Myrvold</td>
<td>More Than A Reading Level – Building Students’ Reading History One Book At A Time</td>
<td>Primary 1-3</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>
</tr>
<tr>
<td>Roman Nowak</td>
<td>Au delà de la lecture (Beyond Reading)</td>
<td>French/Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Au delà de la lecture (Beyond Reading)</td>
<td>French/Intermediate &amp; Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kaila O'Callaghan</td>
<td>Leap into Language Experience!</td>
<td>Intermediate/Senior (ELL)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ellin Oliver Keene</td>
<td>Engaging for Deep Understanding: Exploring the Natural and Social World Engagement and Understanding: Up to the Moment Insight into Comprehension Teaching and Learning</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Gabriela Papaz</td>
<td>Why don't you speak up? Activities and Strategies for English Language Learners</td>
<td>Intermediate/Senior (ELL)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Todd Parr</td>
<td>It's Okay to be Different</td>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ken Pettigrew &amp; Justin Hui</td>
<td>(MATH)ling for the Love Of It!</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Andrée Poulin</td>
<td>Comment les histoires vraies sont transformées en fiction</td>
<td>French/Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Maximiser le potentiel pédagogique de la lecture à voix haute (en deux parties)</td>
<td>French/K-6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Barbara Reid</td>
<td>Picture a Story – in Plastincene!</td>
<td>Primary/Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pernille Ripp</td>
<td>Passionate Readers – How to Engage and Empower Your Readers</td>
<td>Junior/Intermediate</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Passionate Writers – Helping Students Become True Writers</td>
<td>Junior/Intermediate</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>David Robertson</td>
<td>This Place: 150 Years Retold</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Heath Ryan</td>
<td>Picture Books as Sparks for Playful Learning</td>
<td>K-2</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mr. (John) Schu</td>
<td>John Schu’s Review of Books for You and Your Readers, Too!</td>
<td>K-6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Forging Relationships in New and Known Lands: Your Role as a Reading Ambassador</td>
<td>K-6</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Christine Senior &amp; Tara Armstrong</td>
<td>Making the Most of Secondary Guided Reading When Secondary Students Cannot Read</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Shama Sher &amp; Harmeet Jha</td>
<td>Make it, Share it, Show it!</td>
<td>Primary 1-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Greg Smedley-Warren</td>
<td>Centers Made Simple Comprehend This! Read Aloud &amp; Reading Comprehension</td>
<td>K-3</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pam Strong</td>
<td>Queer Books and Straight Talk Beyond The Binary: Celebrating Gender Diversity Through Text</td>
<td>General</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Larry Swartz</td>
<td>TEACHING TOUGH TOPICS</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kevin Sylvester</td>
<td>Funny Magic Tricks! Bravery and Courage (not the ones you think)</td>
<td>Junior/Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kevin Sylvester, Ted Staunton, Lesley Livingston &amp; Richard Scrimger</td>
<td>Writing Collaboratively (with jokes!)</td>
<td>Junior</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Tanya Talaga</td>
<td>All Our Relations: Finding the Path Forward</td>
<td>General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Tercer Fernandes &amp; Anthonia Ikemeh</td>
<td>A Day In Kindergarten</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tracey Tinley</td>
<td>Find Your Poet’s Eye</td>
<td>Junior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Deb Watters &amp; Joan Reimer</td>
<td>What’s Lies at the Heart of Inquiry? Inquiry Based Learning in Kindergarten</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Brian Weishar</td>
<td>The Whole Story: Reading, Media and the Shaping of “Truth”</td>
<td>Intermediate/Senior</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clarissa Willis</td>
<td>Inclusive Literacy Lessons: Helping Children with Autism Spectrum Disorder</td>
<td>JK/SK</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Teaching Children with Autism Spectrum Disorder: Communication Matters!</td>
<td>K-3</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Suggested Audience</td>
<td>Room (Capacity)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>8:30 am – 10:00 am</td>
<td>Tanya Talaga</td>
<td>All Our Relations: Finding the Path Forward</td>
<td>General</td>
<td>Grand Centre &amp; West (max. 1200)</td>
</tr>
<tr>
<td></td>
<td>Apple Education</td>
<td>Storytelling as a Means of Inclusion</td>
<td>Primary/Junior</td>
<td>Provincial (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Kylene Beers &amp; Bob Probst</td>
<td>Notice and Note: Strategies for Close Reading</td>
<td>Junior</td>
<td>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Anne Burke</td>
<td>Building Good Citizenship through Play-based Learning</td>
<td>K-3</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Colinda Clyne</td>
<td>Truth and Reconciliation in the Elementary Classroom</td>
<td>Junior</td>
<td>Pine East &amp; West (max. 80)</td>
</tr>
<tr>
<td></td>
<td>Rachel Cooke</td>
<td>You can get there from here: Differentiating for Success</td>
<td>Intermediate/Senior</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Lesley Davidson</td>
<td>Engaging Student Voice and Choice in Book Clubs</td>
<td>Junior/Intermediate</td>
<td>Spruce (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Carolyn Filice &amp; Roseann Harris</td>
<td>Supporting and Engaging Struggling Readers in the Primary Classroom</td>
<td>Primary 1-3</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Theresa Hanahan</td>
<td>Art in the Heart of Literacy</td>
<td>Primary 1-3</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Steven Layne</td>
<td>In Defense of Read-Aloud</td>
<td>JK/SK</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Stephanie Ledger</td>
<td>Using Running Record Assessment to Inform Early Literacy Instruction for English Language Learners</td>
<td>Primary/Junior (ESL/ELL)</td>
<td>VIP Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Diya Lim</td>
<td>Enseigner et évaluer avec la littérature jeunesse</td>
<td>Teaching and assessing with the help of children's literature</td>
<td>Primary/Junior (FSL + French Immersion)</td>
</tr>
<tr>
<td></td>
<td>Maria Martella &amp; Jim Martella</td>
<td>All you Need is Love. And Books.</td>
<td>Primary/Junior</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Tanny McGregor</td>
<td>Ink and Ideas: Using visual notetaking to deepen comprehension, engagement, and focus</td>
<td>Primary/Junior</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Heather Myrvold</td>
<td>More Than A Reading Level - Building Students’ Reading History One Book At A Time</td>
<td>Primary 1-3</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Kaila O’Callaghan</td>
<td>Leap into Language Experience!</td>
<td>Intermediate/Senior</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Ellin Oliver Keene</td>
<td>Engaging for Deep Understanding: Exploring the Natural and Social World</td>
<td>Primary 1-3</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>Heath Ryan</td>
<td>Picture Books as Sparks for Playful Learning</td>
<td>K-2</td>
<td>City Hall (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Christine Senior &amp; Tara Armstrong</td>
<td>Making the Most of Secondary Guided Reading</td>
<td>Intermediate/Senior</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Kevin Sylvester</td>
<td>Funny Magic Tricks!</td>
<td>Junior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td>12:15 pm – 2:00 pm</td>
<td>Todd Parr</td>
<td>It’s Okay to be Different</td>
<td>General</td>
<td>Grand West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Apple Education</td>
<td>Becoming Authentic Authors</td>
<td>Primary/Junior</td>
<td>Provincial (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Kylene Beers &amp; Bob Probst</td>
<td>Notice and Note: Strategies for Close Reading</td>
<td>Intermediate/Senior</td>
<td>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Anne Elliott &amp; Mary Lynch</td>
<td>Cultivating the Will to Read</td>
<td>Junior</td>
<td>Spruce (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Adrienne Gear</td>
<td>A Powerful Year of Writing</td>
<td>Primary/Junior</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Joyce Grant</td>
<td>Deepfake, Silos, Bots, Fake News – the Internet is Unbelievable! (How to help kids think critically about what they read online.)</td>
<td>Junior</td>
<td>Kenora (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Lori Jamison</td>
<td>Ten Minute Teaching</td>
<td>K-1</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Marthe Jocelyn, Kathy Kacer,</td>
<td>Taking on Taboos</td>
<td>Intermediate/Senior</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Teresa Toten &amp; Vicki Grant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steven Layne</td>
<td>Successful Strategies for Building Lifetime Readers</td>
<td>Junior</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Léo-James Lévesque</td>
<td>Pratiques pédagogiques efficaces au primaire</td>
<td>French/K-6</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Cathy Marks Krpan</td>
<td>Math + Language Strategies = Deep Learning</td>
<td>Primary/Junior</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Sara Marlowe</td>
<td>How to Hug our Tears: Mindfulness &amp; Self-compassion for Children</td>
<td>K-6</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Paula Markus</td>
<td>Learners with Limited Prior Schooling LEAP to Success</td>
<td>Junior/Intermediate</td>
<td>Huron (max. 50)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Suggested Audience</td>
<td>Room (Capacity)</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>2:30 pm –</td>
<td>Ellin Oliver Keene</td>
<td>Engagement and Understanding: Up to the Moment Insight into Comprehension Teaching</td>
<td>Reading</td>
<td>Primary 1-3</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>David Robertson</td>
<td>This Place: 150 Years Retold</td>
<td>Intermediate/Senior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Mr. (John) Schu</td>
<td>John Schu's Review of Books for You and Your Readers, Too!</td>
<td>K-6</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Sarah Tercer Fernandes &amp; Anthony</td>
<td>A Day In Kindergarten</td>
<td>JK/SK</td>
<td>City Hall (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Ikemeh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tracey Tinley</td>
<td>Find Your Poet's Eye</td>
<td>Junior</td>
<td>Pine East &amp; West (max. 80)</td>
</tr>
<tr>
<td></td>
<td>Deb Watters &amp; Joan Reimer</td>
<td>What's Lies at the Heart of Inquiry? Inquiry Based Learning in Kindergarten</td>
<td>JK/SK</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td>2:30 pm –</td>
<td>Tracey Tinley</td>
<td>Find Your Poet's Eye</td>
<td>Junior</td>
<td>Pine East &amp; West (max. 80)</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Jeff Nathan</td>
<td>Inside the ADHD Mind: Where it Wanders, Why it Wanders, and How to Help it, Along</td>
<td>Primary/Junior</td>
<td>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with the Rest of the Classroom, to Flourish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roman Nowak</td>
<td>Au delà de la lecture (Beyond Reading)</td>
<td>French/Primary &amp;</td>
<td>Spruce (max. 45)</td>
</tr>
<tr>
<td></td>
<td>Gabriela Papaz</td>
<td>Why don't you speak up? Activities and Strategies for English Language Learners</td>
<td>Intermediate/Senior (ELL)</td>
<td>VIP Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Ken Pettigrew &amp; Justin Hui</td>
<td>(MATH)ing for the Love Of It!</td>
<td>Primary 1-3</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td>2:30 pm –</td>
<td>Mary Bigler</td>
<td>Laughing Matters</td>
<td>K-6</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Rebecca Cunningham</td>
<td>Shared Reading: Unpacking a Powerful Practice</td>
<td>Primary 1-3</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Karen Filewych</td>
<td>Constructing Meaning through Reader Response</td>
<td>Primary 1-3</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td>2:30 pm –</td>
<td>Lori Jamison</td>
<td>Struggling Readers: Why Worksheets Don't Work and Band-aids Don't Stick</td>
<td>Junior</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Diane Kashin</td>
<td>Meta, Meta, Meta: Books that Support Children's Play and Agency</td>
<td>JK/SK</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Tanny McGregor</td>
<td>Everyday Visual Literacy: Viewing, Noticing, and Thinking Across Grade Levels and</td>
<td>Primary/Junior</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 pm –</td>
<td>Kari-Lynn Winters, Helaine</td>
<td>Authors and Educators Together: Building STEAM-powered K-2 Non-fiction and Picturebook Inquiries</td>
<td>K-2</td>
<td>VIP Room (max. 50)</td>
</tr>
<tr>
<td>9:30 pm</td>
<td>Cunningham &amp; Tiffany Gallagher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ken Pettigrew &amp; Justin Hui</td>
<td>(MATH)ing for the Love Of It!</td>
<td>Primary 1-3</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Gabriela Papaz</td>
<td>Why don't you speak up? Activities and Strategies for English Language Learners</td>
<td>Intermediate/Senior (ELL)</td>
<td>VIP Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Ken Pettigrew &amp; Justin Hui</td>
<td>(MATH)ing for the Love Of It!</td>
<td>Primary 1-3</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Andrée Poulin</td>
<td>Comment les histoires vraies sont transformées en fiction</td>
<td>French/Primary &amp;</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Larry Swartz</td>
<td>TEACHING TOUGH TOPICS</td>
<td>Junior</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Brian Weishar</td>
<td>The Whole Story: Reading, Media and the Shaping of &quot;Truth&quot;</td>
<td>Intermediate/Senior</td>
<td>City Hall (max. 100)</td>
</tr>
<tr>
<td>7:00 pm –</td>
<td>Clarissa Willis</td>
<td>Inclusive Literacy Lessons: Helping Children with Autism Spectrum Disorder</td>
<td>JK/SK</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td>9:30 pm</td>
<td>Esi Edugyan</td>
<td>Storming the Centre</td>
<td>General</td>
<td>Dominion (max. 400)</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Suggested Audience</td>
<td>Room (Capacity)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>8:30am – 10:00 am</td>
<td>Andrea Beaty</td>
<td>Something True</td>
<td>General</td>
<td>Grand West (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Apple Education</td>
<td>Becoming Authentic Authors</td>
<td>Primary/Junior</td>
<td>Provincial (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Anne Burke</td>
<td>Environmental Empathy – Using Makerspaces and Play to Connect Children to the Natural World</td>
<td>K-3</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Colinda Clyne</td>
<td>Truth and Reconciliation in the Elementary Classroom</td>
<td>Junior</td>
<td>Pine East &amp; West (max. 80)</td>
</tr>
<tr>
<td></td>
<td>Rachel Cooke</td>
<td>You can get there from here: Differentiating for Success</td>
<td>Intermediate/Senior</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Rebecca Cunningham</td>
<td>Shared Reading: Unpacking a Powerful Practice</td>
<td>Primary 1-3</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Carolyn Filice &amp; Roseann Harris</td>
<td>Supporting and Engaging Struggling Readers in the Primary Classroom</td>
<td>Primary 1-3</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Joyce Grant</td>
<td>Beyond “Find the Helpers” (How to Discuss Challenging News with Kids)</td>
<td>Junior</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Paula Markus</td>
<td>Learners with Limited Prior Schooling LEAP to Success</td>
<td>Junior/Intermediate</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Tanny McGregor</td>
<td>Ink and Ideas: Using visual notetaking to deepen comprehension, engagement, and focus</td>
<td>Primary/Junior</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Ellin Oliver Keene</td>
<td>Engaging for Deep Understanding: Exploring the Natural and Social World</td>
<td>Primary 1-3</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>Andrée Poulin</td>
<td>Maximiser le potentiel pédagogique de la lecture à voix haute (en deux parties)</td>
<td>French/K-6 (Partie 1)</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Pernille Ripp</td>
<td>Passionate Readers - How to Engage and Empower Your Readers</td>
<td>Junior/Intermediate</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Greg Smedley-Warren</td>
<td>Centers Made Simple</td>
<td>K-3</td>
<td>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Kevin Sylvester</td>
<td>Bravery and Courage (not the ones you think)</td>
<td>Junior/Intermediate/Senior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Sarah Tercer Fernandes &amp; Anthonia Ikemeh</td>
<td>A Day In Kindergarten</td>
<td>JK/SK</td>
<td>City Hall (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Clarissa Willis</td>
<td>Teaching Children with Autism Spectrum Disorder: Communication Matters!</td>
<td>K-3</td>
<td>VIP Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Steve Layne</td>
<td>In Defense of Read-Aloud</td>
<td>JK/SK</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Kaila O’Callaghan</td>
<td>Leap into Language Experience</td>
<td>Intermediate/Senior (ELL)</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Ellin Oliver Keene</td>
<td>Engagement and Understanding: Up to the Moment Insight into Comprehension Teaching and Learning</td>
<td>Primary 1-3</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>Gabriela Papaz</td>
<td>Why don't you speak up? Activities and Strategies for English Language Learners</td>
<td>Intermediate/Senior (ELL)</td>
<td>Pine East &amp; West (max. 80)</td>
</tr>
<tr>
<td></td>
<td>Andrée Poulin</td>
<td>Maximiser le potentiel pédagogique de la lecture à voix haute (en deux parties)</td>
<td>French/K-6 (Partie 2)</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>David Robertson</td>
<td>This Place: 150 Years Retold</td>
<td>Intermediate/Senior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Mr. (John) Schu</td>
<td>Forging Relationships in New and Known Lands: Your Role as a Reading Ambassador</td>
<td>K-6</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Greg Smedley-Warren</td>
<td>Comprehend This! Read Aloud &amp; Reading Comprehension</td>
<td>K-3</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Tracey Tinley</td>
<td>Find Your Poet’s Eye</td>
<td>Junior</td>
<td>City Hall (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Deb Watters &amp; Joan Reimer</td>
<td>What’s Lies at the Heart of Inquiry? Inquiry Based Learning in Kindergarten</td>
<td>JK/SK</td>
<td>VIP Room (max. 50)</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
<td>Presentation Title</td>
<td>Suggested Audience</td>
<td>Room (Capacity)</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------</td>
<td>---------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>12:15 pm – 2:00 pm</td>
<td>Max Eisen</td>
<td>Is the holocaust relevant in today’s world?</td>
<td>General</td>
<td>Grand West (max. 400)</td>
</tr>
<tr>
<td>12:45 pm – 2:00 pm</td>
<td>Apple Education</td>
<td>Becoming Authentic Authors</td>
<td>Primary/Junior</td>
<td>Provincial (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Kylene Beers &amp; Bob Probst</td>
<td>Notice and Note: Strategies for Close Reading</td>
<td>Intermediate/Senior</td>
<td>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Wendy Burch Jones &amp; Heather Johnson</td>
<td>Breathing In, Breathing Out: Classroom Tools for Anxious Students</td>
<td>Junior</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Adrienne Gear</td>
<td>Powerful Understanding - Inspiring Students to Become Global Citizens Who Care About Themselves, Others, and the World</td>
<td>Primary/Junior</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Stephanie Ledger</td>
<td>Using Running Record Assessment to Inform Early Literacy Instruction for English Language Learners</td>
<td>Primary/Junior (ESL/ELL)</td>
<td>Pine East &amp; West (max. 80)</td>
</tr>
<tr>
<td></td>
<td>Diya Lim</td>
<td>Enseigner et évaluer avec la littérature jeunesse</td>
<td>Primary/Junior (FSL + French Immersion)</td>
<td>Kent (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Cathy Marks Krpan</td>
<td>Math + Language Strategies = Deep Learning</td>
<td>Primary/Junior</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
<tr>
<td></td>
<td>Sara Marlowe</td>
<td>How to Hug our Tears: Mindfulness &amp; Self-compassion for Children</td>
<td>K-6</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Maria Martella &amp; Jim Martella</td>
<td>All you Need is Love. And Books.</td>
<td>Primary/Junior</td>
<td>VIP Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Tanny McGregor</td>
<td>Everyday Visual Literacy: Viewing, Noticing, and Thinking Across Grade Levels and Subject Areas</td>
<td>Primary/Junior</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Heather Myrvold</td>
<td>More Than A Reading Level - Building Students’ Reading History One Book At A Time</td>
<td>Primary 1-3</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Ken Pettigrew &amp; Justin Hui</td>
<td>(MATH)ing for the Love Of It!</td>
<td>Primary 1-3</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Pernille Ripp</td>
<td>Passionate Writers - Helping Students Become True Writers</td>
<td>Junior/Intermediate</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Larry Swartz</td>
<td>TEACHING TOUGH TOPICS</td>
<td>Junior</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Kevin Sylvester, Ted Staunton, Lesley Livingston &amp; Richard Scrimger</td>
<td>Writing collaboratively (with jokes!)</td>
<td>Junior</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>Brian Weisha</td>
<td>The Whole Story: Reading, Media and the Shaping of “Truth”</td>
<td>Intermediate/Senior</td>
<td>City Hall (max. 100)</td>
</tr>
<tr>
<td>2:30 pm – 3:45 pm</td>
<td>Apple Education</td>
<td>Storytelling as a Means of Inclusion</td>
<td>Primary/Junior</td>
<td>Provincial (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Mary Bigler</td>
<td>Laughing Matters</td>
<td>K-6</td>
<td>Birchwood (max. 220)</td>
</tr>
<tr>
<td></td>
<td>Anne Elliott &amp; Mary Lynch</td>
<td>Cultivating the Will to Write</td>
<td>Junior</td>
<td>Cedar (max. 65)</td>
</tr>
<tr>
<td></td>
<td>Theresa Hanrahan</td>
<td>Art in the Heart of Literacy</td>
<td>Primary 1-3</td>
<td>Simcoe Dufferin (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Lori Jamison</td>
<td>Struggling Readers: Why Worksheets Don’t Work and Band-aids Don’t Stick</td>
<td>Junior</td>
<td>Dominion South (max. 180)</td>
</tr>
<tr>
<td></td>
<td>Diane Kash</td>
<td>Classic Children's Books as Sparks for Inquiry</td>
<td>JK/SK</td>
<td>Grand Centre (max. 400)</td>
</tr>
<tr>
<td></td>
<td>Steven Layne</td>
<td>Successful Strategies for Building Lifetime Readers</td>
<td>Junior</td>
<td>Dominion North (max. 230)</td>
</tr>
<tr>
<td></td>
<td>Léo-James Lévesque</td>
<td>L’écriture avant tout et pour tous les goûts</td>
<td>French/Intermediate &amp; Senior</td>
<td>Kent (max. 50)</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>Civic (max. 430)</td>
</tr>
<tr>
<td></td>
<td>Roman Nowak</td>
<td>Au delà de la lecture (Beyond Reading)</td>
<td>French/Intermediate &amp; Senior</td>
<td>Linden (max. 60)</td>
</tr>
<tr>
<td></td>
<td>Barbara Reid</td>
<td>Picture a Story – in Plasticine!</td>
<td>Primary/Junior</td>
<td>City Hall (max. 100)</td>
</tr>
<tr>
<td></td>
<td>Heather Ryan</td>
<td>Picture Books as Sparks for Playful Learning</td>
<td>K-2</td>
<td>Chestnut East &amp; West (max. 150)</td>
</tr>
<tr>
<td></td>
<td>Christine Senior &amp; Tara Armstrong</td>
<td>When Secondary Students Cannot Read</td>
<td>Intermediate/Senior</td>
<td>Wentworth (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Shama Sher &amp; Harmeet Jha</td>
<td>Make it, Share it, Show it!</td>
<td>Primary 1-3</td>
<td>Pine East &amp; West (max. 80)</td>
</tr>
<tr>
<td></td>
<td>Pam Strong</td>
<td>Beyond The Binary: Celebrating Gender Diversity Through Text</td>
<td>General</td>
<td>VIP Room (max. 50)</td>
</tr>
<tr>
<td></td>
<td>Kari-Lynn Winters, Helaine Becker &amp; Tiffany Gallagher</td>
<td>Authors and Educators Together: Building STEAM-powered K-2 Non-fiction and Picturebook Inquiries</td>
<td>K-2</td>
<td>Maple East &amp; West (max. 90)</td>
</tr>
</tbody>
</table>
Apple Education
Thursday & Friday

Storytelling as a Means of Inclusion
Thurs. & Fri.: 10:45 am – 12:00 noon • Provincial North (max. 60) and 2:30 pm – 3:45 pm • Provincial North (max. 60) – Two sessions on each day

DESCRIPTION: Stories. Whether grand fiction or the everyday ups and downs of a child growing up in a Canadian school, stories tell us who we are and help us figure out who we want to be. The Language Arts program cultivates the craft of story and gives all students a way of artfully talking about their identity and their aspirations. In this workshop we explore the three-part process of story-finding, story-crafting and story-telling, and give you simple yet powerful frameworks and technologies to take back to your classrooms—tools that give your students multiple means of engagement, representation and expression—so everyone can tell their story. Participants will leave with a free set of beautifully created digital resources to empower any learner to share their own authentic story.

INTENDED FOR: Primary/Junior

ORGANIZATION PROFILE: Some of the most powerful opportunities for technology are realized in the hands of students and teachers. Apple designs technology that empowers every individual, no matter how they learn and what they love to do. And Apple Education is dedicated to helping schools make the most of Apple products to expand what’s possible for learning, create new opportunities for teaching, and establish dynamic environments that inspire both.

SECOND PRESENTATION:

Becoming Authentic Authors
Thurs.: 12:45 am – 2:00 pm • Provincial North (max. 60)
Fri.: 9:00 am – 10:15 am • Provincial North (max. 60) and 12:45 pm – 2:00 pm • Provincial North (max. 60)

DESCRIPTION: Students feel empowered when they share their voice and ideas with the world. In this workshop, learn to create rich, multi-media digital publications that can be used as digital portfolios for documenting student learning, or as stand-alone books to be shared with family and friends. Get hands-on experience with creative tools that allow multiple means of engagement, representation and expression, as well as the workflows for turning a classroom into a publishing house. And because these workflows, which can be adapted to any age group, are modelled on actual book and magazine publishing practices, students learn about working in a professional, collaborative workplace while they strengthen executive functioning. You’ll also leave with a free set of professionally created resources that have been curated by educators globally to continue student learning after the session.

INTENDED FOR: Primary/Junior

Andrea Beaty
Friday Only – Breakfast Keynote – Ticketed Event

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

DESCRIPTION: Every kid has the power to change the world. Our job is to give them the tools to do it. The bazillion dollar question is, ‘How do we do that?’ The bazillion dollar answer is, with something true. At the heart of every written story that ever inspired a human to do anything, there is something true. There is something both universal and personal, something small yet enormous. This something lets the reader be bold, be brave, and be themselves. In the end, one may change the world.

And if a writer happens to gain an appreciation for the power of cheese spray and the tensile strength of fruit roll-ups along the way, that’s a good day’s work.

INTENDED FOR: General

SPEAKER PROFILE: Born and raised in the Midwest, Andrea Beaty instills each of her picture books with a sense of fun and whimsy. Andrea is the author of the Questioneers series, in addition to simple, rhyming texts in picture books she has created to entertain young children such as When Giants Come to Play, Fluffy Bunnies, and Dr. Ted. She also addresses older readers in Cicada Summer, a novel for middle graders in which a preteen deals with the guilt she feels over her brother’s death.

Andrea attended Southern Illinois University and studied Biology and Computer Science. Prior to launching her writing career, she worked for a computer software company. She is an advocate for STEM, and her books have been read around the globe and in space onboard the International Space Station. Living just outside Chicago, Andrea visits lots of schools each year to share her love of reading and her writing journey with kids and educators.

Kylene Beers & Bob Probst
Thursday & Friday

Notice and Note: Strategies for Close Reading
Thurs.: 10:45 am – 12:00 noon • Civic (max. 430)
Fri.: 10:45 am – 12:00 noon • Civic (max. 430)

DESCRIPTION: This workshop will look at the Notice and Note signposts in grades 4-6. We’ll explain what
they are, demonstrate how they might be taught, and show some videos of young students using them to discuss texts. Most of the emphasis will be upon the fiction signposts.

**INTENDED FOR:** Junior

**SPEAKER PROFILES:** Kylene Beers, author of *When Kids Can't Read/What Teachers Can Do* (Heinemann, 2002) and Robert E. Probst, author of *Response and Analysis, 3rd edition* (Heinemann, 2004) are respected authorities on reading instruction. Kylene—focusing more on reading skills—and Bob—focusing more on engagement and literary analysis—work together to show teachers and administrators how skills, engagement, and literary analysis work together.

Kylene, a former middle school teacher, and Bob, a former high school teacher, have both taught at the university level. Kylene was the President of the National Council of Teachers of English, 2008-2009. Bob is now Professor Emeritus of English Education at Georgia State University.

**SECOND PRESENTATION:**

**Notice and Note: Strategies for Close Reading**

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

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

**DESCRIPTION:** This workshop will look at the *Notice and Note* signposts in the intermediate/secondary grades. We’ll explain what they are, demonstrate how they might be taught, and show some videos of young students using them to discuss texts. In addition to the fiction signposts, we’ll give some time to those found most often in nonfiction.

**INTENDED FOR:** Intermediate/Senior

**Mary Bigler**

**Thursday & Friday**

**Laughing Matters**

**Thurs.:** 2:30 pm – 3:45 pm • Dominion North (max. 230)

**Fri.:** 2:30 pm – 3:45 pm • Birchwood (max. 220)

**DESCRIPTION:** Join Mary Bigler as she shares the joy of bringing literacy to the next generation. She will share good books and 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 it is to nurture the gift of laughter in our classrooms to help children be confident, successful learners. You won’t want to miss this entertaining, inspiring and fun-filled presentation!

**INTENDED FOR:** K-6

**SPEAKER PROFILE:** Dr. Mary Bigler has been teaching, speaking, writing, and inspiring for more than fifty years. From pre-school teacher to college professor, in classrooms and lecture halls throughout the United States, Africa and Europe, Mary has spent her life promoting literacy, advocating for children and celebrating the joys of teaching, learning and living. She is an award-winning professor in the Department of Teacher Education at Eastern Michigan University where she teaches undergraduate and graduate literacy courses. Dr. Bigler has appeared on numerous radio and television programs. She is regularly featured on BYU Radio World's *Awaiting Children’s Literature* show. Dr. Bigler is a past president of the Michigan Reading Association, appears in Who’s Who of American Women, and is the author of the highly-acclaimed book, *Mary Bigler’s Lessons Learned.*

**Wendy Burch Jones & Heather Johnson**

**Thursday & Friday**

**Breathing In, Breathing Out: Classroom Tools for Anxious Students**

**Thurs.:** 2:30 pm – 3:45 pm • Huron (max. 50)

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

**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. Supporting student mental health and well-being has become an important part of our role 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 Ontario* (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 Growth Mindset into her program as a way of helping to support student mental health and well-being in both her library and in the wider school community.

**INTENDED FOR:** K-3 on Thursday; Junior on Friday

**SPEAKER PROFILES:** Wendy Burch Jones is an elementary teacher-librarian with the Toronto District School Board with a passion for creating welcoming, safe, and student-centered spaces. She is a certified Mindfulness instructor with Mindful Schools and has worked as a lead within her school and Learning Network to support other educators with incorporating mindfulness into their programmes and to promote mindfulness and growth mindset as important teaching tools. She has supported several school communities in building capacity with mindfulness programmes, including parent information sessions. She has been a speaker at the annual TDSB Parents As Partners Conference and Reading For The Love Of It. She is
passionate about helping students find their voice in an ever-changing world and loves hunting for the perfect picture book to fit every lesson.

Heather Johnson is a Mental Health Lead at the Toronto District School Board. As a part of a provincial team supported by School Mental Health Ontario – Ministry of Education, she is involved in developing, implementing and supporting Well-Being and Mental Health within the TDSB. Heather is committed to raising the understanding of the important role that schools play in fostering the well-being of all students, which is essential in supporting them to learn, grow, and thrive. Heather’s social work experience includes working in schools, children’s mental health, child welfare, and hospitals.

Anne Burke
Thursday & Friday

Building Good Citizenship through Play-based Learning
Thurs.: 10:45 am – 12:00 noon • Kent (max. 50)

DESCRIPTION: Fair-play, good turn-taking, cooperation, consideration, positive problem solving, and kindness – these are all the hallmarks of good communities, whether in the classroom or the wider world. Increasingly, society has turned to schools and classrooms to instill these citizenship values in young learners. Language and communication skills are the two essential literacy building blocks for teachers, who strive to build a collaborative class, one which will contribute to a healthy school community. This session will offer classroom play-based strategies within the aims of current curriculum objectives, encouraging responsible decision making, collaboration, trust, and positive connections, while building a strong literacy foundation for young learners.

INTENDED FOR: K-3

SPEAKER PROFILE: Dr. Anne Burke is a specialist in children’s literature and early learning at Memorial University. A former classroom teacher, she has been involved in extensive research about the role of play in children’s education, development, social justice, digital literacies, maker space education, and the role of media in children’s literate lives. Anne is a strong advocate for informing literacy research through the sharing of voices of teachers and children. She has often been called upon by governments and educational institutions to offer guidance in literacy programming. A popular presenter at major international conferences, she has contributed to many books and journal articles based on her wide ranging and classroom-based research. Dr. Burke's latest book *Invitations to Play* (Pembroke) offers a road map to involve and engage their students in all forms of literacy learning.

SECOND PRESENTATION:

Environmental Empathy – Using Makerspaces and Play to Connect Children to the Natural World
Fri.: 9:00 am – 10:15 am • Linden (max. 60)

DESCRIPTION: In a digital age where children spend more time in front of screens, or being shuttled from classroom to activities to home, they are becoming more disconnected from the natural world. This session seeks to offer simple yet effective play scenarios through makerspace education strategies. These strategies incorporate a blend of technology, crafting and play-based strategies. The goal is to offer children connections to the natural world, as well as creating basic understandings of environmental concepts. While ideas like sustainability, empathy for other creatures, and environmental stewardship sound complex and difficult to include within classroom play, there are many inventive and effective ways in which children’s natural curiosity and creativity can be channeled towards a wider understanding and appreciation for the environment.

INTENDED FOR: K-3

Colinda Clyne
Thursday & Friday

Truth and Reconciliation in the Elementary Classroom
Thurs.: 10:45 am – 12:00 noon • Pine East & West (max. 80)
Fri.: 9:00 am – 10:15 am • Pine East & West (max. 80)

DESCRIPTION: As a response to the Truth and Reconciliation Commission of Canada: Calls to Action, this interactive workshop looks at how educators can effectively embed First Nation, Métis, and Inuit histories, traditions and contemporary realities into their classes and schools. Participants will be provided with inquiry starting points across divisions, and look at resources that best support this work in their classes.

INTENDED FOR: Junior

SPEAKER PROFILE: Colinda Clyne is Anishinaabe kwe (Kitigan Zibi), Curriculum Lead for First Nations, Métis and Inuit education, Upper Grand District School Board. An educator for 26 years, Colinda has been leading and facilitating professional development for over 17 years. In her current role, Colinda creates the system wide action plan for First Nations, Métis and Inuit education in her board, building capacity in K-12 teachers and administrators, connecting Elders and knowledge keepers with educators and students, and implementing strategies to improve Indigenous student well being and academic success. She is a writer and adviser on Indigenous content for a number of publishers.
Rachel Cooke

Thursday & Friday

You can get there from here: Differentiating for Success

Thurs.: 10:45 am – 12:00 noon • Chestnut East & West (max. 150)
Fri.: 9:00 am – 10:15 am • Chestnut East & West (max. 150)

DESCRIPTION: In large classes where students are reading, writing and thinking at a variety of levels you might wonder how to meet the needs of all learners in the English/Language Arts class. “How do you get there,” a place where students learn and experience success, “from here,” students functioning at multiple levels? This interactive workshop will explore dual layers of this issue; student development and teacher development with practical, “fresh”, use-it-tomorrow activities and resources that will enhance your teaching and your students’ learning. Focus will be given to “Academic Pathways/Destreaming” in the secondary English classroom, differentiation of content, along with assessment and evaluation strategies to support students so they can succeed no matter what level they are at when they begin.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Rachel Cooke is a hybrid – teacher/coach and Assistant Curriculum Leader of English/Literacy/Library in the Toronto District School Board. During her thirty-three-year teaching career she was also an Instructional Leader of English/Literacy for the Toronto District School Board for ten years and taught additional qualification courses at OISE/UT for fifteen years. She is the Senior Author of iSkills- Constructing Meaning: Skills for Understanding Contemporary Texts (McGraw-Hill Ryerson 2013) and Author for iLit- Remix: A Revolution of Text Forms (McGraw-Hill Ryerson 2011). She has written teacher guide material for McGraw-Hill Ryerson, Nelson Education, and Pearson Canada. Rachel has presented at national and international conferences including Reading for the Love of It, National Council of Teachers of English, English Language Arts Network, International Council on Education for Teaching World Assembly, Celebrating Linguistic Diversity, and the Ukrainian-Canadian School Board. Throughout her teaching career, Rachel has continued to develop her knowledge and skills to match her personal and professional commitment to inclusive, anti-oppressive curriculum and pedagogy.
Rebecca Cunningham
Thursday & Friday

Shared Reading: Unpacking a Powerful Practice

**Thurs.:** 2:30 pm – 3:45 pm • Simcoe Dufferin (max. 100)
**Fri.:** 9:00 am – 10:15 am • Simcoe Dufferin (max. 100)

**DESCRIPTION:** Shared Reading is one of the most valuable and enjoyable teaching practices that supports early literacy learners. This presentation will provide classroom teachers with a better understanding of the key elements of effective Shared Reading texts with an opportunity to explore how texts can be adapted to meet the needs of young readers. We will consider a variety of reading forms that will engage students in developing a toolbox of reading strategies. Participants will also investigate how a gradual release of responsibility is built into the rhythm of activities that can accompany a rich shared text. This presentation is appropriate for teachers working at the primary level or for anyone who is interested in discovering the power of Shared Reading.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILE:** Rebecca Cunningham has almost 30 years of elementary teaching experience. For the last 17 years she has dedicated her career to teaching the 5th Block Program, an early literacy intervention program for primary students with the Toronto Catholic District School Board. In this capacity Ms. Cunningham has also worked as a Literacy Coach supporting classroom teachers in their understanding of the literacy curriculum and developing and publishing curriculum supports in literacy and numeracy instruction. Her Shared Reading poems continue to be enjoyed by students and teachers throughout primary classrooms in the TCDSB.

Lesley Davidson
Thursday & Friday

Engaging Student Voice and Choice in Book Clubs

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

**DESCRIPTION:** How can educators support junior and intermediate students in exploring their understanding of books at deeper levels and engage in accountable talk with their peers? Book Clubs provide opportunities for students to choose what they want to read, develop critical reading skills and make meaning of texts as they become lifelong readers. In this session, teachers will explore the role of the teacher in book clubs, strategies on how to leverage student engagement in reading, and investigate “use it tomorrow strategies” for setting up, and assessing book clubs. Come and learn how you can create a learning environment that engages and challenges students in developing a deeper understanding of the books that they are reading.

**INTENDED FOR:** Junior/Intermediate

**SPEAKER PROFILE:** Lesley Davidson is currently a K-12 Learning Coach with the Toronto District School Board. Formerly a Digital Lead Learner in the TDSB, Lesley has also presented at TDSB Google Camp, Toronto Google Summit 2015-2016, Niagara Google Summit 2016, Reading For The Love of It 2016 and 2018 Conference, and the International Literacy Association Conference Boston 2016 and in Austin, Texas in 2018. As an educator for the past 23 years, she has worked as an Instructional Leader of English/Literacy, Literacy Coach and in a variety of diverse educational settings to improve student achievement, and create and sustain vibrant learning communities. She also teaches Additional Qualification courses at York University – Reading Part 1, 2 and 3 and Reading Part 1 Adolescent Focus Grades 7-10.

Esi Edugyan
Thursday Only – Banquet Keynote – Ticketed Event

Storming the Centre

**Thurs.:** 7:00 pm – 9:30 pm • Dominion (max. 400)

**DESCRIPTION:** Esi Edugyan uses the Tichborne trials—which provided early inspiration for her latest novel, Washington Black—as a jumping off point to explore Canada’s ties to the Atlantic slave trade, the lives of marginalized black historical figures, and the intersections between her own life and her work.

**INTENDED FOR:** General

**SPEAKER PROFILE:** Esi Edugyan’s richly entertaining fiction expands the historical novel’s field of vision by reimagining classic literary genres through the eyes of black characters. Engrossing, impeccably researched and pitch-perfect in tone, her work deftly explores the dark and complicated history of race and the nature of belonging. The daughter of Ghanaian immigrants, Edugyan explores the dislocation of diaspora in her first novel, The Second Life of Samuel Tyne. Her second novel, Washington Black, is a finalist for the Man Booker Prize and was one of President Obama’s Favourite Books of 2018. It was a finalist for the Man Booker Prize and was also awarded the Giller Prize Canada’s highest literary honour. Edugyan is one of only three novelist to win the award twice.
Max Eisen
Friday Only – Luncheon Keynote – Ticketed Event

Is the holocaust relevant in today’s world?
Fri.: 12:15 pm – 2:00 pm • Grand West (max. 400)

DESCRIPTION: Max will delve into the events that led up to the holocaust and the disastrous consequences that followed. His historical perspective and vivid recall bring this dark past to life and provides a powerful warning of how easily evil and hatred can take root. Through speaking and dialogue over the past 32 years, Max has been a clarion call for vigilance and “upstanding”. His recent memoir By Chance Alone has enabled him to bring his story of perseverance and resilience under the most dire circumstances to an even larger audience.

INTENDED FOR: General

SPEAKER PROFILE: Max Eisen is a Hungarian Jew who was deported to Auschwitz in the spring of 1944. A 2019 Canada Reads Winner for his account of his time at Auschwitz in his novel, By Chance Alone, Max is a passionate speaker and educator who volunteers at the Sarah and Chaim Neuberger Holocaust Education Centre and the Friends of Simon Wiesenthal Center in Toronto. He currently resides in Toronto with his wife, Ivy.

Anne Elliott & Mary Lynch
Thursday & Friday

Cultivating the Will to Read
Thurs.: 12:45 pm – 2:00 pm • Spruce (max. 45)

DESCRIPTION: It is every reading teacher’s aim to cultivate and grow complete readers, those who have the skill and the will to read. Our session promotes the intentional creation of a classroom community where students develop the will to read. In this environment students understand the value of reading, intimately know how to use their life experiences as sources of inspiration for writing, receive joy and pleasure from expressing themselves, are motivated to engage in this worthwhile activity, and benefit from belonging to a community that connects through the power of words. Participants who attend this session will be compelled to reflect on the way in which they currently teach the love of reading, and be motivated to incorporate new ideas and strategies into their practice.

INTENDED FOR: Junior

SPEAKER PROFILES: With over 17 years teaching experience from Kindergarten to grade eight, Anne Elliott has a proven dedication to literacy. She has shared her commitment to effective and intentional literacy instruction professionally as a literacy learning coordinator, literacy coach, and librarian. A consultant, presenter and co-author of Cultivating Readers released by Pembroke Publishers, Anne shares her passion and enthusiasm for teaching reading and writing at conferences locally, nationally, and internationally.

For more than 30 years Mary Lynch has been a classroom teacher of students in grades Kindergarten to Grade 6, and served as a reading support teacher, literacy teacher, literacy coach and a lecturer at the University of Western Ontario. She is an effective speaker on literacy and the content areas, presenting workshops at the district, provincial and international levels. A steadfast supporter of ongoing professional development, Mary currently writes and devotes her energy to helping teachers experience more fulfillment and joy in their classrooms. She is the Co-author of Cultivating Readers with Anne Elliott.

SECOND PRESENTATION:

Cultivating the Will to Write
Fri.: 2:30 pm – 3:45 pm • Cedar (max. 65)

DESCRIPTION: It is every writing teacher’s aim to cultivate and grow complete writers, those who have the skill and the will to write. Our session promotes the intentional creation of a classroom community where students develop the will to write. In this environment students understand the value of writing, intimately know how to use their life experiences as sources of inspiration for writing, receive joy and pleasure from expressing themselves, are motivated to engage in this worthwhile activity, and benefit from belonging to a community that connects through the power of words. Participants who attend this session will be compelled to reflect on the way in which they currently teach the love of writing, and be motivated to incorporate new ideas and strategies into their practice.

INTENDED FOR: Junior

Karen Filewych
Thursday & Friday

Constructing Meaning through Reader Response
Thurs.: 2:30 pm – 3:45 pm • Linden (max. 60)

DESCRIPTION: Reader response writing can greatly improve our students’ understanding of what they read. Through reading, writing, and the inevitable discussions that follow, students learn from the experiences of others, open their minds to diverse possibilities, gain a glimpse into new worlds, and make connections to their own lives. Students also learn how to recognize artistic impression and the literary techniques used by authors. Reader response writing can occur as a response to individual books or used as part of an author study. Teachers will come away from this session inspired to read aloud to their students, with many literature suggestions and engaging prompts!
INTENDED FOR: Primary 1-3

SPEAKER PROFILE: Karen Filewych has more than twenty years of educational experience as an elementary teacher and school administrator. She is currently the English Language Arts Consultant for Edmonton Catholic Schools. Her passion for literacy began as a young child with nightly bedtime stories and weekly trips to the library. In 2007, she pursued this passion further by completing her Master of Education degree in the area of literacy. Karen's first book – How Do I Get Them to Write? – was published by Pembroke Publishers in May of 2017. Her second book – Freewriting with Purpose – was published in January of 2019. Both books are practical guides for the teaching of writing and include lists of mentor texts for each area of study. Her website, www.wordschangeworlds.ca, highlights the power of words and provides teachers with regular book reviews and teaching ideas.

SECOND PRESENTATION:
How Do I Get Them to Write? The Game-changer: Freewriting!
Fri.: 10:45 am – 12:00 noon • Cedar (max. 65)
DESCRIPTION: Karen always felt something was missing in her writing program. When she brought freewriting into the classroom, it was a game changer. Students became more engaged, the quality of writing improved, and the reluctance to write was greatly reduced. Students were learning to write and they were also writing to learn. During this session, teachers will learn what freewriting is and how to introduce it to students, how to use freewriting to teach specific skills, and how to use freewriting across the curriculum to engage students and improve student learning. Teachers and students will begin to welcome their writing time!

INTENDED FOR: Primary 1-3

Carolyn Filice & Roseann Harris
Thursday & Friday
Supporting and Engaging Struggling Readers in the Primary Classroom
Thurs.: 10:45 am – 12:00 noon • Simcoe Dufferin (max. 100)
Fri.: 9:00 am – 10:15 am • Dominion North (max. 230)
DESCRIPTION: This workshop will provide insight into why some children have gaps in literacy learning and highlight effective instructional practices for supporting them in developing foundational literacy skills that are critical for reading proficiency. The presenters will examine profiles of students based on assessment and demonstrate ways to engage learners in acquiring skills and strategies to become independent, fluent and motivated readers.

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 and presented numerous workshops. 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.

Roseann Harris is an educator who shares her love of literacy by working with teachers in primary classrooms as a mentor and literacy coach, and as lead of the early reading intervention program in the Toronto Catholic District School Board. Roseann's work in literacy includes the development of effective programming and strategies that are research based, to support and ensure the progress of all readers. Roseann recently presented on early literacy instruction in the Dominican Republic and in Beijing, China.

Adrienne Gear
Thursday & Friday
A Powerful Year of Writing
Thurs.: 12:45 pm – 2:00 pm • Dominion North (max. 230)
DESCRIPTION: Let’s face it – teaching writing is not easy! So many lessons, structures, topics, ideas to choose from, it can feel overwhelming! In this session, Adrienne will outline her plan for a powerful year of writing – based on three different types of text structures – personal narrative, nonfiction writing and story writing. This simple, but effective year plan will enable you to teach your students different forms of writing, as well as focus on specific mini lessons to elevate the quality of writing. Come to this session and leave with a great plan for teaching writing through the year, as well as some great mini lessons and new anchor books!

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: Adrienne Gear has been a teacher in the Vancouver School District for over 20 years working as a classroom teacher, literacy support teacher. ESL teacher, teacher librarian and District Literacy Mentor. She is passionate about literacy, learning and inspiring teachers to reflect and refine their practice in order to best support their students. Adrienne is known across the country for her highly engaging and practical workshops on Reading Power, Writing Power and most recently, Powerful Understanding (Pembroke Publishing). Internationally,
Smart Teachers Read Pembroke!
Practical Books for Teaching & Learning

Adrienne Gear: A Powerful Year of Writing
Powerful Understanding
Larry Swartz: Teaching Tough Topics
Elliott & Lynch: Cultivating the Will to Read
Cultivating the Will to Write
Karen Filewych: Constructing Meaning through Reader Response
How Do I Get Them to Write?
Steven Layne: In Defense of Read-Aloud
Successful Strategies...Building Lifelong Readers
Anne Burke: Building Good Citizenship...Play-Based Learning
Environmental Empathy
Lori Jamison Rog: Ten-Minute Teaching
Struggling Readers

Pembroke Publishers | 1-800-997-9807 | www.pembrokepublishers.com
Second Presentation:

**Powerful Understanding – Inspiring Students to Become Global Citizens Who Care About Themselves, Others, and the World**

**Second Presentation:**

**Beyond “Find the Helpers” (How to Discuss Challenging News with Kids)**

**Joyce Grant**

**Thursday & Friday**

**Deepfake, Silos, Bots, Fake News – the Internet is Unbelievable! (How to help kids think critically about what they read online.)**

**Thurs.:** 12:45 pm – 2:00 pm • Kenora (max. 50)

**DESCRIPTION:** If you’ve enjoyed Joyce’s “How to Avoid Fake News” presentations in the past, don’t miss this year’s fully updated session that looks at what the fakers are up to now. It’s almost unbelievable. And isn’t that precisely the problem? For kids, fake news is “almost” unbelievable. But studies show that children do believe it. How can you blame them, when we adults fall for it, too?

We’ll pull back the curtain to reveal what’s happening in fake-news technology today and discuss how kids can learn to spot it—and why they should avoid it. We’ll also look at some simple things you can teach students to help them keep their information safe (tip #1: Don’t do those Facebook quizzes that ask for your mother’s maiden name!).

**INTENDED FOR:** Junior

**Theresa Hanrahan**

**Thursday & Friday**

**Art in the Heart of Literacy**

**Thurs.:** 10:45 am – 12:00 noon • Cedar (max. 65)
**Fri.:** 2:30 pm – 3:45 pm • Simcoe Dufferin (max. 100)

**DESCRIPTION:** Connecting art to reading, writing and media literacy in the primary grades is a rewarding way to enrich student comprehension, creativity, and critical thinking skills. This session will provide effective strategies that use visual arts activities to help children communicate and analyze messages; build persuasive writing pieces; design story maps; express feelings through and about poetry; enhance vocabulary skills; and, promote environmental concerns. Ten inspiring mixed-media visual arts projects and their cross-curricular links 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 to help young people think more critically about what they see and read online.
guaranteed to stimulate creative responses in the classroom will be highlighted.

INTENDED FOR: Primary 1-3

SPEAKER PROFILE: As an educator with the TCDSB for over 25 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. For this TLLP project, Theresa wrote short stories and poems for children, collaborated with artists, and created lesson plans which she shares online. In 2005, Theresa received the East York-Scarborough Reading Association Annual Reading Award for her leadership in the field of reading. Currently, Theresa shares her love of literacy and art in a primary classroom.

Lori Jamison

Thursday & Friday

Ten Minute Teaching

Thurs.: 12:45 pm – 2:00 pm • Birchwood (max. 220)
Fri.: 10:45 am – 12:00 noon • Birchwood (max. 220)

DESCRIPTION: We know that young children learn best from discovery and exploration, but some concepts need to be explicitly taught. It is essential that these teaching moments must be brief, intentional and multi-level. In this session, we’ll discuss the power of the ten-minute mini lesson for teaching letters and sounds, high frequency words, shared reading and strategies for writing.

INTENDED FOR: K-1

SPEAKER PROFILE: Lori Jamison is an educator, author and consultant. In addition to her career as a classroom teacher, she has been a district K-12 Language Arts Consultant and Reading Assessment Specialist. She is the only Canadian from a K-12 school district to serve on the Board of Directors of the International Reading Association. Lori is also the Education Director for High Interest Publishing, a company that publishes novels for struggling and reluctant readers (www.hip-books.com). Currently an independent consultant based in Vancouver, Lori travels across North America, consulting with schools and speaking to teachers about best practices in literacy instruction.

Lori has written many books, guides and other curriculum resources for teachers, including the following professional books, all published by Pembroke (www.pembrokepublishers.com)

• Marvellous Mini Lessons for Teaching Intermediate Writing (2018)
• Reading, Writing, Playing, Learning: Finding the Sweet Spots in Kindergarten Literacy with Donna-Lynn Galloway, 2017
• Marvelous Mini Lessons for Teaching Beginning Nonfiction Writing (2016)
• Guiding Readers: Making the Most of the 18-Minute Guided Reading Lesson (2012)
• The Write Genre with Paul Kropp (2004).

Lori can be reached at ljamison@sasktel.net.
Her website is www.lorijamison.com

SECOND PRESENTATION:

Troubling Readers: Why Worksheets Don’t Work and Band-aids Don’t Stick

Thurs.: 2:30 pm – 3:45pm • Dominion South (max. 180)
Fri.: 2:30 pm – 3:45pm • Dominion South (max. 180)

DESCRIPTION: Are there any students in your class who can’t cope with grade-level reading materials? Do you have students who avoid reading or act out because the work is too hard? Too often we’ve bombarded these kids with skill and drill when what they really need is to read more – and write more. In this session we’ll look at the essentials of intervention for struggling readers, with practical suggestions for building comprehension and engagement.

INTENDED FOR: Junior

Marthe Jocelyn, Kathy Kacer, Teresa Toten & Vicki Grant

Thursday & Friday

Taking on Taboos

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

DESCRIPTION: Do hard truths have to make for heavy reading? Can taboos be tackled within the context of a fun read, an adventurous read, an optimistic read? Are there any taboos left? Are there any taboo topics that should stay that way? A panel discussion will address the challenges of reading, writing, and talking about subjects that edge us outside our comfort zones. These four award-winning internationally known authors have balanced honesty, humour, and grit in writing about teen sexuality, domestic violence, mental illness, and the Holocaust. The session concludes with a frank Q & A, bibliography & teaching guide handouts.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILES: Marthe Jocelyn has written over 40 books for young readers, including 10 novels for middle grade and teens. She knows that rules are for breaking – by kids and by writers. Born in Canada, Marthe lived in New York City for 30 years, and now
makes her home in Stratford, Ontario. Recent novels are: *A Big Dose of Lucky* (Orca Books) and *The Body Under the Piano* (Tundra Books). Marthe was honoured with both the inaugural TD Children’s Book award (for *Mable Riley*, Tundra Books) and the inaugural Amy Mathers teen book award (for *What We Hide*, Tundra Books), as well as the prestigious Vicky Metcalf Award for a distinguished body of work.

Vicki Grant has been called “a superb storyteller” (CCBN) and “one of the funniest writers working today” (Vancouver Sun). Her novels have won The Red Maple, The Arthur Ellis Award and CBC’s Young Canada Reads as well as been shortlisted for The Edgar, CLA Children’s Book of the Year and numerous Forest of Reading awards. Her latest novel, *36 Questions That Changed My Mind About You*, has been translated into 17 languages and recently optioned for film.

Kathy Kacer is the author of more than 20 books that focus on the Second World War and the Holocaust. These include *The Secret of Gabi’s Dresser*, *Hiding Edith, To Look a Nazi in the Eye*, and her latest books, *The Sound of Freedom*, *Masters of Silence*, and *The Brave Princess and Me*. A winner of numerous Forest of Reading Awards, as well as the Jewish Book Awards in Canada and the U.S., and the Yad Vashem Award for Children’s Holocaust Literature in Israel, Kathy writes unforgettable stories inspired by real events. Kathy teaches writing at the University of Toronto, (Continuing Studies). She also lectures in universities and colleges on the topic of teaching sensitive material to young people.

Teresa Toten is a multi-award-winning author of Young Adult novels. Among other accolades she has won the Governor General’s Literary Award and an American Library Association award for *The Unlikely Hero of Room 13b*. Her novels are available around the world. She is the author of a dozen novels including *Beware That Girl, Shattered Glass*, the *Blondes* series and *The Taming* with Eric Walters. Teresa has presented extensively in schools and conferences throughout North America. She is married with two children and is the proud owner of a deeply, deeply neurotic dog.

**Diane Kashin**

**Thursday & Friday**

**Meta, Meta, Meta: Books that Support Children’s Play and Agency**

**Thurs.:** 2:30 pm – 3:45 pm • Grand Centre (max. 400)

**DESCRIPTION:** Using a selection of books considered as works of metafiction, participants will engage in a playful inquiry about how these books can support children’s decision making in the early years. Just like metacognition is thinking about thinking and metacommunication can be speaking about communication, metafiction is writing about reading.

**Steven Layne**

**Thursday & Friday**

**In Defense of Read-Aloud**

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

**Fri.:** 10:45 am – 12:00 noon • Grand Centre (max. 400)

**DESCRIPTION:** Author Steven Layne is passionate about reading aloud to kids of all ages. In this
presentation based on his book of the same name, he provides teachers with strong research-based rationale for using read-alouds as a tool for instilling a love of reading in a powerful manner. In addition to providing information on maximizing instruction via oral delivery, he guarantees loads of practical information and a lot of laughter.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Steven L. Layne serves as Professor and Chair of Graduate Programs in Literacy Education at Judson University in Elgin, IL. Dr. Layne's research and writing focus on the affective domain as it relates to literacy education as well as on public speaking. He is a fifteen-year veteran of public education—serving as a classroom teacher in grades two, three, five, six, seven, and eight.

Dr. Layne is a respected literacy consultant, motivational keynote speaker, and featured author who works with large numbers of educators and children during school visits and at conferences held throughout the world each year. His work has been recognized with awards for outstanding contributions to the fields of educational research, teaching, and writing from organizations such as USA Today newspaper, The Milken Family Foundation, The National Council of Teachers of English, and the International Literacy Association.

Dr. Layne has authored 28 books including multiple award-winning titles in both the picture book and young adult genres including his beloved classic—The Teachers’ Night before Christmas, the teen thriller This Side of Paradise and the heartwarming picture book Love the Baby. Dr. Layne's professional books for educators include Igniting a Passion for Reading: Successful Strategies for Building Lifetime Readers and In Defense of Read-Aloud. He has also authored several well-known books of poetry. His newest title is the picture book Play with Puppy, the fourth title in his Growing with Family series of picture books. He lives with his wife Debbie—who is an elementary school principal and their four children in St. Charles, Illinois.

SECOND PRESENTATION:

Successful Strategies for Building Lifetime Readers

Thurs.: 12:45 pm – 2:00 pm • Grand Centre (max. 400)
Fri.: 2:30 pm – 3:45 pm • Dominion North (max. 230)

DESCRIPTION: Energetic author and educator Steven L. Layne promises a session to delight, empower, and
motivate every educator with a concern for reaching students who are disenfranchised when it comes to text. This session is based on his bestselling professional book *Igniting a Passion for Reading*.

**INTENDED FOR:** Junior

**Stephanie Ledger**

*Thursday & Friday*

**Using Running Record Assessment to Inform Early Literacy Instruction for English Language Learners**

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

**Fri.:** 12:45 pm – 2:00 pm • Pine East & West (max. 80)

**DESCRIPTION:** Through “Running Record” analysis (Clay, 1993), explore the unique early literacy needs of English language learners and the impact of oral language, primary language transference, and literacy gaps. Learn how to use this analysis to create individual and group profiles that provide a guide for targeted instruction. This asset-focussed session will include video examples of students with varying language and literacy profiles. Some basic knowledge of Running Record conventions, scoring and analysis is strongly recommended.

**INTENDED FOR:** Primary/Junior (ESL/ELL)

**SPEAKER PROFILE:** Stephanie Ledger (OCT., M.Ed) is an ESL/ELD Early Literacy Resource Teacher with the Waterloo Region District School Board in Kitchener, Ontario. For the past 30 years, Stephanie has engaged in collaborative learning opportunities with elementary, secondary and adult English Language Learners and their teachers. Her area of focus, as a teacher practitioner and researcher, is early literacy education for refugee students with limited or interrupted formal education (SLIFE). She is the co-author and researcher of a peer-reviewed article published in the *Journal of Adolescent and Adult Literacy* (2014). In 2017, Stephanie completed her Master of Education degree, including a research thesis that highlights the vital role of teacher education in shifting teacher pedagogy to meet the print literacy needs of SLIFE. Marie Clay’s publications, as related to the “Reading Recovery” program, are foundational to Stephanie’s work, as well as the recent research of Adria Klein and Allison Briceno (2018, 2019).

**Léo-James Lévesque**

*Thursday & Friday*

**Pratiques pédagogiques efficaces au primaire**

**Thurs.:** 12:45 pm – 2:00 pm • Kent (max. 50)

**DESCRIPTION:** Cet atelier proposera des stratégies gagnantes, pour l’enseignement de la lecture et de l’écriture au primaire, basées sur les dernières recherches en éducation et sur l’expérience en classe. On présentera des conseils pratiques pour atteindre tous les apprenants en tenant compte de la réalité des élèves d’aujourd’hui.

**INTENDED FOR:** French/K-6


**SECOND PRESENTATION:**

**L’écriture avant tout et pour tous les goûts**

**Fri.:** 2:30 pm – 3:45 pm • Kent (max. 50)

**DESCRIPTION:** Cet atelier présentera des stratégies efficaces pour l’enseignement de l’écriture. On discutera du processus d’écriture à encourager pour la rédaction de divers genres de textes. Les stratégies présentées permettront aux participants de faire des choix pédagogiques en fonction des besoins de leurs élèves, et ce, pour l’enseignement en grand groupe, en petit groupe ou individuel.

**INTENDED FOR:** French/Intermediate & Senior

**Diya Lim**

*Thursday & Friday*

**Enseigner et évaluer avec la littérature jeunesse | Teaching and assessing with the help of children’s literature**

**Thurs.:** 10:45 am – 12:00 noon • Elgin (max. 40)

**Fri.:** 12:45 pm – 2:00 pm • Kent (max. 50)

**DESCRIPTION:** How to use French children’s literature for teaching and assessment in different areas of the curriculum and not just the French language? How to get students excited about reading a new book? How to use a book as a springboard for engaging classroom activities? After the book is read, where to find suggested activities from reliable sources? (This presentation will mainly be conducted in French.)
Comment utiliser la littérature jeunesse en français pour l’enseignement et l’évaluation de diverses matières du curriculum, et pas seulement de la langue française? Comment inciter les élèves à lire un nouveau livre? Comment utiliser un livre comme tremplin pour des activités intéressantes en classe? Après la lecture du livre, où trouver des suggestions d’activités provenant de sources fiables? (Cette présentation se déroulera majoritairement en français.)

INTENDED FOR: Primary/Junior (FSL + French Immersion)


Cathy Marks Krpan
Thursday & Friday

Math + Language Strategies = Deep Learning

Thurs.: 12:45 pm – 2:00 pm • Cedar (max. 65)
Fri.: 12:45 pm – 2:00 pm • Maple East & West (max. 90)

DESCRIPTION: Contrary to popular belief, mathematics is a rich, exciting language! Many of the strategies we use in language arts are extremely effective for teaching mathematics. By exploring think-alouds, argumentation, and ways to engage students to use language to describe and think creatively in mathematics, attendees will learn a variety of practical teaching approaches that they can use to foster language skills in mathematics. Attendees will leave with practical ideas they can use on Monday with their students.

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: An award-winning author and international speaker, Dr. Marks Krpan is an associate professor in the graduate program, teaching stream, at Ontario Institute for Studies in Education. A former
classroom teacher, she speaks internationally to educators, administrators and parents on student learning in mathematics. Dr. Marks Krpan’s research focuses on deepening students understanding of mathematics through insightful communication and reflection. Her publication, *Math Expressions: Developing Thinking Skills and Problem Solving Through Communication*, has been used extensively in school districts across North America and internationally. Her most recent book, *Teaching Math with Meaning: Cultivating Self-efficacies Through Learning Competencies* explores effective teaching approaches in mathematics that enable students to develop critical learning skills.

**Paula Markus**

**Thursday & Friday**

**Learners with Limited Prior Schooling LEAP to Success**

**Thurs.:** 12:45 pm – 2:00 pm • Huron (max. 50)

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

**DESCRIPTION:** English language learners with gaps in their prior schooling arrive in Canada from around the world. Although they bring with them a wealth of knowledge in many domains, these students may often not have had the opportunity to attend school regularly or at all, and may not have developed literacy skills in their home language. One way to address their needs is through a system-wide program to provide learners with the academic and social supports they need to bridge the academic learning gap and achieve success in school.

Participants will be introduced to Toronto’s special program for learners who have gaps in prior schooling and first language literacy. The Literacy Enrichment Academic Program (known locally as LEAP), serves over 500 students in Grades 4 and up, from a wide range of countries from Afghanistan to Hungary and Somalia and Syria. Participants will learn about the program’s goals, framework and organization; examine specially designed instructional units on environmental stewardship, social justice, and migration journeys; and survey best teaching practices, resources and units to support students with interrupted or limited prior schooling.

**INTENDED FOR:** Junior/Intermediate (ESL/ELL)

**SPEAKER PROFILE:** Paula Markus retired from the role of ESL/ELD Program Co-ordinator with the Toronto District School Board in 2017. She is currently a sessional lecturer on supporting English language learners in the Masters of Teaching Program at OISE/University of Toronto. Paula is the founder of the annual “Celebrating Linguistic Diversity” Conference, Ontario’s largest professional gathering of K–12 teachers of English language learners.

**Sara Marlowe**

**Thursday & Friday**

**How to Hug our Tears: Mindfulness & Self-compassion for Children**

**Thurs.:** 12:45 pm – 2:00 pm • Wentworth (max. 50)

**Fri.:** 12:45 pm – 2:00 pm • Wentworth (max. 50)

**DESCRIPTION:** Just like adults, children experience physical and emotional discomfort. Just like adults, children can also get swept up in the intensity of this discomfort and end up feeling even worse. Whether it be emotional (worry, frustration, hurt, loneliness, fear, sadness, etc.) or physical (stomach pain, headaches, chronic migraines, etc.), mindfulness can provide an effective way for children to approach the pain or discomfort.

Caregivers can begin to plant seeds of mindfulness and self-compassion with children very early on. In this way, children (and adults) can practice noticing strong emotions and physical pain, and responding with curiosity and kindness, rather than resistance, fear, or hopelessness.

Through experiential learning, this workshop will present engaging mindfulness activities and stories for children that aim to develop somatic awareness of strong emotions and discomfort, help us to recognize we are not alone in having fears, and cultivate ways to turn towards difficult emotions with curiosity and compassion. Participants will be invited to reflect on how we as caregivers can be intentional in our responses to our own and our children’s discomfort to nurture us all to ‘hug our tears’. The workshop will finish with a mindfulness practice to support the cultivation of positive emotions, one that is engaging for children and adults alike.

**INTENDED FOR:** K-6

**SPEAKER PROFILE:** Sara Marlowe is a clinical social worker, children’s author, university lecturer, musician and mindfulness practitioner and teacher. She is a trained teacher in MSC (mindful self-compassion) and MARS-A (mindful awareness and resilience skills for adolescents). She has developed and facilitated numerous mindfulness programs for children, adolescents, parents and families in mental health, school, hospital and community settings. She is the author of three children’s books, *No Ordinary Apple: A Story about Eating Mindfully, My New Best Friend*, which teaches self-compassion to children & *No Ordinary Pizza* (WisdomPublications). She authored the chapter Supporting Young Children Visited by Big Emotions: Mindfulness, Emotion Regulation and Neurobiology in Collaborative Therapy and Neurobiology: Evolving Practices in Action (Marie-Nathalie Beaudoin and Jim Duvall, Eds. Routledge). She is also co-creator of *Mindful Monkey Magazine: Connecting Families through Practice*
Maria Martella & Jim Martella

Thursday & Friday

All you Need is Love. And Books.

Thurs.: 10:45 am – 12:00 noon • Linden (max. 60)
Fri.: 12:45 pm – 2:00 pm • VIP Room (max. 50)

DESCRIPTION: The Martella brother-and-sister team will show you all you need to hook kids on reading. There's something for everyone and you just need to trust in the magic of the right book for the right child at the right time. Come hear what's tried, true and new!

INTENDED FOR: Primary/Junior

SPEAKER PROFILES: Maria Martella is the owner of Tinlids, a Toronto wholesaler of children's books for schools and public libraries across Canada. 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 was a juror for the TD Canadian Children's Literature Award for best Canadian book of the year. Maria provides workshops and booktalks to school boards across Canada, and helps teachers and librarians select books on a daily basis.

Jim has worked in education for many years, as a Teacher-Librarian, Drama teacher, Special Ed teacher and Literacy Coach and Vice-Principal. 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. He is currently a principal in the Toronto District School Board. He is passionate about the power of a good story. He has 5 sisters and his favourite sister is presenting with him today.

Tanny McGregor

Thursday & Friday

Ink and Ideas: Using visual notetaking to deepen comprehension, engagement, and focus

Thurs.: 10:45 am – 12:00 noon • Birchwood (max. 220)
Fri.: 9:00 am – 10:15 am • Birchwood (max. 220)

DESCRIPTION: Students deserve to express themselves in a multitude of ways. Visual notetaking, or sketchnoting, is a versatile thinking tool that provides choice, boosts engagement, extends recall, and invites deeper comprehension. In this session, we’ll identify the research and then get practical. You’ll learn how to get started as a sketchnoter, how to launch this practice with students, and see how teachers across grade levels and content areas welcome sketchnoting into their instructional repertoires...all with pen or stylus in hand!

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: Internationally-known teacher and conference speaker Tanny McGregor brings over 30 years of professional experience to her popular sessions. Her workshops are known for their creative and engaging style. Originally an elementary school teacher, Tanny has served as a literacy coach, gifted intervention specialist, and K-12 staff developer. She is the author of three books, Comprehension Connections: Bridges to Strategic Reading (Heinemann, 2007), Genre Connections: Lessons to Launch Literary and Nonfiction Texts (Heinemann, 2013), and her newest release, Ink & Ideas: Sketchnotes for Engagement, Comprehension, and Thinking (Heinemann, 2019). Tanny was also a contributor to the seminal work, Comprehension Going Forward: Where We Are/What’s Next (Heinemann, 2011). She and her husband Miles have four daughters and four grandsons. Follow her on Twitter @TannyMcG.

SECOND PRESENTATION:

Everyday Visual Literacy: Viewing, Noticing, and Thinking Across Grade Levels and Subject Areas

Thurs.: 2:30 pm – 3:45pm • Birchwood (max. 220)
Fri.: 12:45 pm – 2:00 pm • Birchwood (max. 220)

DESCRIPTION: Across the day, there are opportunities to explore visual literacy to deepen student thinking. Each invitation to view and notice gives us a reason to decelerate, taking a fresh look at the world and ourselves. In this session, we’ll uncover practical approaches to weave visual literacy into everyday instruction. We’ll use images to build background knowledge, to expand vocabulary, and to help apply comprehension strategies...with the ultimate goal of deeper thinking for all.

INTENDED FOR: Primary/Junior

Heather Myrvold

Thursday & Friday

More Than A Reading Level – Building Students’ Reading History One Book At A Time

Thurs.: 10:45 am – 12:00 noon • Kenora (max. 50)
Fri.: 12:45 pm – 2:00 pm • Cedar (max. 65)

DESCRIPTION: How do we move beyond reading levels to ensure that students have access to compelling texts to build a love of reading? This session will support teachers in building a reader’s workshop using strategies that leverage student voice and choice which are essential to building an engaged reader using the Inclusive Design approach. You will leave with a toolkit of resources to create, inspire and sustain life long readers.
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.: 2:30 pm – 3:45 pm • Civic (max. 430)
Fri.: 2:30 pm – 3:45 pm • Civic (max. 430)

DESCRIPTION: ADHD insight, delving into why the inattentive mind wanders (and to where) is followed by 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 demonstration. Strategies to hold attention as well as to help them learn to love reading are explained with Jeff’s 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.

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: Boston’s Jeff Nathan is a multi-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. Jeff also founded Children’s Literacy Innovations, a non-profit empowering children to love reading and learning through innovations in education and literature.

His books include the Ben-Franklin-Award-winning Sherlock and Me personalized mystery series (Active Literature), There’s a Bear in My Shoe, (Chucklebooks Publishing), and Which Monster Are You? (Active Literature) and some of his humorous poems appear in anthologies like Oh My Darling, Porcupine (Meadowbrook Press) and I Hope I Don’t Strike Out (Meadowbrook Press).

Roman Nowak

Thursday & Friday

Au delà de la lecture (Beyond Reading)

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

DESCRIPTION: L’apprentissage traditionnel de la lecture mise sur la compréhension de mots et le sens des phrases. Transformons notre vision à une vision d’impact communautaire et mondiale. Avec des choix spécifiques, divers et culturels, redonnons non seulement le goût de la lecture aux élèves, mais tissons aussi des liens à des actions concrètes. Découvrons les possibilités créatives avec la lecture en groupe et la lecture individuelle. Explorons des activités pédagogiques qui pousseront la pensée critique, le développement de l’empathie et une collaboration mondiale. Redonnons un sens humain et social à la lecture en démontrant aux élèves que ce qu’ils vivent en salle de classe aura un impact dans leur communauté. Bâtissons notre banque de stratégies grâce à des enseignants et enseignantes de partout qui vivent des expériences inoubliables avec leurs élèves.

INTENDED FOR: French/Primary & Junior

SPEAKER PROFILE: Roman has been an educator for 15 years. Teacher, keynote speaker, collaborator, agent of transformation and father he strives to find ways to increase student engagement, to create a love for learning and a love for reading. Helping transform education by leading with hope and kindness, Roman has shared his message and experience at various conferences and summits in Canada and the USA, including Google summits, iPad summits, Rocky Mountain symposiums and Tomorrow’s Classrooms Today. Having experience as an Education Officer with the Ministry of Education, Department Head and experience at both elementary and secondary levels, Roman loves working with educators to transform and push pedagogy to increase learning and achievement for all students. Currently, Roman is a High School English teacher and a newly appointed Department Head for Social Sciences, Arts and International Languages.

SECOND PRESENTATION:

Au delà de la lecture (Beyond Reading)

Fri.: 2:30 pm – 3:45 pm • Linden (max. 60)

DESCRIPTION: L’enseignement de lecture au secondaire visent traditionnellement la compréhension de l’intrigue, des personnages, de la structure et l’exploration de thèmes. Découvrons comment nous pouvons transformer notre vision en partageant le goût pour la lecture et en lui donnant un sens. À partir des choix de lectures, de l’exploration de thèmes et des activités d’approfondissement, bâtissons une nouvelle compréhension de l’étude du roman ou de la lecture. Engageons nos élèves dans un processus qui visent à
The King School Kids
Make Reading Fun!

Featuring the King School Kids
Engaging Leveled Books for Grades K–2

TOWNSEND PRESS • www.townsendpress.com • 888-752-6410
Kaila O’Callaghan

Thursday & Friday

Leap into Language Experience!

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

DESCRIPTION: This workshop is about using the Language Experience Approach as a way to meet the literacy needs of English Language Learners in intermediate and secondary ELD (English Literacy Development) programs. The approach, which focuses on linking oracy to reading and writing skills is a powerful way to create culturally relevant teaching environments that support foundational literacy skills and is a promising practice for students who are learning English as an additional language and have significant gaps in their education. The workshop shares the research behind this approach and the model developed by a team of teachers for implementing it in classrooms. Participants will get to learn from our successes and failures and have access to resources our team has found and created. Teachers of primary literacy classes would also find this approach helpful for their contexts.

INTENDED FOR: Intermediate/Senior (ELL)

SPEAKER PROFILE: Kaila O’Callaghan has been a classroom teacher for 20 years. Her passion for learning and languages has brought her all around the world. She started her career teaching ELLs in Barranquilla, Colombia before moving on to work with struggling adolescent readers and writers in a vocational school setting. During that time she trained as a language trainer throughout the United States and shared her learning at vocational school conferences and through work with Ontario’s Trillium Demonstration School. She also recently completed a MA in Applied Linguistics at University College Cork, Ireland, her dissertation focusing on striving adolescent readers. She served as the Secondary Literacy Lead for the Algoma District School Board for several years and is currently the Special Assignment Teacher of ELLs for the ADSB. She has presented her work at a number of conferences including OTR, Reading for the Love of It, and Celebrating Linguistic Diversity where she most recently sat on a Ministry of Education Panel on shared and multi-level leadership. She is also a member of the ADSB e-learning team that won the 2016 Ken Spencer Award for Innovation in Teaching and Learning for their work transforming online learning spaces. She has been awarded two Teacher Learning and Leadership Program (TLLP) grants to support her work in literacy and language research. She is particularly excited about the opportunity to share this latest project on the Language Experience Approach with a wider audience.

Ellin Oliver Keene

Thursday & Friday

Engaging for Deep Understanding: Exploring the Natural and Social World

 Thurs.: 10:45 am – 12:00 noon • Dominion South (max. 180)
 Fri.: 9:00 am – 10:15 am • Dominion South (max. 180)

DESCRIPTION: Engagement, deep understanding, and spoken interactions are at the heart of learning. We all hope our students understand deeply enough that they can retain and reapply what they have learned, yet too many students only gain a fleeting knowledge of content area content and are unable to reapply it in new learning situations later. We'll talk about the kind of deep engagement and comprehension instruction it takes to help students retain and reapply what they learn and explore; what deep understanding of the natural and social world really is, and, how we can recognize it in the classroom.

INTENDED FOR: Primary 1-3

SPEAKER PROFILE: Ellin Oliver Keene has been a classroom teacher, staff developer, non-profit director and adjunct professor of reading and writing. For sixteen years she directed staff development initiatives at the Denver-based Public Education & Business Coalition. She served as Deputy Director and Director of Literacy and Staff Development for the Cornerstone Project at the University of Pennsylvania for 4 years. Ellin works with schools and districts throughout the country and abroad. Her emphasis is long-term, school-based professional development and strategic planning for literacy learning. She serves as senior advisor at Heinemann, overseeing the Heinemann Fellows initiative and is the editor of the Heinemann Catalogue/Journal.

Ellin is currently at work on Literacy Studio focused on an up-to-date conceptualization of Readers/ Writers' workshop. She is the author of Engaging Children: Igniting the Drive for Deeper Learning (2018), is co-editor and co-author of The Teacher You Want to Be: Essays about Children, Learning, and Teaching (Heinemann, 2015); co-editor of the Not This, but That series (Heinemann, 2013 – 2015); author of Talk About Understanding: Rethinking Classroom Talk to Enhance Understanding (Heinemann, 2012), To Understand: New Horizons in Reading Comprehension (Heinemann, 2008), co-author of Comprehension Going Forward (Heinemann, 2011), co-author of Mosaic of Thought: The Power of Comprehension Strategy Instruction, 2nd edition (Heinemann, 2007, 1st edition, 1997) and author of...
Engagement and Understanding: Up to the Moment Insight into Comprehension Teaching and Learning

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

DESCRIPTION: What’s new in the comprehension world? What is the role of comprehension strategy instruction in children’s literacy and content area learning? How can teachers orient their instruction for deeper and more permanent learning? In this session, participants will explore their own comprehension and will engage in discussion about the most up-to-date teaching tactics for comprehension learning.

INTENDED FOR: Primary 1-3

Gabriela Papaz

Thursday & Friday

Why don’t you speak up? Activities and Strategies for English Language Learners

Thurs.: 2:30 pm – 3:45 pm • VIP Room (max. 50)
Fri.: 10:45 am – 12:00 noon • Pine East & West (max. 80)

DESCRIPTION: Have you ever had English Language Learners who are afraid to speak or participate in your class? Do you wonder how you could better support many English Language Learners in your classes? I have some answers to these questions. I will share with you some of the latest activities and strategies that I have tested across several subject areas in my school. They may work in your classes too. This interactive session will allow you to explore the importance and joy of movement, communication, and critical thinking opportunities in day-to-day learning. My emphasis will be on making classes more interactive and having students more involved, particularly English Language Learners.

INTENDED FOR: Intermediate/Senior (ELL)

SPEAKER PROFILE: Gabriela Papaz is an experienced teacher, currently teaching at Glebe Collegiate Institute in Ottawa, Ontario. She taught for more than 30 years in Canada and overseas.

She has extensive experience in teaching English Language Learners, including eight years at the largest international school in Canada, Columbia International College. Since 1999, she has been working extensively with English Language Learners.

Gabriela is an English Language Learner herself. She tremendously enjoys teaching ELLs and learning from them and with them. She participated in many multidisciplinary lesson studies. Recently, she was part of a Teacher Learning and Leadership Program (TLLP), that further broadened her teaching experience with English Language Learners.

Todd Parr

Thursday Only – Luncheon Keynote – Ticketed Event

It’s Okay to be Different

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

DESCRIPTION: It’s Okay to be Different, with author Todd Parr is a celebration of the diversity in the human race. A feel-good inspiring session on the importance of reading to children, this keynote will also focus on Todd’s efforts in supporting different reading organizations around the world. Todd also shares his journey from a struggling reader as a child to becoming an author and illustrator of over 50 children’s books.

INTENDED FOR: General

SPEAKER PROFILE: Todd Parr is the author and illustrator of more than 50 books for children including the New York Times bestselling The I Love You Book, The Earth Book, and The Thankful Book. His books have received numerous awards and are available in over eighteen languages throughout the world. He is the co-creator of the popular Daytime Emmy® nominated television show, ToddWorld, as well as short films for Sesame Street. Todd is also working on a new show based on his books, produced by Spider Eye in the UK. In a review of his 2019 release, The Kindness Book, The School Library Journal states “Parr encourages consideration of all people and creatures great and small.” Kindness and empathy remain at the forefront of Todd’s books and in his collaborations with SF-MARIN Food Bank, Stouffer’s, People Magazine and several companies working towards helping people, animals, and promoting literacy. In 2020 the Mermaid Theater of Nova Scotia will be launching a staged adaptation of Todd’s books in a production titled It’s Ok to Be Different – Stories by Todd Parr. Todd lives in Berkeley, California with his three adopted pit bulls.

Ken Pettigrew & Justin Hui

Thursday & Friday

(MATH)ing for the Love Of It!

Thurs.: 2:30 pm – 3:45 pm • Chestnut East & West (max. 150)
Fri.: 12:45 pm – 2:00 pm • Chestnut East & West (max. 150)

DESCRIPTION: Just as we want our students to be reading, for the love of it, we want them to be mathing for the love of it, too. Yes, that’s right. You heard us correctly – mathing! Just like reading, math is an active and lively practice – it is not an event. Similar to reading, math is a dynamic and engaging process
of meaning-making. So, mathing just seems to be the best way to describe what is going on in the mind of the learner. As teachers and leaders, we can draw upon all that we know about effective reading instruction, and bring that into the mathing classroom. In this session, participants will go on a journey through the pages of some of their favourite picture books to uncover ways in which to bring mathematical ideas alive for their students. We will engage participants in rich and meaningful mathing conversations and highly interactive tasks that will explicitly link the concepts on the page to the relevance and beauty of mathematics in students’ lives. We will explore opportunities for asking deep and meaningful questions that inspire, build, and extend mathematical learning for teachers and students alike. Picture books serve as an anchor for learners and provide a pathway for exploration and discovery. The story may be the hook, but the mathematics will be the payoff. Join us on this journey, for the love of mathing!

INTENDED FOR: Primary 1-3

SPEAKER PROFILES: Justin Hui is a Curriculum Consultant for Mathematics and the New Teacher Induction Program in the York Region District School Board. He has taught in the primary, junior, and intermediate divisions and has served as both a Special Education Resource Teacher and a teacher of English Language Learners. He is currently completing his studies towards a Master of Education degree with a specialization in Urban Education and Literacy. Justin has presented at the Ontario Association of Mathematics Educators Conference (OAME), the Ontario Principals’ Council (OPC) Principal Qualification Program, the Quest for Student Well-Being Conference, and the EdTech Conference, which included an Ignite Talk as part of the launch of the conference. In collaboration, Justin and Ken Pettigrew have designed and delivered Additional Qualification courses in Mathematics and have facilitated learning for students in the Master of Teaching program at OISE/UT. Justin has been an instructor at the Great Beginnings conference and has represented Ontario at the Teachers Institute on Canadian Parliamentary Democracy in Ottawa.

Ken Pettigrew is a Principal in the Curriculum and Instructional Services department of the York Region District School Board with responsibilities for leading mathematics learning across the system. He has experience teaching in the primary, junior, and intermediate divisions, and has served as a Literacy Consultant and elementary school administrator. Ken is currently working on his doctoral thesis in Education Policy and Leadership.

Ken has presented at the Ontario Association of Mathematics Educators Conference (OAME), the uLearn Conference, the Canadian Association of Principals, and the Association for Supervision and Curriculum Development. Ken has been a contributing author to a variety of resources, including David Booth’s It’s Critical, the Ontario Ministry of Education’s Guide to Effective Literacy Instruction: Media Literacy, Addressing Media Violence, First Steps Revised Edition, and BOLDPRINTS: What’s the Message?

Ken and Justin have co-authored a number of articles, including Giving Problem Solving a Helping Hand, which was published in the December/January 2018 edition of The Reading Teacher, “It All Begins With Asking Why”, which was published in the July/August 2019 edition of The Reading Teacher, and The Treasure Chests: Exploring Relationships Between Fractions, Decimals and Percents in the October 2019 edition of the OAME Gazette.

Andrée Poulin

Thursday & Friday

Comment les histoires vraies sont transformées en fiction

Thurs.: 2:30 pm – 3:45 pm • Kent (max. 50)

DESCRIPTION: Autrefois journaliste, l’auteure Andrée Poulin s’inspire de l’actualité pour écrire ses livres, que soit pour aborder le travail des enfants dans Pablo trouve un trésor, les réfugiés dans Y’a pas de place chez nous ou les déversements de pétrole dans Manchots au chaud. Elle présentera dans cet atelier son processus de création tout en offrant aux enseignants une foule de trucs d’écriture qu’ils pourront transmettre à leurs élèves. Parmi les thèmes abordés : diverses façons de trouver des idées, la recherche avant l’écriture, l’importance d’intégrer de l’émotion dans un texte, comment réviser un texte sans se décourager, etc.

INTENDED FOR: French/Primary & Junior

SPEAKER PROFILE: Andrée Poulin a publié une cinquantaine de livres pour les jeunes de 4 à 14 ans. Ses albums et romans lui ont valu plusieurs distinctions et prix littéraires, dont le prestigieux prix TD de littérature jeunesse. Animatrice d’ateliers dans les écoles depuis plus de 10 ans, elle a publié pour les enseignants, aux éditions Chenelière un manuel didactique intitulé L’album jeunesse, un trésor à exploiter.

SECOND PRESENTATION:

Maximiser le potentiel pédagogique de la lecture à voix haute (en deux parties)

Fri.: 9:00 am – 10:15 am • Kent (max. 50) – Partie 1
Fri.: 10:45 am – 12:00 noon • Kent (max. 50) – Partie 2

DESCRIPTION: La lecture à voix haute est un outil puissant pour renforcer la lecture, l’écriture et la communication orale. Cet atelier offre des activités clé en main pour permettre aux enseignants d’exploiter le potentiel pédagogique de la lecture à voix haute à tous les cycles du primaire. Les thèmes suivants seront abordés : 12 bénéfices de la lecture à voix...
Spark Reading ignites literacy learning with exceptional books, personalization tools, and teaching/learning supports.

Visit the Pearson booth to learn more. Sign up to receive updates and exclusive offers at www.pearsoncanada.ca/spark

The library for kids with their heads in the cloud

**Triple-A Access**
- Anytime
- Anywhere
- Any computer or tablet

**Bountiful Choice**
- 700+ levelled books
- Canadian content
- Indigenous perspectives

**Next-Level Engagement**
- Curated for Canadian schools
- Titles from popular series such as Sails Literacy, Turtle Island Voices, TIME for Kids, and Robert Munsch Classics

**Personalized Support**
- Audio recordings
- Sentence highlighting
- Interactive activities with a reading comprehension focus
- Full suite of analytic tools to monitor and respond to student progress

www.Pearsoncanada.ca/Spark
haute. Différents types de lecture à voix haute. Quoi faire avant, pendant et après la lecture à voix haute. Activités de prolongement pour mieux exploiter le potentiel multidisciplinaire de la lecture à voix haute. Les bénéfices de la relecture et différents types de relecture. Comment choisir les livres qui se lisent bien à voix haute en classe.

INTENDED FOR: French/K-6

Barbara Reid

Thursday & Friday

Picture a Story – in Plasticine!

Thurs.: 2:30 pm – 3:45 pm • Maple East & West (max. 90)
Fri.: 2:30 pm – 3:45 pm • City Hall (max. 100)

DESCRIPTION: Plasticine modelling clay is a fun, no fail medium for expression. The playful process of building a clay picture sparks imagination, exploration, collaboration, conversation and storytelling through visual narrative. In this session Barbara will share simple techniques and tips to help artists of every age and ability to “picture a story” with plasticine. Examples of awesome student artwork, Barbara’s video tutorials, as well as the creative process behind some of her bestselling books will be featured. Come and be inspired!

INTENDED FOR: Primary/Junior

SPEAKER PROFILE: Barbara Reid has been playing with plasticine professionally for more than 30 years and has created over 25 award winning picture books, including The Subway Mouse, Perfect Snow, and Sing a Song of Bedtime. Awards include the Governor General’s Award and the Ruth and Sylvia Schwartz Award. Her book Picture a Tree was named an OLA Best Bet and a USBBY Outstanding International Book. Most recently, her book Picture the Sky was a TD Children’s Literature Award Finalist and winner of the TD Children’s Literature Fan Choice Award. Watch It Grow is her newest book. When not playing with plasticine, Barbara enjoys meeting young artists, writers and readers in classrooms across Canada. Learn more about Barbara’s books and find video clay tutorials at www.barbarareid.ca

Pernille Ripp

Friday Only

Passionate Readers – How to Engage and Empower Your Readers

Fri.: 9:00 am – 10:15 am • Grand Centre (max. 400)

DESCRIPTION: With many adults reporting that they have not read a book in the last 12 months, we are facing a mounting reading crisis. So what can we, as the educators who teach this future generation of readers, do to create more engaging reading experiences? In this session, based on the book Passionate Readers: The Art of Reaching and Engaging Every Child, 7th-grade teacher Pernille Ripp will help you re-discover the keys of creating a community of readers, no matter the constricts facing your time. Focusing on teacher reading identity, classroom environment and library, as well as student reading identity, this is a session sure to inspire. From re-thinking major literacy decisions to all of the small decisions we make daily; this is meant to be a practical session that will offer up ideas to be implemented the very next day.

INTENDED FOR: Junior/Intermediate

SPEAKER PROFILE: Pernille Ripp (@pernilleripp) helps students discover their superpower as a former 4th and 5th, but now 7th grade English teacher in Oregon, Wisconsin. She opens up her educational practices to the world on her blog www.pernillesripp.com, and is also the creator of the Global Read Aloud Project, a global literacy initiative that has connected millions of students. She is an internationally known educational speaker and also the author of several education books, with her latest release titled Passionate Readers – The Art of Reaching and Engaging Every Child. Look for Pernille surrounded by her four amazing kids, lovely husband and with a book in her hand.

SECOND PRESENTATION:

Passionate Writers – Helping Students Become True Writers

Fri.: 12:45 pm – 2:00 pm • Grand Centre (max. 400)

DESCRIPTION: While writing continues to be a skill that all children must develop, how do we help students feel like true writers, the type of writers who feel like their work matters beyond the classroom lesson? In this session, we will discuss small tweaks and practical tips on how to help students develop their writer’s identity to see writing as something that matters to them. With this renewed investment, we can help them dig deeper in their writing explorations, to truly become passionate writers no matter their skill level.

INTENDED FOR: Junior/Intermediate

David Robertson

Thursday & Friday

This Place: 150 Years Retold

Thurs.: 12:45 pm – 2:00 pm • Maple East & West (max. 90)
Fri.: 10:45 am – 12:00 noon • Grand Centre (max. 400)

DESCRIPTION: This Place: 150 Years Retold is a landmark comic anthology that includes stories from ten Indigenous writers across Canada, each addressing a period in history over the last 150 years on the land now known as Canada. This session will include discussions around the many topics linked to this work, including own voices representation in
literature, comics as teaching tools in the classroom and in the home for children and young adults, and the importance of teaching Indigenous history, contemporary life, and how we look towards the future together in the spirit of reconciliation.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: David A. Robertson (he, him, his) is an award-winning writer. His books include *When We Were Alone* (Governor General’s Literary Award), *Will I See?* (Manuela Dias Book Design and Illustration Award), *Betty: The Helen Betty Osborne Story* (listed In The Margins), and the YA trilogy *The Reckoner* (Michael Van Rooy Award for Genre Fiction, McNally Robinson Best Book for Young People). David educates as well as entertains through his writings about Indigenous peoples in Canada, reflecting their cultures, histories, communities, as well as illuminating many contemporary issues. David is a member of Norway House Cree Nation. He lives in Winnipeg.

**Heather Ryan**

Thursday & Friday

**Picture Books as Sparks for Playful Learning**

**Thurs.:** 10:45 am – 12:00 noon • City Hall (max. 100)
**Fri.:** 2:30 pm – 3:45 pm • Chestnut East & West (max. 150)

**DESCRIPTION:** During this session, Heather will explore the use of picture books when planning playful invitations for learning in the primary classroom. As a window into her classroom, she will share some invitations she has used to spark learning opportunities in her young learners. She will demonstrate the use of rich read-alouds to allow children to delve deeper into all areas of the curriculum through play. A variety of materials will also be highlighted to help educators create opportunities for learning that engage children. Heather will also share how to design invitations for learning and will help participants to plan one of their own. Participants will leave the session with a comprehensive book list of the picture books Heather uses in her classroom. To connect with Heather, visit her on Twitter: @HeatherRyanTDSB

INTENDED FOR: K-2

SPEAKER PROFILE: Heather Ryan has been an educator both at a private school and with the Toronto District School Board for 16 years. Although she has taught in the primary and junior divisions, she has found her passion teaching in the early years. Her main areas of interest include culturally responsive practice, meeting the needs of English language learners, and an obsession with picture books. Heather has been a presenter at Reading for the Love of It, various TDSB workshops and at OISE and York University AQ sessions. She has also worked as a mentor teacher, hosting a demonstration classroom focused on effective practice in the early years. Following seven years in kindergarten, Heather currently teaches Grade One at Cornell Junior Public School.

**Mr. (John) Schu**

Thursday & Friday

**John Schu’s Review of Books for You and Your Readers, Too!**

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

**DESCRIPTION:** Join in a conversation with John Schu as he presents some of the best books published in 2019 and 2020. In typical John fashion, he will share book trailers, websites, activities, and interviews you can easily incorporate into book talks and programs to get everyone in your classroom library hurrying to your bookshelves to find the perfect book.

INTENDED FOR: K-6

SPEAKER PROFILE: John Schu has built a career out of advocating for the people and things he cares about: kids, books, and the libraries — and librarians! — that connect them. He was named a Library Journal Mover and Shaker for his dynamic interactions with students and his passionate adoption of new technologies as a means of connecting authors, illustrators, books, and readers. He has served on numerous American Library Association committees, including the Newbery Award selection committee; inspired a new generation of librarians as a part-time lecturer at Rutgers University; and shared his love of reading with countless educators and students as the Ambassador of School Libraries for Scholastic Book Fairs.

SECOND PRESENTATION:

**Forging Relationships in New and Known Lands: Your Role as a Reading Ambassador**

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

**DESCRIPTION:** In this fast-paced session, teacher-librarian and the Ambassador of School Libraries for Scholastic, John Schu will share top strategies and resources for becoming a reading ambassador in your own school community.

INTENDED FOR: K-6

**Christine Senior & Tara Armstrong**

Thursday & Friday

**Making the Most of Secondary Guided Reading**

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

**DESCRIPTION:** High school English teachers are increasingly being called upon to be teachers of
reading. Using guided practice allows teachers to close reading gaps while being responsive to interests and developing relationships with learners. How can reading diagnostics, paired with classroom observation, allow us to create purposeful groups to close gaps and/or provide enrichment?

This workshop will explore establishing routines for guided practice in a secondary classroom, developing guided reading lessons, and interpreting assessment data to monitor progress.

**INTENDED FOR:** Intermediate/Senior

**SPEAKER PROFILES:** Christine Senior is the English / Literacy Facilitator (7 – 12) at the Durham District School Board. With over 15 years teaching experience, she has held a variety of roles, including department head of English, at two secondary schools. Christine has written several system curriculum resources, with a focus on incorporating reading strategies for struggling adolescent and adult learners.

Tara Armstrong is the Instructional Literacy Coach (7 – 12) at the Durham District School Board. With over 17 years of teaching experience in middle school, she has worked frequently with priority schools. Tara’s recent focus has been facilitating book clubs featuring equity and diversity selections for middle and high school classrooms. She presents extensively on comprehensive literacy strategies and reading intervention tools for struggling adolescents.

**SECOND PRESENTATION:**

**When Secondary Students Cannot Read**

**Fri.:** 2:30 pm – 3:45 pm • Wentworth (max. 50)

**DESCRIPTION:** Literacy learning continues throughout a student’s school career. Adolescents with profound learning disabilities and/or mild intellectual disabilities need additional support throughout the high school years for their academic programming, regardless of whether they are working towards credits.

Seldom in education do we conduct an inquiry where the outcome is completely unknown. When we were asked to build capacity with secondary special education teachers in self-contained classrooms, our curiosity was piqued. Our teaching experience is with mainstream students (7 – 12), but that literacy expertise was critical to assist teachers in developing reading intervention lessons for students reading significantly below their peers.

This workshop will explore the twists and turns of the inquiry process which seeks to explore the premise: if we use age-respectful reading material, with reading interventions to meet the significant gaps in our adolescent emerging readers, students should begin to show some improvement in decoding, fluency, and comprehension.

**INTENDED FOR:** Intermediate/Senior

---

**Shama Sher & Harmeet Jha**

**Thursday & Friday**

**Make it, Share it, Show it!**

**Thurs.:** 2:30 pm – 3:45 pm • Pine East & West (max. 80)

**Fri.:** 2:30 pm – 3:45 pm • Pine East & West (max. 80)

**DESCRIPTION:** STEAM (Science, Technology, Engineering, the Arts and Mathematics), is a transdisciplinary approach that incorporates a wide variety of knowledge and skills to problem solve. One of the main goals of STEAM is to prepare students to solve authentic problems through innovation, creativity, critical thinking, effective communication and collaboration. Join us for a hands-on workshop to explore strategies to elicit and assess authentic language and build learning skills by using STEAM as a vehicle for learning in the 21st Century.

**INTENDED FOR:** Primary 1-3

**SPEAKER PROFILES:** Having been with TDSB for over 20 years, Shama brings a vast international experience such as working at IB international schools, lead teacher of STEAM and guest presenter at Celebrating Linguistic Diversity Conference at OISE. With the goal of preparing students for the 21st century, Shama fosters authentic learning in the classroom using the principles of STEAM.

With a strong literacy background, Harmeet has over 20 years of teaching experience and literacy leadership including Literacy Coordinator and guest presenter at Celebrating Linguistic Diversity Conference at OISE. Working with newcomers for the past seven years, she has become passionate about developing language proficiency using STEM and coding, and believes that the future lies in developing resilient problem-solvers.

---

**Greg Smedley-Warren**

**Friday Only**

**Centers Made Simple**

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

**DESCRIPTION:** Are you looking for inspiration to create your own DIY center or workstation activities? Look no further! You will learn how to elevate your center activities with every day items. Engage your students during center time with these budget friendly ideas!

**INTENDED FOR:** K-3

**SPEAKER PROFILE:** Greg Smedley-Warren has been teaching for 14 years. He spent a year teaching fifth grade, two years in second grade and is now in his 12th year teaching Kindergarten. He received his bachelor’s degree from Indiana University and received his ELL certification from David Lipscomb University. At the beginning of his career he spent two summers teaching in Ecuador which only helped to fan the
flames of his passion for teaching. He enjoys blogging, creating curriculum and resources for his classroom and conducting professional development sessions to help teachers around the world make their classrooms a more fun, effective and interactive place to teach. When he’s not in the classroom, he enjoys things ‘teaching’ and spending time with his family. Greg lives in Nashville, Tennessee with his husband (known as The Mister on his blog), his daughter Adelynn and their dog, Butters.

SECOND PRESENTATION:

**Comprehend This! Read Aloud & Reading Comprehension**  
Fri.: 10:45 am – 12:00 noon • Dominion North (max. 230)  
**DESCRIPTION**: Are you looking to ‘up’ your reading comprehension game? In this session you will discover how to take your read alouds and reading comprehension instruction to the next level using research-based, classroom proven strategies and resources. You will see how a classroom uses research projects to focus informational texts, research and writing. You will discover how to use our ‘Read It Up!’ creations to elevate your students comprehension skills! You will stock up on ideas for engaging students, meeting all their needs, and challenging time to reach for higher order thinking skills!

**INTENDED FOR**: K-3

**Pam Strong**  
Thursday & Friday  

**Queer Books and Straight Talk**  
Thurs.: 2:30 pm – 3:45 pm • Kenora (max. 50)  
**DESCRIPTION**: Are you looking for supports and resources to begin or expand your 2SLGBTQ+ instructional practices? From beginner to experienced, this workshop will empower you to infuse your classroom with conversation, and learning that includes and celebrates 2SLGBTQ+ people, families and their realities. Join us as we explore pages of picture books and novels that share stories of diverse families, sexualities, gender identities, expressions and love – challenging the ways in which the world teaches about identity, difference and inclusion.

**INTENDED FOR**: General

---

**Math Place** is a comprehensive math resource for Grades 1-3 that supports balanced instruction with shared, guided, and independent problem solving. Embedded professional learning in every kit with curriculum-aligned lessons, math talks, and student assessment. Number Sense Grade 1 unit available now! More units coming in 2020!
SPEAKER PROFILE: Pam Strong has extensive experience supporting 2SLGBTQ+ Inclusion in schools from Kindergarten to Grade 12. As an Equity Resource Teacher for the Peel District School Board, Pam works with educators, students, family and community members to build human literacy skills that support meaningful inclusion of Queer and Trans identities into curriculum, and school culture. Pam believes in empowering teachers with knowledge and resources to disrupt the single story in classrooms of all ages, and to build bridges to safe, supportive and engaging spaces, where students can make meaningful connections to themselves and others.

SECOND PRESENTATION:

Beyond The Binary: Celebrating Gender Diversity Through Text

Fri.: 2:30 pm – 3:45 pm • VIP Room (max. 50)

DESCRIPTION: Have you ever read a story where the gender of the main character is never revealed? What are some of the many ways that we gender students and unintentionally reinforce gender stereotypes and cis-normativity in our classrooms? Gender identity and expression is a topic that is relevant to every student, and to ourselves – we all have them! Join us to expand your understanding of gender, and to explore picture books and novels that challenge the binary, cisgendered, socially constructed single story of gender identity and expression. Our students need these books and so do we!

INTENDED FOR: General

Larry Swartz

Thursday & Friday

TEACHING TOUGH TOPICS

Thurs.: 2:30 pm – 3:45 pm • Cedar (max. 65)
Fri.: 12:45 pm – 2:00 pm • Simcoe Dufferin (max. 100)

DESCRIPTION: This practical session will have teachers work towards an answer to the question: “How do I use children’s literature to build a deeper understanding of social justice, equity and diversity?” Larry will highlight recent picture book, novel and poetry selections that can be used in the classroom to address a range of topics that can be considered the ‘tough stuff’ to teach (e.g., racism, homophobia, bullying, the refugee experience, poverty). Handout provided.

INTENDED FOR: Junior

SPEAKER PROFILE: Larry Swartz is currently a literacy and drama instructor at the Ontario Institute for Studies in Education. He has written a number of resources for teachers including Dramathemes (4th edition); Creating Caring Classrooms (with Kathy Gould Lundy); Take Me To Your Readers and Word By Word. His newest publication is entitled Teaching Tough Topics which is a children’s literature approach to deepen students’ understanding of social justice, equity and diversity. RFTLOI is a touchstone for Larry and he is grateful to share his enthusiasm (and book suggestions) with teachers each year. His website larryswartz.ca also offers a monthly outline of books that Dr. Larry Recommends.

Kevin Sylvester

Thursday & Friday

Funny Magic Tricks!

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

DESCRIPTION: Okay, not REAL magic tricks... but techniques and shortcuts that can help kids write better stories and draw better pictures. These simple tricks (bending stick figures, thinking in shapes and drawing both), will give kids the confidence to tell their own stories in their own voice.

INTENDED FOR: Junior

SPEAKER PROFILE: Kevin Sylvester is the author and illustrator of more than thirty best-selling books, including Gargantua Jr: Defender of Earth, the MINRs trilogy, The Neil Flambé Capers, Follow Your Stuff, Basketballogy, and Mucus Mayhem. He’s also a frequent keynote speaker at schools and libraries. He uses humour and art to trick kids (and adults) into learning, and he’ll share his tricks and techniques.

SECOND PRESENTATION:

Bravery and Courage (not the ones you think)

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

DESCRIPTION: Our culture is saturated with images of “bravery and courage”, but those images are more hurtful to kids than helpful (think... superheroes or action movies). Kevin will talk about how his work attempts to flip those conceptions around to let kids know mistakes aren’t just possible, but are necessary. This ties into the growth mindset approach to education.

INTENDED FOR: Junior/Intermediate/Senior

Kevin Sylvester, Ted Staunton, Lesley Livingston & Richard Scrimger

Friday Only

Writing Collaboratively (with jokes!)

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

DESCRIPTION: The Almost Epic Squad series (Scholastic Canada) is a collaboration from four of Canada’s silliest and most successful kid lit authors; Ted
Staunton, Richard Scrimger, Kevin Sylvester and Lesley Livingston. They’ll share stories about how they were able to write four separate stories that also interweave with each other. (Spoiler alert: this will include lessons you can use for collaborative exercises with your kids). The series is intended for readers in grades 3-6 (Mucus Mayhem was nominated for the 2019 Silver Birch Fiction award) but the lessons are applicable to almost any age group.

**INTENDED FOR:** Junior

**SPEAKER PROFILES:** Kevin Sylvester is the author and illustrator of more than thirty best-selling books, including Gargantua Jr: Defender of Earth, the MINRs trilogy, The Neil Flambé Capers, Follow Your Stuff, Basketballogy, and Mucus Mayhem. He’s also a frequent keynote speaker at schools and libraries. He uses humour and art to tricks kids (and adults) into learning stuff, and he’ll share his tricks and techniques.

Ted Staunton has written over forty books for children and young adults and has performed and led workshops all over the place. He tries not to take himself seriously, especially when talking about humor.

Lesley Livingston is an award-winning author of teen and middle-grade fiction with more than fifteen books to her name. Before becoming an author, Lesley was a principal performer in a Shakespearean Theatre Company. It was there she received much of her training as a humorist and she will argue to this day that Romeo and Juliet is actually a hilarious comedy, the plot of which hinges entirely on the farcically inadequate medieval Italian postal system.

Richard Scrimger has written more than 20 books for children and adults, some of which have done quite well. He teaches a bit and talks a lot. Recent novels feature an upside-down world, the back of Laura Secord’s cow, and a superpower that makes our hero – briefly and disastrously – irresistible. Confusion is Richard’s natural state. Just ask his children. He has four of them – no, wait, they have him.
Tanya Talaga
Thursday Only – Opening Keynote

All Our Relations: Finding the Path Forward
Thurs.: 8:30 am – 10:00 am • Grand Centre & West (max. 1200)

DESCRIPTION: Stemming from her award-winning book Seven Fallen Feathers, the story of seven Indigenous high school students who mysteriously died in Thunder Bay, Tanya Talaga creates an intimate experience for her audiences. She imparts audiences with in-depth knowledge on Indigenous culture and history, while leaving them empowered through a hopeful message that we can learn from our past and set forward on a new path for our nation based on inclusivity and equity.

INTENDED FOR: General

SPEAKER PROFILE: An award-winning journalist and author, and the first Indigenous woman to deliver the CBC Massey Lectures, Tanya Talaga is an acclaimed storyteller. She is the bestselling author of two books All Our Relations: Finding the Path Forward and Seven Fallen Feathers.

Her book Seven Fallen Feathers, a national bestseller that introduced us to seven Indigenous high school students who mysteriously died in Thunder Bay, won the 2018 RBC Taylor Prize. In addition to the RBC Taylor Prize, Seven Fallen Feathers also won the Shaughnessy Cohen Prize for Political Writing, and the First Nation Communities Read: Young Adult/Adult Award. It was also a finalist for the Hilary Weston Writers’ Trust Nonfiction Prize and the BC National Award for Nonfiction, and was named CBC’s Nonfiction Book of the Year and a Globe and Mail Top 100 Book.

Tanya is of Polish and Indigenous descent. Her great-grandmother was a residential school survivor and her great-grandfather was an Ojibwe trapper and labourer. For the past 20 years, Tanya has worked as a journalist, and is now a columnist for The Toronto Star. She has been nominated five times for the Michener Award in public service journalism. From 2017-2018, Tanya was the Atkinson Fellow in Public Policy through The Canadian Journalism Foundation. In addition to the CBC Massey Lectures — a renowned lecture series that travels to cities across Canada — Tanya has also spoken to diverse audiences ranging from university students and school children to corporate and non-profit organizations.

In her powerful keynote, Tanya will share Indigenous stories from across Canada and the world, humanizing the legacy of residential schools and colonization while sharing her hope for a more inclusive and equitable future.

Sarah Tercer Fernandes & Anthonia Ikemeh
Thursday & Friday

A Day In Kindergarten
Thurs.: 12:45 pm – 2:00 pm • City Hall (max. 100)
Fri.: 9:00 am – 10:15 am • City Hall (max. 100)

DESCRIPTION: New to Kindergarten? Stuck for ideas? Come and discuss and explore a day in Kindergarten. This presentation will highlight literacy centres that can be re-created and easily implemented into your very own classroom. We will discuss the importance of play-based learning and inquiry, as well as share some valuable resources and strategies that have been useful in our classroom, using videos and photographs.

INTENDED FOR: JK/SK

SPEAKER PROFILES: Sarah has been teaching for 16 years with the TCDSB. She has spent the majority of those years in primary grades and is entering her 6th year in full day kindergarten. She is dedicated to promoting literacy and math in all areas of the classroom and strives to create an environment which promotes children's independence and well-being. Sarah sees herself as a life-long learner and is always willing to try new things. She has taken on many leadership roles within the school and is dedicated to the overall success of her students.

Anthonia studies early childhood education and has been working with the TCDSB since 2014. She also has an education in professional theater from Dawson College in Montreal. Anthonia has been teaching with Sarah for the past 6 years and is currently in her final year of study for her B.A. in Child Development. She aspires to pursue her B.Ed. Anthonia prides herself on engaging children through authentic experience that help capture their imagination and creativity. She is very dedicated to her students and has taken on an active role in activities outside the class, especially art related experiences.

Tracey Tinley
Thursday & Friday

Find Your Poet’s Eye
Thurs.: 12:45 pm – 2:00 pm • Pine East & West (max. 80)
Fri.: 10:45 am – 12:00 noon • City Hall (max. 100)

DESCRIPTION: Immerse your students in the authentic and creative experience of being a writer! Inspired by Lucy Calkin's Units of Study, this poetry unit is an ideal way to build and strengthen your classroom community, and get your students thinking and acting like writers.

Through the unit students will:
• generate ideas using vivid and/or figurative language to add interest
• identify elements of their writing that need improvement, using feedback from the teacher and peers
• make revisions to improve the content, clarity, and interest of their written work
• produce revised, draft pieces of writing to meet identified criteria

Every step of the process will be clearly explained along with student exemplars and troubleshooting tips. Classroom strategies for assessment and facilitating teacher/peer feedback will be highlighted throughout the session. Practical ideas for culminating tasks, classroom organization and sample report card comments will also be shared. You’ll walk away ready and eager to teach this unique unit the very next day!

INTENDED FOR: Junior

SPEAKER PROFILE: Tracey Tinley is an experienced teacher and presenter. With over twenty years under her belt, she has had experience with all the grades from K-8 in both her personal classroom practice, and in her role as an instructional coach. In 2015, she received the Prime Minister’s Award for Teaching Excellence. Her teaching has also been recognized in the Ontario College of Teachers’ publication Professionally Speaking as part of their Great Teaching series. Tracey has worked as lead writer, and project manager, with The Critical Thinking Consortium (TC2). Her writing and teaching reflections have also been published in Educational Leadership magazine (ASCD). Tracey continues to teach, laugh and learn alongside her grade 4 & 5 students and colleagues in Ottawa, Ontario (Canada).

Deb Watters & Joan Reimer
Thursday & Friday

What’s Lies at the Heart of Inquiry? Inquiry Based Learning in Kindergarten

Thurs.: 12:45 pm – 2:00 pm • Linden (max. 60)
Fri.: 10:45 am – 12:00 noon • VIP Room (max. 50)

DESCRIPTION: Have you ever wondered…. How can we support inquiry dispositions in Kindergarten? What is the relationship between play and inquiry? How can I nurture wonder in my classroom? How does inquiry fit into the flow of the Kindergarten day? How do I “uncover” curriculum expectations through inquiry? These are some of the questions that will be explored in this session on Inquiry Based Learning. Using authentic classroom experiences and educator and student voices, we will look at what lies at the heart of inquiry in Kindergarten and reflect on our role as co-learners. This includes ideas to foster the development of an inquiry stance, creating experiences and environments that provoke wonder and curiosity and how to negotiate curriculum so that inquiry learning and Kindergarten
expectations are complimentary. Deb and Joan will be drawing from their recent book THINQ KINDERGARTEN – Inquiry-Based Learning in the Kindergarten Classroom, which supports and celebrates the journey of educators and learners through Inquiry Based Learning.

INTENDED FOR: JK/SK

SPEAKER PROFILES: Deb Watters has been working in education for 30 years. She is currently a Program Coordinator with the Wellington Catholic District School Board where she wears many hats. She supports new and experienced classroom educators with a particular focus in Collaborative Inquiries, K-8 Literacy, Math, English Language Learners and her passion; Early Learning and Kindergarten. Deb has taught AQ Kindergarten courses for OECTA, facilitated OECTA Summer Institutes and presented at a variety of workshops and conferences throughout Ontario. She has written and revised curriculum materials for both her board and OECTA. She recently co-authored THINQ KINDERGARTEN-Inquiry Based Learning in the Kindergarten Classroom with Joan Reimer, which is based on her work with Kindergarten educators in Ontario, and the ongoing implementation of Full Day Kindergarten and Inquiry and Play-Based Learning in Ontario. She also co-authored, with her sons, the children’s book, Where’s Mom’s Hair-A Family’s Journey through Cancer.

Joan Reimer is a recently retired educator who began her career as a Kindergarten teacher in Ontario. Her most recent role was Education Officer at the Ontario Ministry of Education. During her career she taught from kindergarten to grade 12 and was an administrator in both the elementary and secondary panels. She also taught courses and supervised student teachers at Brandon University and Arctic College. Joan has written curriculum materials, prepared courses for principals, and collaborated on ministry documents. Most of her career was in Ontario but she also taught in Manitoba, the Northwest Territories and Malawi, Africa. She co-authored THINQ KINDERGARTEN-Inquiry Based Learning in the Kindergarten Classroom, with Deb Watters.

Brian Weishar
Thursday & Friday

The Whole Story: Reading, Media and the Shaping of “Truth”

Thurs.: 2:30 pm – 3:45 pm • City Hall (max. 100)
Fri.: 12:45 pm – 2:00 pm • City Hall (max. 100)

DESCRIPTION: In this interactive workshop, participants will explore a media story through multiple sources, and along the way use instructional strategies that help students explore perspectives, read deeply, interpret information, and understand how their own biases shape their own perspectives as viewers and consumers of information.

INTENDED FOR: Intermediate/Senior

SPEAKER PROFILE: Brian Weishar has been curious and passionate about adolescent literacy for many years. He is a classroom teacher, professional learning facilitator and coach, and has worked with educators across Ontario and in other parts of Canada. He has developed a number of resources and online learning opportunities to support adolescent literacy instruction. In 2018, he received the Reading Award from Reading for the Love of It, recognizing excellence in literacy education.

Clarissa Willis
Thursday & Friday

Inclusive Literacy Lessons: Helping Children with Autism Spectrum Disorder

Thurs.: 2:30 pm – 3:45 pm • Wentworth (max. 50)

DESCRIPTION: This session is designed to help teachers learn strategies that encourage children with autism to participate in literacy learning activities. Literacy concepts and skills are often difficult for children with autism due to limitations in communication and behavior challenges. Teachers will discover simple, fun lessons for all children and learn how to make adaptations for children with autism so that they too can participate.

INTENDED FOR: JK/SK

SPEAKER PROFILE: Clarissa A. Willis is an associate professor of Special Education at the University of Southern Indiana. Formerly she was the Senior Vice President of Education for Kaplan Early Learning Company. Dr. Willis is the senior author of Learn Every Day: The Program for Infants, Toddlers and Twos and Learn Every Day: The Preschool Curriculum, two inclusive curriculum projects. She is the author of thirteen teacher resource books including Teaching Young Children with Autism Spectrum Disorder (Gryphon House), Inclusive Literacy Lessons (Gryphon House), Teaching Infants Toddlers and Twos with Special Needs (Gryphon House), The Early Childhood Classroom (Frog Street Press); My Child has Autism (Gryphon House), and Creating Inclusive Learning Environments for Young Children: What to do on Monday morning! (Corwin Press). She has also written for McGraw Hill Early Childhood Division and the Scholastic RED training Project. Her research on autism and early childhood development has been published in journals such as Teaching Young Children and Young Children. Dr. Willis speaks internationally on strategies and inclusive practices for children with special needs.
SECOND PRESENTATION:

Teaching Children with Autism Spectrum Disorder: Communication Matters!
Fri.: 9:00 am – 10:15 am • VIP Room (max. 50)

DESCRIPTION: Teaching Children With Autism Spectrum Disorder is challenging for teachers and they struggle to understand the ways children with autism relate to the world. This session provides specific strategies for teachers to use, including setting up a proactive environment that encourages literacy development, managing behavior, and helping children with autism communicate effectively. Once children with ASD learn to communicate effectively, they are better equipped to interact successfully with others.

INTENDED FOR: K-3

Kari-Lynn Winters, Helaine Becker & Tiffany Gallagher
Thursday & Friday

Authors and Educators Together: Building STEAM-powered K-2 Non-fiction and Picturebook Inquiries
Thurs.: 12:45 pm – 2:00 pm • VIP Room (max. 50)
Fri.: 2:30 pm – 3:45 pm • Maple East & West (max. 90)

DESCRIPTION: Creating picturebooks and non-fiction texts for 21st century STEAM (Science, Technology, Engineering, the Arts and Mathematics), literacy learners requires out-of-the box thinking. These authors must question, hypothesize, and re-imagine. Building inquisitive and confident learners requires similar processes. This hands-on presentation will show attendees how to use picturebooks, children's magazines, and non-fiction books (authored by the presenters) in K-2 classrooms to promote authentic, multimodal, and collaborative STEAM-inquiries that place early learners' interests, questions and ideas at the centre of the learning experience. Attendees will gain insight into the process of STEAM authorship, while also generating ideas about how to bring STEAM-infused children's literature to life in their own classrooms. STEAM instructional and assessment resources and recommended book lists will also be provided.

INTENDED FOR: K-2

SPEAKER PROFILES: Kari-Lynn Winters, Ph.D., is an award winning children’s author, scholar, playwright, poet and performer. She has authored over 26 books; many have won literary and reader’s choice awards. Dr. Winters is an Associate Professor at Brock University in St. Catharines, ON, where she teaches drama-in-education, dance-in-education, and language arts to teacher candidates. Kari-Lynn’s research interests include: STEAM, children’s literature, body image, and embodied literacies.

Helaine Becker is the bestselling author of more than 80 books for children and young adults, including the international bestseller Counting on Katherine. She’s a two-time winner of the Lane Anderson Award for science writing for children and has had three nonfiction titles recognized by the Junior Library Guild. Helaine also writes for children’s television, and is in high demand as a performer at schools and festivals across North America.

Tiffany L. Gallagher, Ph.D., is a Professor in the Department of Educational Studies at Brock University. She is recognized for her research on the learning of students with literacy learning challenges. Supporting the professional learning of teachers through literacy coaching is also a focus of her work that seeks to inform audiences such as students, teachers, administrators, and policy makers.
Next year’s conference will be held in downtown Toronto at the Sheraton Centre, **February 18th and 19th, 2021**. Registration information will be mailed to all Ontario schools. Delegates who attend in 2020 will receive information directly. Registration on our website [readingfortheloveofit.com](http://readingfortheloveofit.com) will begin in September, 2020. Plan to register early since space is limited.

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

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

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