Welcome!

Please:

● Sign in
● Grab a handout
● Make a name tag
● Introduce yourself to a neighbor!
Serious Joy!
Bringing Literacy Into the AfterSchool Environment with Purpose and Joy

Hawaii After School Alliance
Talia Kovacs + Marsha Lafferty
Talia.Kovacs@LitLifePD.com

Fanga l’Alafia Ashe, Ashe

Hello, how are you? I hope you are well.

Hi, I’m _________ (name with motion)

Hi, (name with motion)
Social Emotional Literacy Instruction: Defining the Genre

Literacy
Meaning Making

7 Strengths
Strength-Based Approach
The 7 Strengths:

- Belonging
- Friendship
- Kindness
- Curiosity
- Confidence
- Courage
- Hope

A social-emotional framework for literacy learning.
What are some things you are literate in right now? How do you make meaning each day?

What strength are you seeking to embody today? How might you embody this strength?
Framing our Discussion:

After School as a Tool for Equity
After School Matters

- Close to 1 in 2 improved their math and Language Arts grades
- Close to 2 in 3 improved their homework completion and class participation
- Close to 3 in 5 improved their behavior in class
Afterschool provides the building blocks kids need to succeed in life and school.

Students who regularly participate in quality afterschool programs...

- **Develop Strong Social Skills**
  - Parents agree*
  - 88% say kids develop social skills

- **Make Better Decisions**
  - Parents agree*
  - 78% say kids improve their behavior at school

- **Are Excited About Learning**
  - Parents agree*
  - 82% say kids get excited about learning

- **Improve Work Habits & Grades**
  - Parents agree*
  - 82% say kids get help with homework

- **Make Gains in Reading & Math**
  - Parents agree*
  - 78% say kids gain skills in science, math, technology, or engineering

Demand for afterschool is growing. 19.4 million kids are left out. Help us change that.

afterschoolalliance.org/AA3PM
How can you emphasize social-emotional literacy skills in your after-school setting?

Activity:

Think – Pair - Share
Best Practices for After School
1. Fun, gamified, Celebratory
2. Standards-rich
3. Flexible Social-Emotional Instruction
4. Really awesome books
5. Genuinely culturally responsive
6. Active and creatively interesting
7. A cool combo of 7 strengths, skills and engagement
8. Powerfully manageable independent reading time
9. Super dynamic writing projects
10. Easily used by Facilitators at all levels
1. Fun, Gamified, Celebratory...

Earn stickers for independent reading and writing challenges.

Collect stickers to earn badges.
Literacy learning embedded in lessons through SEL:

- **Strength Based Approach**
- **Literacy Skills**
  - Fluency, Comprehension, Analysis, Reflection
- **Engagement**
3. Flexible Social-Emotional Instruction

- Strengthen Self-Concept
- Build Resilience
4. Authentic, Fantastic Text
5. Genuinely Culturally Responsive

Muchas gracias to @ScholasticEd @LitLifePD Ardelio Valdes for sharing your #bilingualstory with our families - as well as donating books with stories for our students to take home!
Tracking Our Learning: “Let’s Go To The Museum!”

1. Person 1 writes a sentence of an idea you have to ensure that all students:
   ● Are responding to culturally-relevant text
   ● their social-emotional needs are met
   ● they are learning important literacy skills
   ● they are playing games and celebrating each other!

2. Pass your sentence paper to the person next to you. Person 2 draws a picture depicting your sentence.

3. Person 2, fold your paper to just show the image, not the sentence. Pass to person 3.

4. Person 3, write a sentence depicting the image you see. Fold your paper to just have the sentence showing. Pass to person 4.

5. Person 4, draw an image based on the sentence you are reading. Fold all besides your image, pass to person 5.

6. Person 5, write a sentence based on the image you are seeing.

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6. Active and Creatively Interesting
7. Connecting Strengths to Skills-Based Instruction: Social-Emotional Literacy

**Engagement Lessons**

- BUILD READING MOTIVATION
- STAMINA
- INDEPENDENCE

![Image of confidence sign: "I can think for myself and feel comfortable expressing my ideas."]


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8. Gamifying Independent Reading

<table>
<thead>
<tr>
<th>Book Chitchat</th>
<th>Genre Fit</th>
<th>Mood to Mood</th>
<th>Reading &quot;Gush&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about a book with a friend. Ask about his or her book, tool. Jot down the great parts of your talk.</td>
<td>What genre is your book? Talk with a friend about what makes this book belong to the genre. List ways that it belongs.</td>
<td>Sketch how your story makes you feel. Sketch how you think the main character feels. How are the sketches the same and different?</td>
<td>Know a book that’s GREAT! Write it down. Tell a friend why you think they would like to read it. What parts would they like?</td>
</tr>
<tr>
<td>Reading Nook</td>
<td>Where?</td>
<td>Heart to Heart</td>
<td>Listen In</td>
</tr>
<tr>
<td>Sketch your favorite space for reading. Show your sketch to a friend.</td>
<td>The setting is where things happen. Find an example of the setting in one of your books, and sketch it.</td>
<td>Sketch a heart map for a main character: Put in people, activities, places, and things that matter to the character. Can you connect?</td>
<td>Write down a bit of talk about reading you overhear from your friends that is funny or interesting. Hang it up for the class as a memorable moment!</td>
</tr>
<tr>
<td>The Come Together Spot</td>
<td>Goodness</td>
<td>If Your Character Came to Life . . .</td>
<td>Quick Poem</td>
</tr>
<tr>
<td>Sketch a place in your book where people help each other. Talk about it with a friend.</td>
<td>Does this book teach people to be good to each other? Stick a note to the front of the book so people know how it teaches the world.</td>
<td>Who in your life is most like each other? Arrange them into a character. How would the character fit into your life? Tell a friend and jot down some notes.</td>
<td>Copy some interesting words from your book. Arrange them into a poem. Does the poem seem to belong with the book? Share it.</td>
</tr>
<tr>
<td>Super Team Spirit</td>
<td>Go In There</td>
<td>First Meet-Up</td>
<td></td>
</tr>
<tr>
<td>You’re a special part of the Super Reader team. Just like you drew a Super Team Spirit shirt, now design a flag for the Super Reader Team.</td>
<td>Choose an illustration in your book. What would you do if you were there? What would you do, see, smell, and touch? Jot your answers down and tell a friend.</td>
<td>What was your first impression of your main character? Think of the first time you met, and sketch a detail you remember.</td>
<td></td>
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WRITING WORKOUT: Poem Party

**Strength Builder:** Imagery and imagination are the name of the game in this Writing Workout on poetry.

**MATERIALS**
- Writing paper, crayons, and pencils
- Student Workout Books
- Chart paper or whiteboard

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**SESSION 1**

**CHALLENGE: Students Write Poems That Celebrate the 7 Strengths.**

**GET STRONG: Practice**

**Leader:** Tap into students' background knowledge about poetry. Ask: What is a poem? Allow students to offer their ideas. Explain: A poem is a piece of writing in which the writer carefully chooses and arranges the words, usually in short lines. Sometimes poems rhyme, sometimes they don't. Poems can describe practically anything; they often express the writer's feelings about a topic. Today we are going to write list poems about the 7 Strengths.

Demonstrate writing a list poem using sentence starters for the 7 Strengths. With the students' input, if desired, write one line for each Strength beginning with " ______ is..." For example, you might write "Kindness is... always smiling when you see a friend," or "Confidence is... being able to stand up and speak in front of my class." Continue with a few other examples, listing them from top to bottom as in a poem. Note that rhyming is not necessary.

**Students Try It:** Direct students to write their own 7 Strengths list poems using the "(Strength) ______ is..." starters in their Student Workout Books. They may choose one Strength and compose several lines about it. Alternatively, they may write a poem that includes all of the Strengths. Remind students to title their poems.
10. Purposeful Celebration
Tracking Our Learning: “Book Pitches!”

1. Choose the book your table wants to read, based on your interest or student interest.

2. Think with your group about a “book pitch” or advertisement to persuade others to read your book.

3. Bonus if you connect the pitch to the 7 strengths!

4. Be sure to:
   1. Involve everyone in your group
   2. Share why the book spoke to you, what you think others can gain from it
## What Could After School Look Like?

### THE AFTER SCHOOL SESSION (55 TO 100 MINUTES)

<table>
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<tr>
<th></th>
<th>Duration</th>
<th>Activities</th>
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</table>
| **WHOLE-CLASS POWER UP** Lesson/Activity | 15-20 minutes | ● Whole-class read-aloud  
● Oral language, fluency, vocabulary development, listening/speaking skills |
| **WORK-OUT TIME** Independent Reading or Writing | 20-40 minutes | ● Literacy: Fluency, Comprehension, Analysis, Listening/Speaking Skills, Writing Craft, Revision, Storytelling  
● SEL: 7 Strengths, Resiliency, Identity, Character-building  
● Engagement: Stamina, Motivation, Independence |
| **COOL-DOWN TIME** Wrap-up Activities, Games | 20-40 minutes | ● Independent Reading/Writing activities  
● Songs & Games Menu  
● Community celebration |
Celebratory Tracking of Student Development

Literacy Learning Rubric
So long, farewell, goodbye my friend.
So long, farewell, goodbye.
We’ll see you soon again my friend so so long, farewell, goodbye.
Shout Outs
Thank You!

Marsha Lafferty
Mlafferty@Scholastic.com

Talia Kovacs, LitLife
Talia.Kovacs@LitLifePD.com