Les pochettes de lecture / Reading sleeves

1. **Project description**

The main idea of this project was developed when educators within our school noticed a decrease in accuracy and fluency as well as analyzing structures and features of a text in our students' reading abilities. It became clear to us that although reading and literacy in general was encouraged, students were not developing those skills enough or maybe we were not putting enough emphasis on them.

After attending a workshop on the subject (pochettes de lecture - Fall 2018), we realized that we might have a solution to have our students practice the targeted abilities. We wanted the students to be independent and autonomous as much as possible so we wanted to create our own sets or reading sleeves activities (book/guided activities/games/correction key).

We set out the year with a first meeting in order to align our ideas and all work in the same direction. We also did an inventory of what books were available and what could be worked and built on vertically (from Grade 1 to Grade 6). Then we started to create and exchange ideas so we could use a similar activity but with a different book or use the same book for different purposes (fluency/accuracy/features of a text/reading comprehension/etc.).

We were able to complete 2 full days of "activity creation" before the sudden school's closure due to Covid-19 (plus a ½ day of organizing and doing inventory). During those 2 days, we were able to create a variety of activities with different books (you can have access to all the activities/list of books in the shared Google drive folder that is available with this report).

We partially achieved our goal of creating in the sense that we were expecting to do more than what was already done but considering that the goal was to create about 5 reading sleeves per Grade level, I would say that we did succeed. Although the ultimate goal (long term - meaning after a few years) was to have enough reading sleeves to

accommodate all students (one sleeve per week that students could change every week), we have enough to start as stations (ateliers) in the classroom.

The main challenge in this project was that the needs in reading are quite different from Grade 1 to Grade 6. We ultimately worked in cycle so we were able to keep a better alignment but we always kept in mind the vertical alignment (we regularly checked in with the Grade level below and the one above so there is a progression that makes sense.

2. **Project goals**

As mentioned in the first part of this report, I would say that the goal was met almost completely. We wished to create more reading sleeves but due to the school's closure and the remote learning "adventure", it was very difficult to all work from home on this. Especially that we did not have access to the books (we mostly used leveled books that were already available at our school).

Another challenge met was when we tried to digitize certain activities (mainly in Grade 5 as they used different formats and pre-existing activities) it simply did not happen - however, it should be done by next school's year and uploaded in the shared folder (if we are back to school in September).

3. **Project outcomes**

As educators, we feel that reading skills are at the very foundation of any learning. As such, educators participating in this project were able to have (more) time to work (and create) activities that were targeting the needed reading skills to help students be better prepared for the MEES evaluations and build sharable material (instead of always creating new ones).

We also realized the amount of available books and already made activities that we could use and it allowed us to put them all in the same space (meaning easy accessibility to all/fast borrowing of material/tracking who has what/ etc.)

We will be able to start the new school year (granted we are back physically in our school in September) with multiple sets of reading activities and a clear path to prepare our students to MEES evaluations (reading comprehension) and be more independent in their own learnings.

4. **Reinvestment**

Our first goal is to share (in house) all the activities created during this project. We are planning to centralize the resources and make it accessible to our community and by doing so also allow for differentiation (i.e. a teacher could use a higher leveled reading sleeve to push a strong student as well as going a level below for a student to bring him/her at level).

The second goal will be to create a workshop for teachers (school board level) who would like to know more about the reading sleeves and implement it in their own school. We wish to share our material to all who wish to help students become more independent readers and better prepare them for evaluations/assessments.

Finally, we wish to continue developing meaningful activities and use new books (different collections, higher (or lower) leveled books, different subjects, etc.) for renewed interests (both on the students' and teachers' sides). In order to do so, the student-teachers's committee agreed to give us $1000 to purchase new material (which will be bought at the beginning of the next school year). That way, we ensure a renewed interest in all parts.

The sudden school's closure (due to Covid-19) took us all by surprise and the unknown outcomes (will we do remote-learning, will we be back full-time or half-time, etc.) for the next school year holds us back to submit a new project (or at least a "phase 2" of this project). We decided instead to use the next school year to try out the already made material and see what activities work best and what needs to be changed/modified and present a better, more targeted project in the near future (school year 2021-2022).