

Ch. 1 What Is Literacy Squared?

Date: _____

Start time: _____

End time: _____

Materials needed:

Meeting 1		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met goal
1	Assess prior knowledge—key terms					
2	Compare and contrast Literacy Squared with more traditional approaches					
3	Evaluate professional development needs and opportunities					
4	Reflect and share learning—key terms					

START HERE

Facilitator: Welcome members to the meeting.

Time Keeper: Note start time and ask for agreement on when to stop the meeting. Establish a mechanism (e.g., wave hand, play Oscar music, hold up sign) to signal 5–10 minutes remaining.

Recorder: Write the names of the attendees, noting if individuals have specific roles, such as Facilitator, Time Keeper, and so forth.

Facilitator: Review the Meeting 1 activities. Ask participants to identify any activities that specifically and directly contribute to the Learning Community (LC) goals established at the last meeting. Add the LC goal number next to the activity(s).

Activity 1: Assess Prior Knowledge—Key Terms

Facilitator: Ask participants to individually review the list of Key Terms on page 1. As they read through the list, have them place a check next to familiar terms (ones they know well) and circle terms that are new or unclear.

Time Keeper: Set a time limit for this task.

Facilitator: When they finish, have participants form groups of 3

Attendance

Facilitator(s)

Time Keeper

Recorder

Other Participants

and compare their lists.

Encourage groups to:

- Skip terms all three members have checked
- Review terms that 1–2 people have circled and 1–2 people have checked
- Create a list of terms all three people have circled

Then ask groups to evenly divide the list of circled terms among their members. Explain that as the meeting progresses, members should take notes on their key term(s) and prepare to report back to their group at the end.

Activity 2: Compare and Contrast Literacy Squared with More Traditional Approaches

Facilitator: Invite participants to consider the following statement from the middle of page 7:

Too often within U.S. bilingual and dual language classrooms, Spanish literacy instruction is modeled on English literacy instruction with little or no attention to how literacy practices and development in Spanish differ from those in English.

Ask participants what they think this statement means. Encourage individuals to share examples to illustrate their points.

Then divide participants into 4 groups and assign each 2–3 Unique Features of Literacy Squared from Table 1.1 (p. 4). Ask groups to prepare to share their assigned features with the larger group, providing both an explanation and an example from Chapter 1.

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Have each group share their findings. As individuals speak, remind members of their Key Terms lists from Activity 1 and to ask clarifying questions if needed.

Activity 3: Evaluate Professional Development Needs and Opportunities

Facilitator: Draw participants' attention to the second bullet point on page 15 (under Questions for Reflection and Action). Ask participants to first answer the list of questions individually and then to find a partner and compare answers.

Time Keeper: Set a time limit for this task and signal for when the group should reconvene.

Facilitator: Invite volunteers to share what they discussed with their partner, focusing primarily on the last question regarding recommendations they might make to their principal for more comprehensive professional development.

Recorder: Take notes on the recommendations. Prepare to share this list with the group after the meeting using a document sharing platform (e.g., Google docs).

Activity 4: Reflect and Share Learning—Key Terms

Facilitator: Ask participants to return to their groups from Activity 1 and report back on their key terms lists that they have been updating throughout the meeting.

Once those are shared, ask each participant to review the list again. If appropriate, the member can put a check next to any circled term that is now better understood.

In addition to the reading for the next meeting, ask participants to research any terms that are still only circled (rather than checked). Ask the group to recommend resources that might assist with this research.

Recorder: Take notes on the resource recommendations and share them after the meeting.

WRAP UP

Facilitator: Ask members how much of each activity was achieved and note the results on the chart.

Remind members of the next meeting day/time.

Ensure that the roles of Facilitator, Recorder, and Time Keeper have been established.

Discuss which chapter(s) need to be read before the next meeting.

Also, remind participants to research any Key Terms that are still only circled (rather than checked). Encourage them to take notes on their efforts and prepare to share at the next meeting.

Time Keeper: Note end time.

Facilitator: Thank members for attending the meeting.