

oud

Literacy Process Integrating Technology

responsible, I believe, for making all the learning seem fun and incidental.

The project began to take on a new shape yet again, when both grade two homeroom teachers became involved, utilizing the guided reading table for the editing process. The enthusiasm of their students made the collaboration enjoyable for all.

The last phase of the project had students illustrating their fairy tales, then laminating and binding their final products. Feedback on the project has been very encouraging, with statements from homeroom teachers like “the students are really pumped,” and from parents telling me “all my son keeps talking about is his Cool ATV Dude story.”

My administrator clearly got her wish for a filled library: we had two classes of grade 2s, homeroom teachers, three grade 8 special education helpers, and myself whenever we met! Many library resources were being accessed at once, including a variety of fairy tale and picture books as models, dictionaries, desktop computers, guided reading tables and the SMART Board. Looking around, I was thrilled to say my elementary school library was truly a Learning Commons functioning at its best! We had all the key elements, including technology (e.g. SMART Boards),

great literature resources, collaboration, and a balanced literacy approach. We took a simple idea from a read aloud, through shared and guided reading, into a modeled and interactive writing process extending into independent reading and writing. I believe that, with experiences like this one, teacher-librarians are well on their way to enriching students’ learning lives in the 21st century, and I, for one, am glad to be a part of the journey. □

