

Understanding the Tools of Structured Word Inquiry (SWI) and Working with Teaching How the Written Word Works



PRESENTED BY

Peter Bowers



SERIES SESSIONS

Date	Time
February 09, 2022	3:00 PM - 5:00 PM
February 16, 2022	3:00 PM - 5:00 PM
February 23, 2022	3:00 PM - 5:00 PM



LOCATION

Virtual - Online

FEE

\$75.00

QUESTIONS?

Contact Us:

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REGISTER ONLINE

Visit our website to register:

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Program

This series is designed as a very practical course that leads participants through lessons and resources that teachers can use in a wide variety of contexts.

Session 1 models introducing the first lessons of the teacher resource book "Teaching How the Written Word Works". These lessons are based on the intervention study with Grade 4/5 students ([Bowers & Kirby, 2010](#)) that showed generative vocabulary learning for the experimental group.

This session takes teachers through the key SWI tools of the matrix and the word sum to help us understand the spelling-meaning connections between words and how that makes sense of the grapheme-phoneme correspondences in words like "sign". We also see how we can go through a scientific process of inquiry to develop and test hypothesis for when suffixes replace "single, silent " (AKA final, non-syllabic).

Session 2 builds on the first session and introduces word webs and how to go from them to word sums and matrices, and then working with suffixing flow charts to practice those conventions.

Session 3 helps teachers understand how to construct their own matrices after using the free Etymonline website to find words that share a historical root, and then using word sums to find words that share a base from which we build

the matrix. This session is key for understanding the relationship between morphology and etymology and how to read and use a reference like Etymonline.

Novices can take this course to see how these tools make sense of English spelling and how we can teach it. Experts in SWI will find the details of how we can use these tools to deepen their understanding and add precision to their instructional practice. It was while tutoring students and working with constructing flow charts that Peter realized how valuable some of these practices are inspired him to add a course targeting working with these tools.

Please be advised that this series will be recorded and only registered participants will have access to the recording after each session. The recordings will be available for a period of 30days after which it will be permanently deleted from Zoom Cloud

Presenters

Peter Bowers

Pete Bowers, Ph.D., is a teacher, researcher, author, and founder of WordWorks Literacy Centre. Pete taught Grades 3-6 for 10 years before earning his Ph.D. from the Faculty of Education at Queen's University. His research and practical work with schools and educational groups has been pivotal in transforming how teachers, tutors and students around the world understand English spelling. Instead of putting up with a frustrating system full of exceptions, the structured word inquiry (SWI) community understands that investigating the spelling-meaning connections in words is not only rich literacy instruction -- it is a rich context for leveraging learning about any subject. His teacher resource book, Teaching How the Written Word Works expands on the lessons of his vocabulary intervention (Bowers & Kirby, 2010) which found generative vocabulary learning for the experimental group, and introduced the term "structured word inquiry." His workshops have taken him to Europe, Africa, Asia, Australia, the Middle East, and North America.

Registration Notes

Participants are required to have a copy of "Teaching How The Written Word Works" by Peter Bowers

The registration fee includes a copy of "Teaching How The Written Word Works" by Peter Bowers. This will be mailed to you, so please ensure that you provide your detailed mailing address while signing up for the series.

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There is another series with Peter Bowers starting in January 2022, If you are interested, please register using this link: <https://nrlc.net/program/7967>