hiddensparks
without walls

Internet Treasures and Tools for Literacy and Writing

With Jeannie Crowley

March 13, 2013

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helping children reach their potential™

Our Guest:

Jeannie Crowley is the Manager of Digital Media and Learning at Bank Street College. Her background includes years as a K-12 special education teacher and teacher trainer in the Bronx. With Master's degrees in both elementary education and digital media, she works with educators to create innovative, constructivist digital learning experiences for students. She received the Samsung Hope for Education and ING Unsung Heroes awards for her work with young children and technology.

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Overview of the Session

A variety of free, online technologies exist to help scaffold the writing process for students of all ages. This HSWOW webinar will show teachers a toolkit of websites to help them differentiate their instruction for learners who are struggling with organization, grammar, expressive language, sequencing and other writing difficulties. Participants will learn how to effectively use creative technology solutions to engage struggling writers and to give them the tools to succeed.

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Session Goals:

- Be introduced to use free, online tools that are traditionally not associated with reading and writing in the classroom
- See how tools can be used in multiple ways to address the needs of different learners
- Thinking about home access of tools
- Introduce new ways of thinking about “writing websites”

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Traditional Searches for Online Tools

- Writing help
- Graphic organizers
- Writing websites for kids
- Writing activities
- Writing sites
- Organizers

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We will look at sites to help students with

- Fluency
- Word choice and order
- Creative writing
- Writing practice
- Organization
- Collaborative editing
- Storytelling
- Concise writing

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Sites visited

- YouTube (fluency, editing, oral storytelling & procedural)
- SoundCloud (fluency, editing and oral storytelling)
- Bud the Teacher (visual writing prompts and descriptive writing)
- Storybird (inspiration and storytelling)
- Kerpoof (editing, storytelling, word choice and word order)
- Titanpad (collaborative writing and editing)
- Blogging (technical writing, writing practice, writing journals and celebrating work)
- Popplet (organization and brainstorming)
- 50 Word Stories (micro-fiction, concise writing, editing, word choice)
- Creativity Games (writing prompts and word choice)

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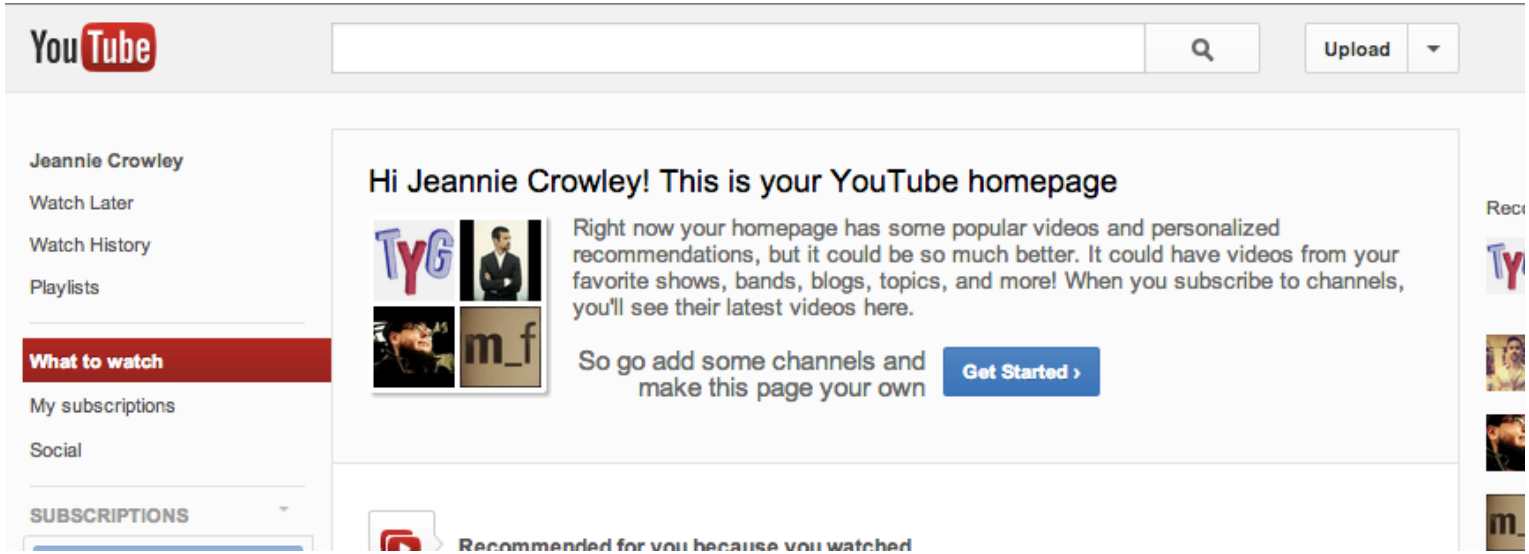
YouTube (fluency, editing, oral storytelling & procedural writing)



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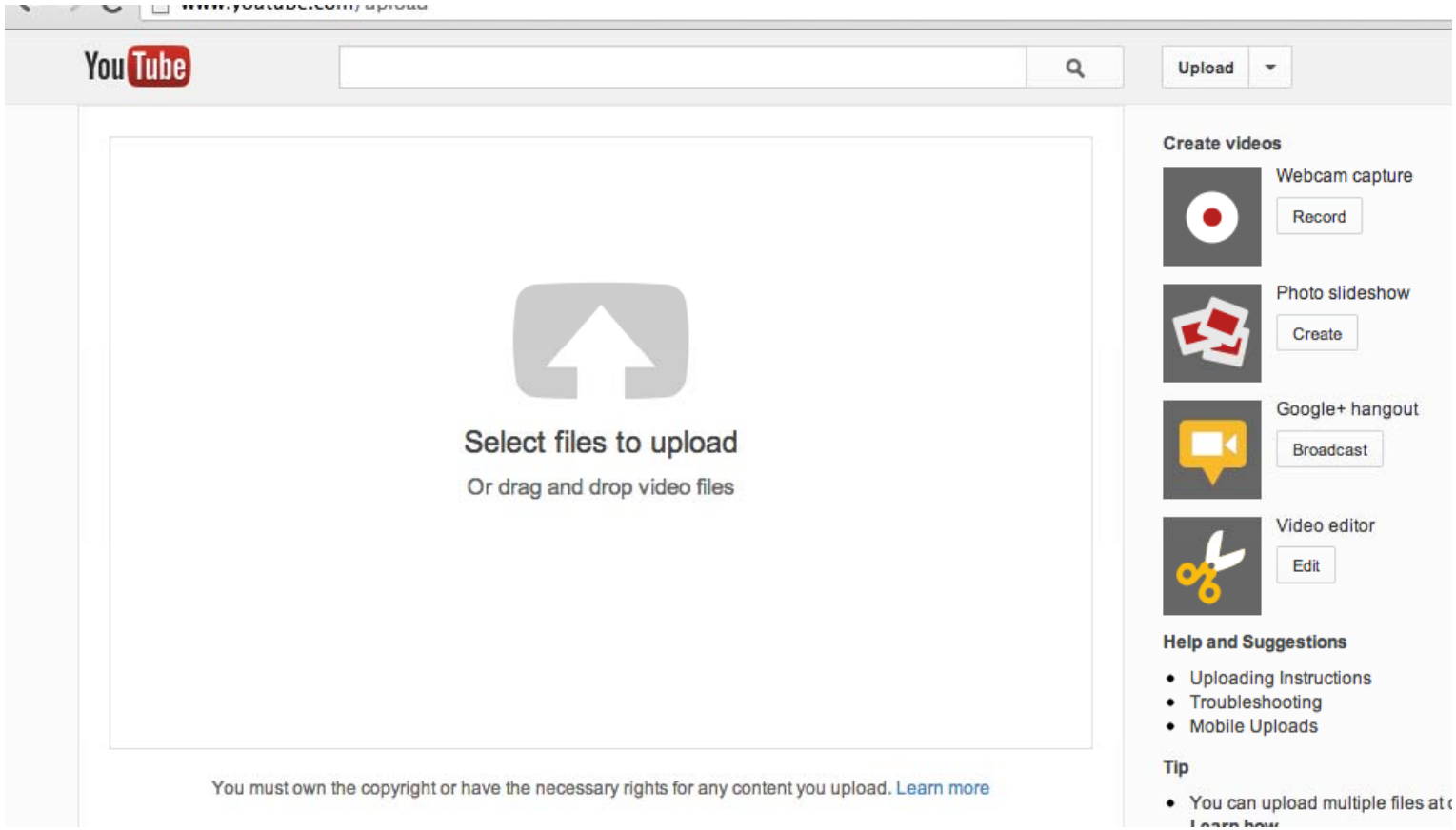

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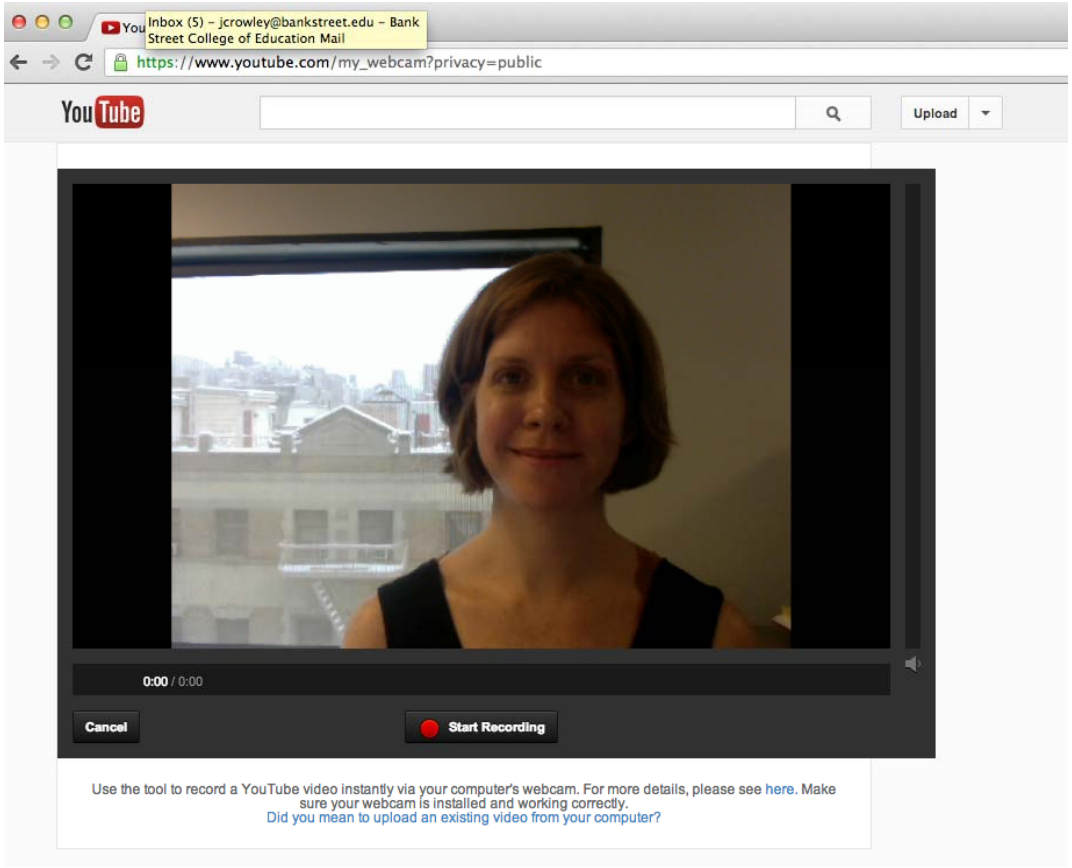

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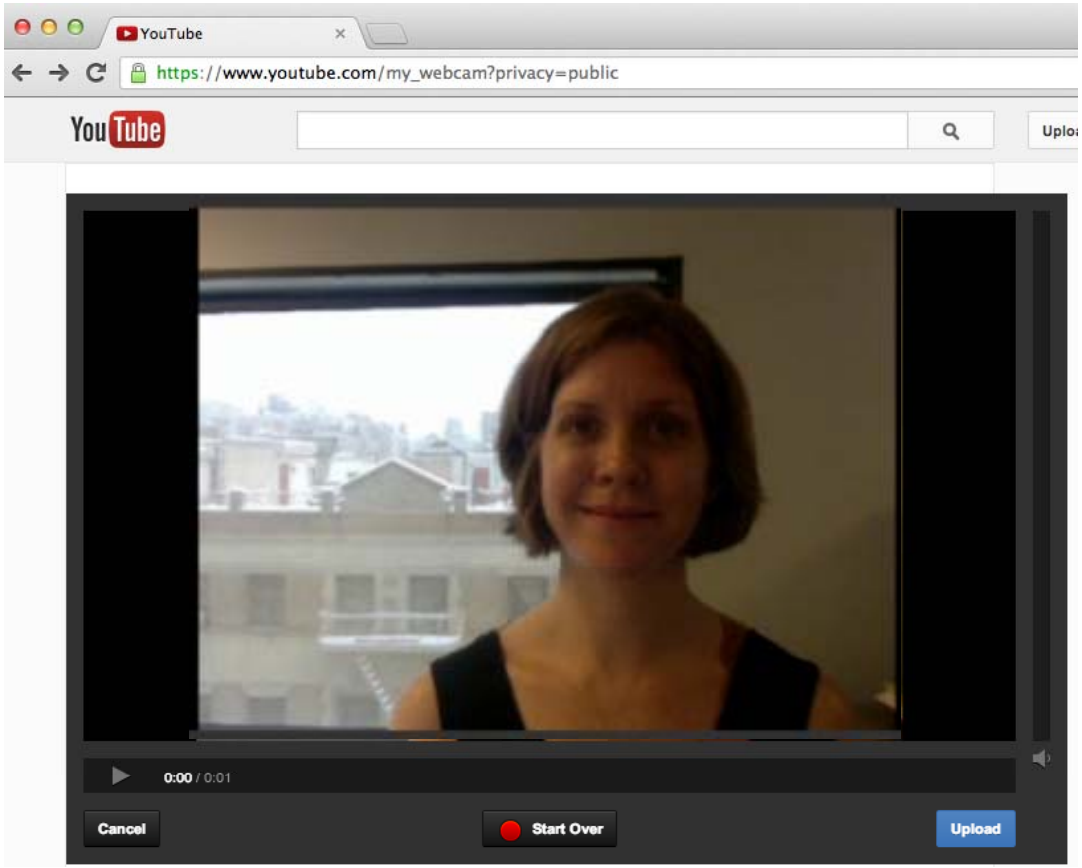

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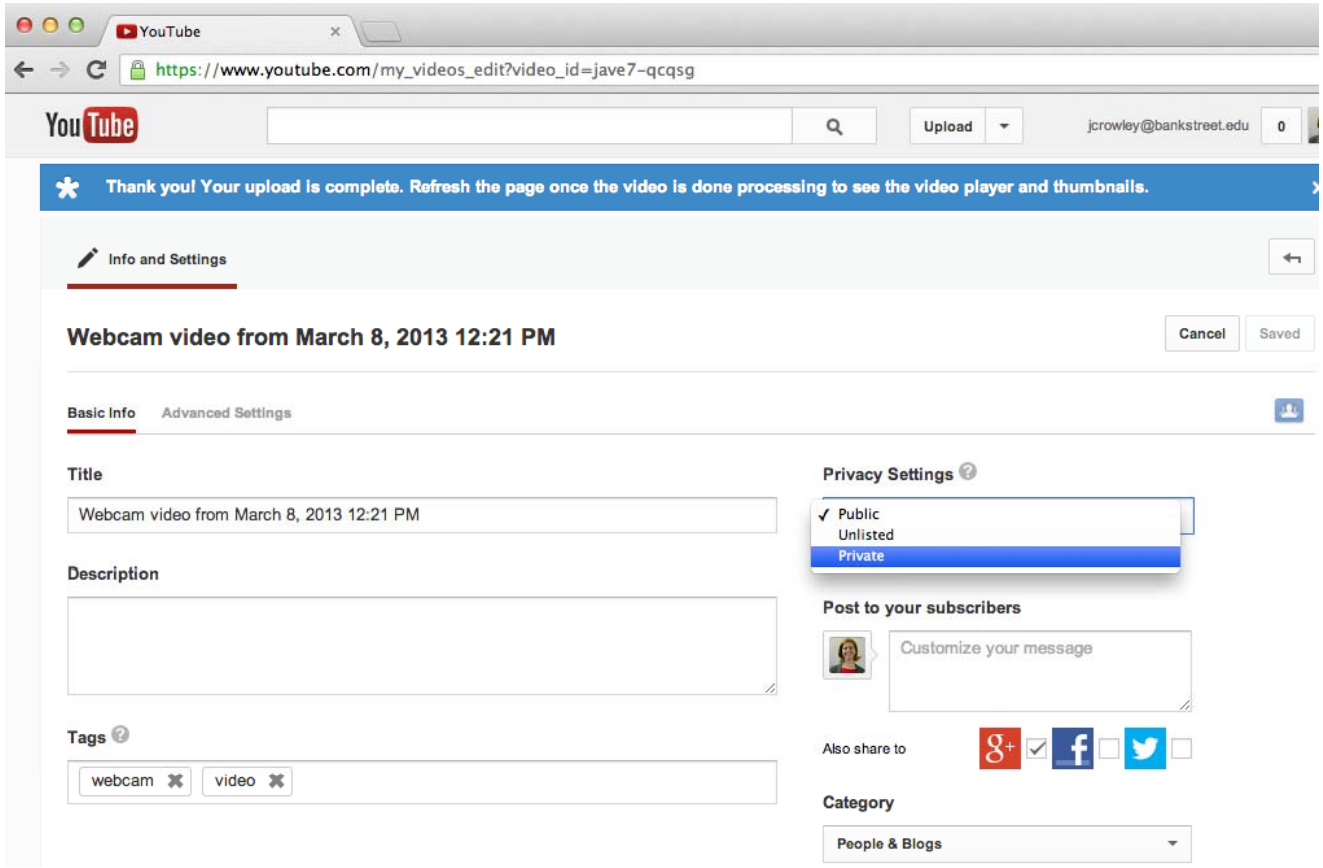

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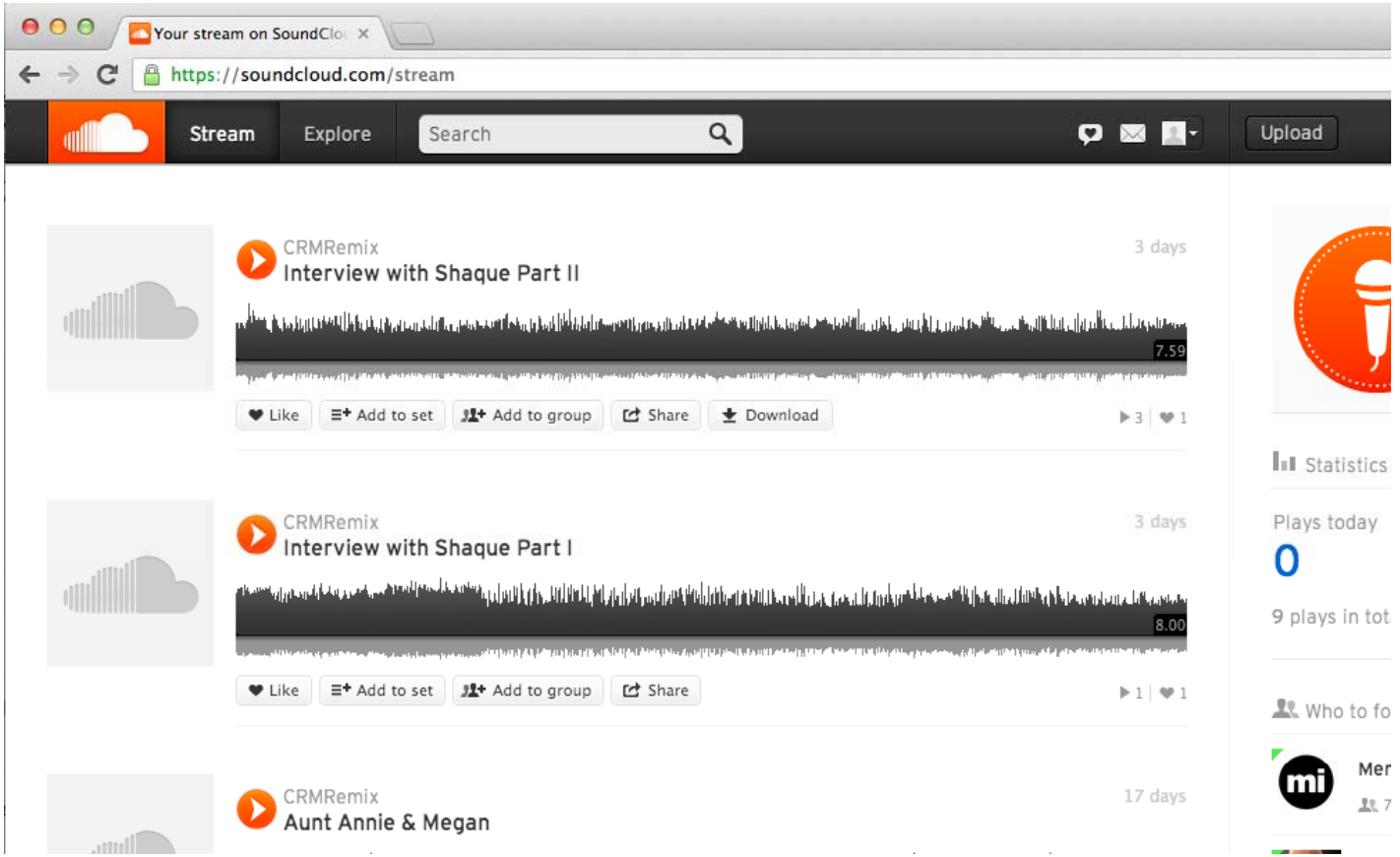
SoundCloud (fluency, editing and oral storytelling)



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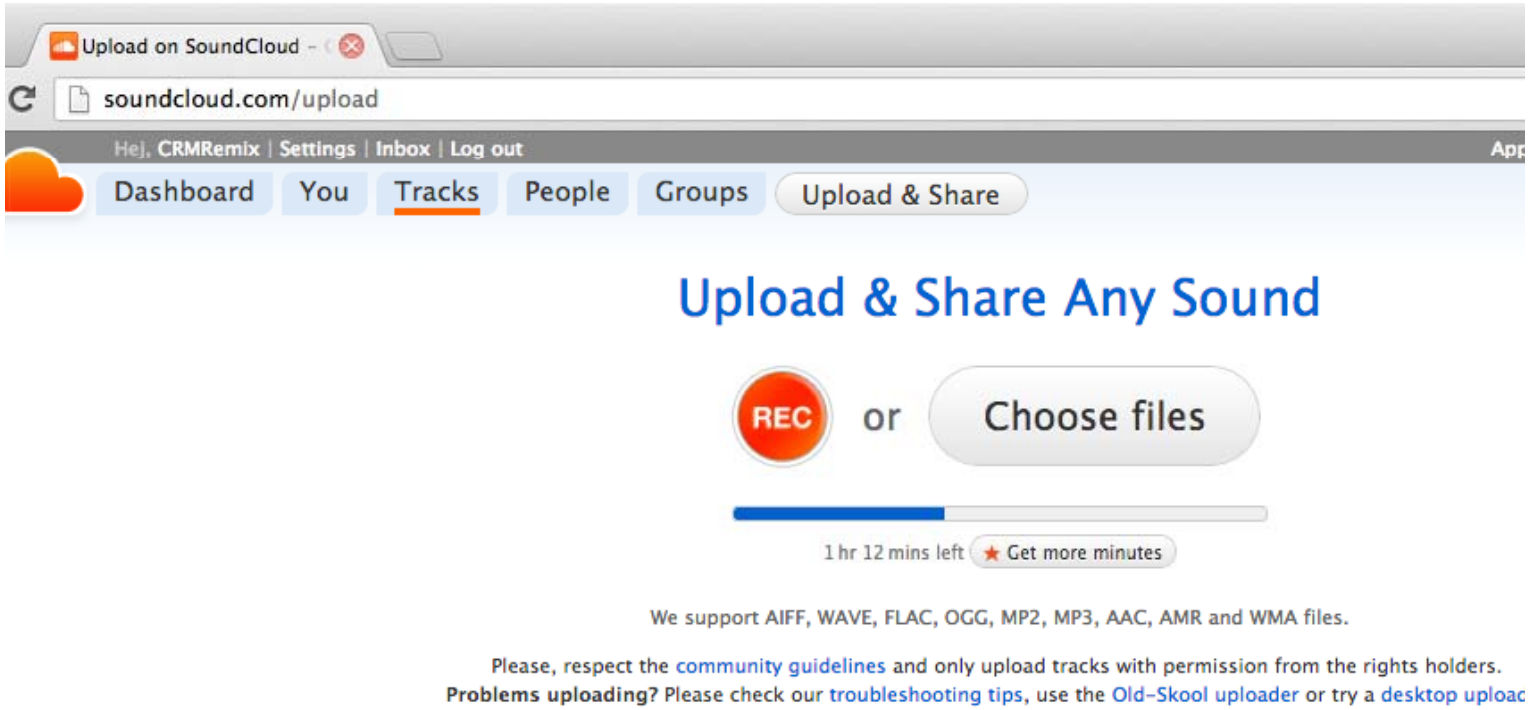

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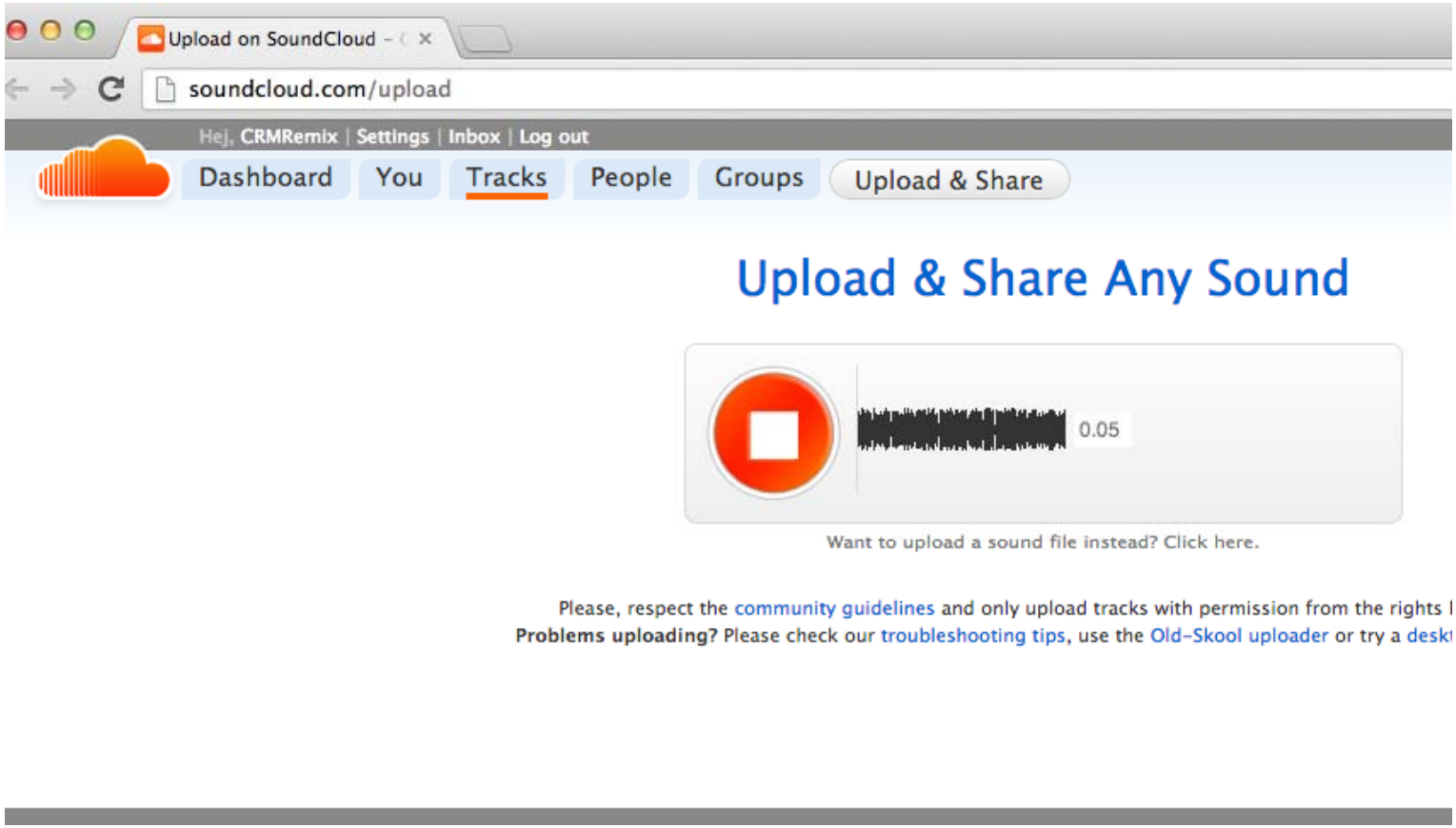

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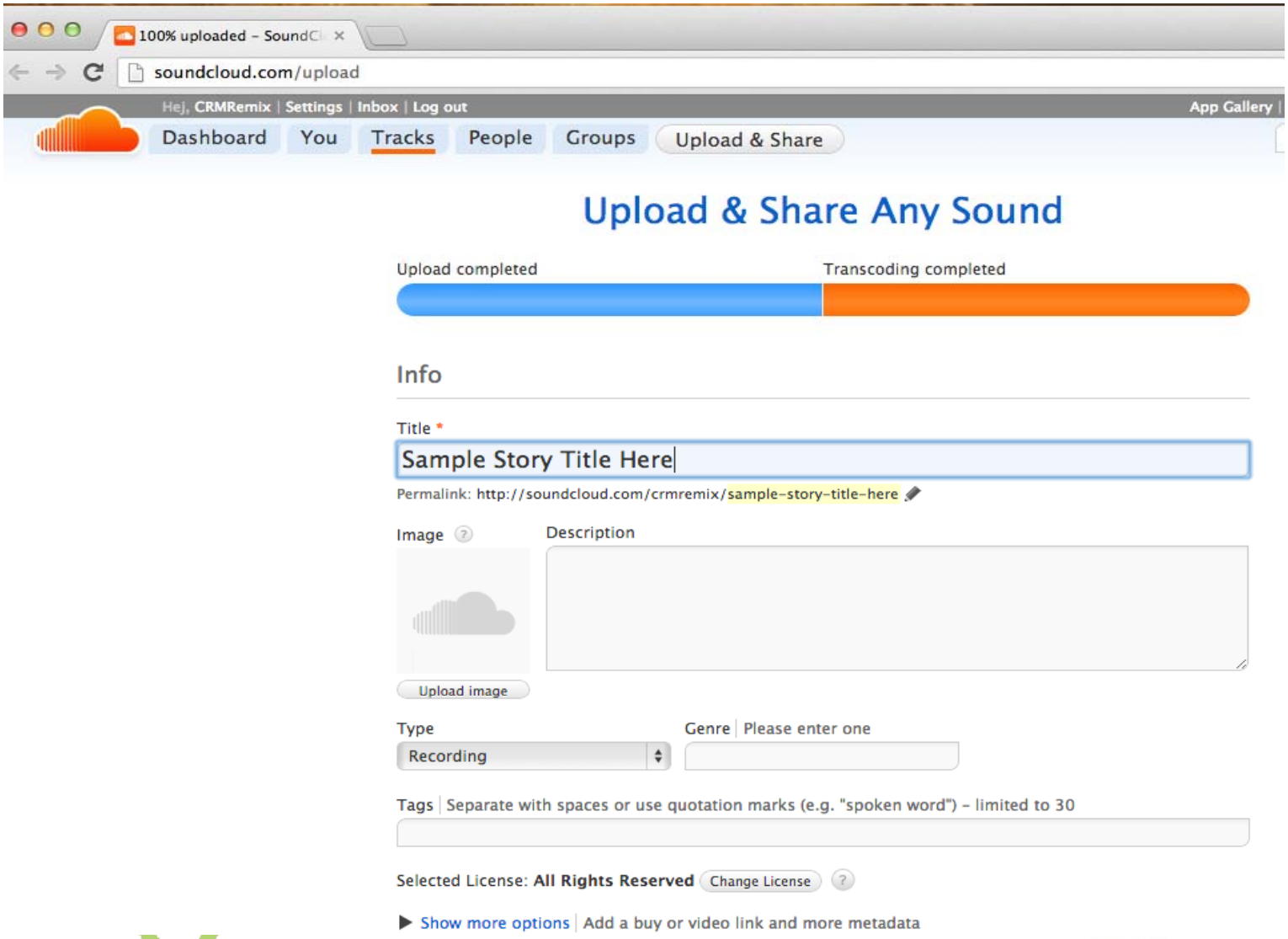

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Bud the Teacher (visual writing prompts and descriptive writing)

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Bud the Teacher (visual writing prompts and descriptive writing)

photo: kevin dooley

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Bud the Teacher (visual writing prompts and descriptive writing)

photo: Steve 2.0

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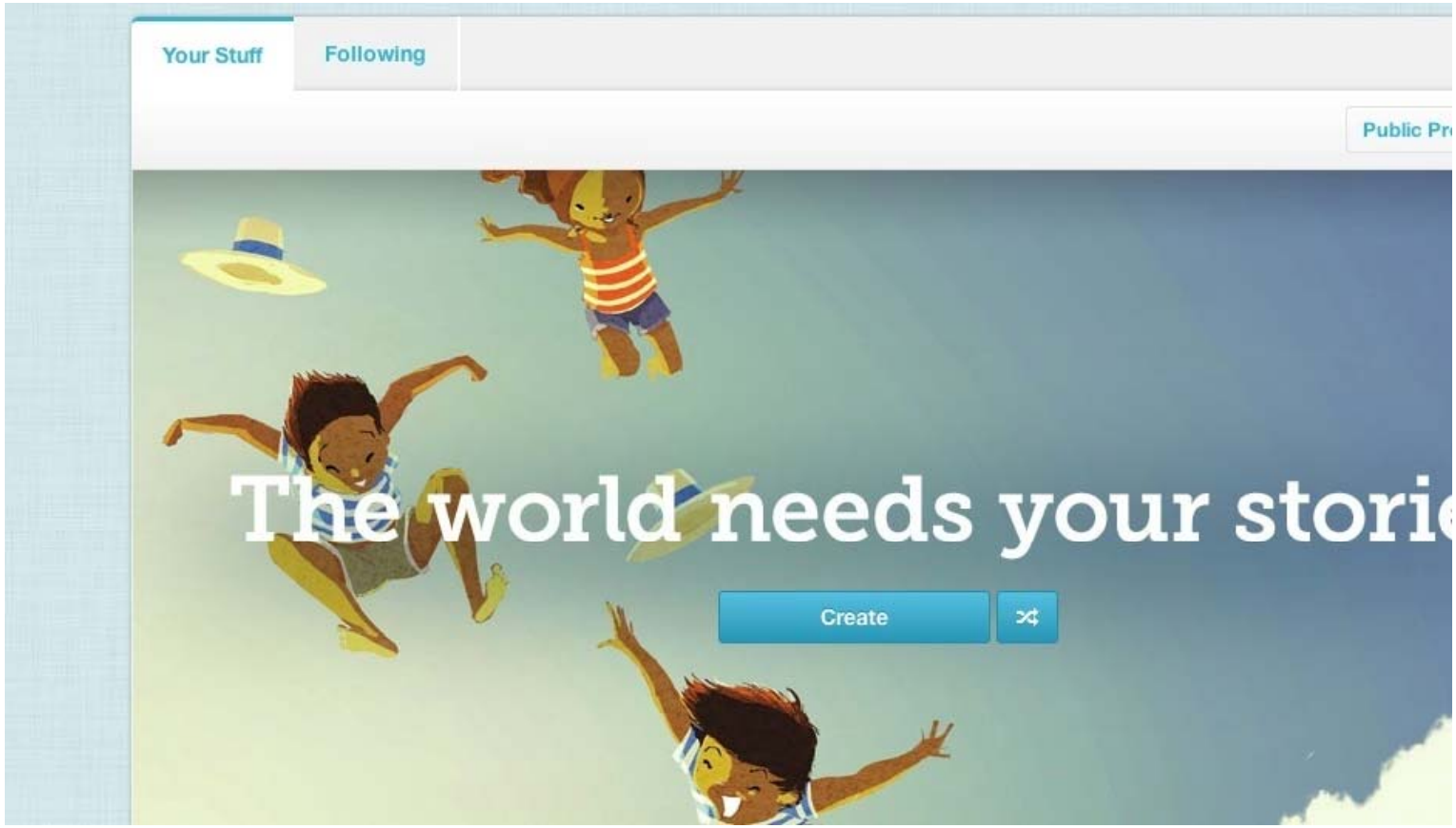
Storybird (inspiration, storytelling & celebrating work)



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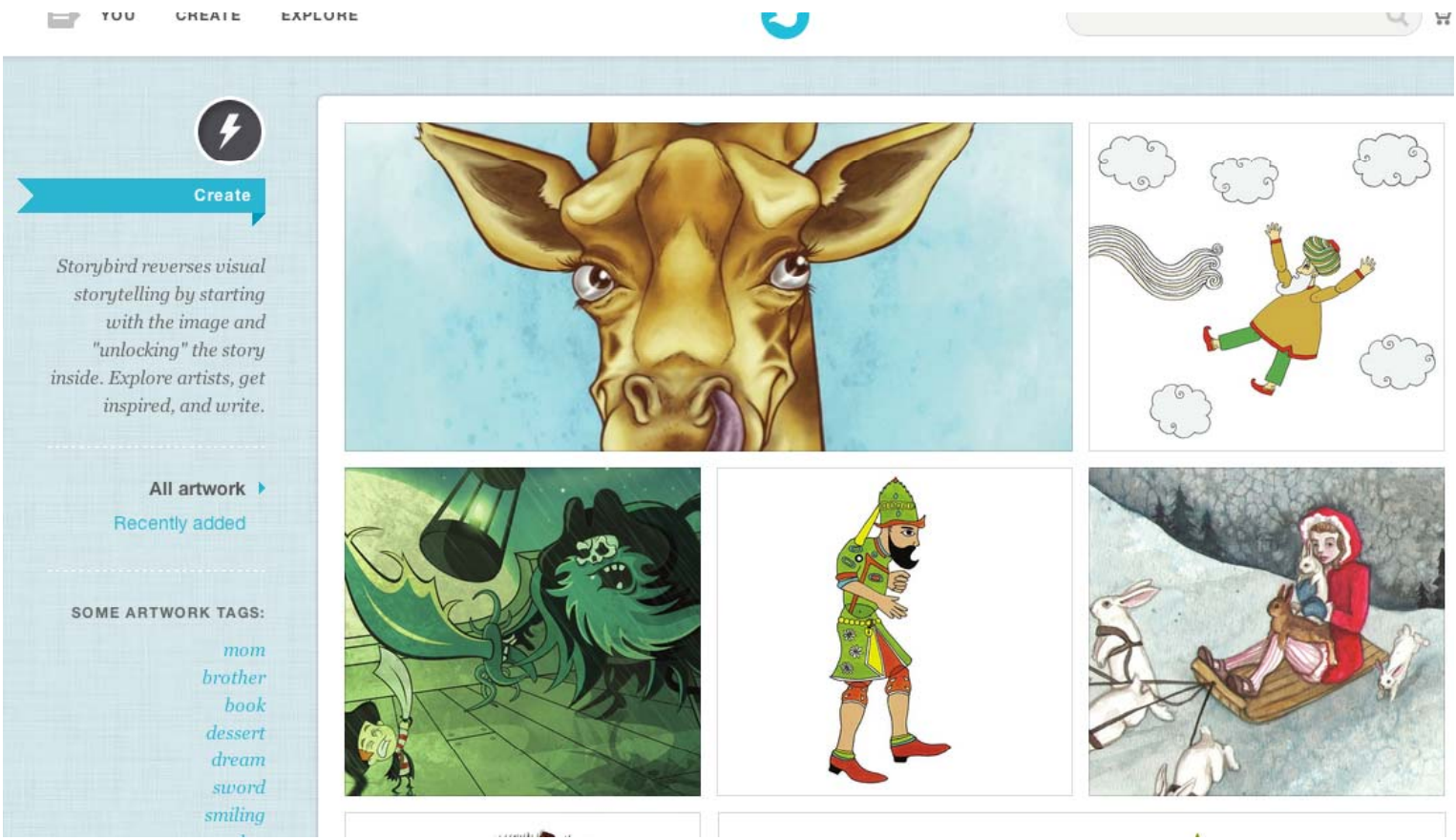

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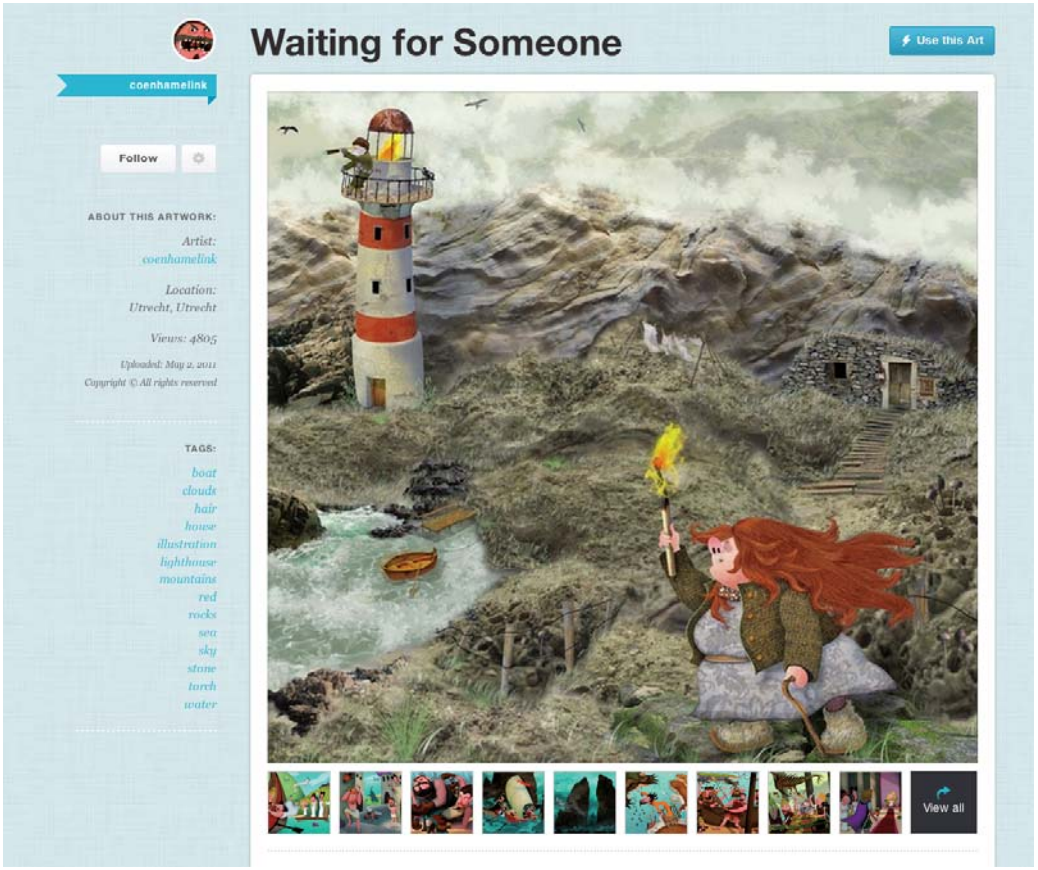

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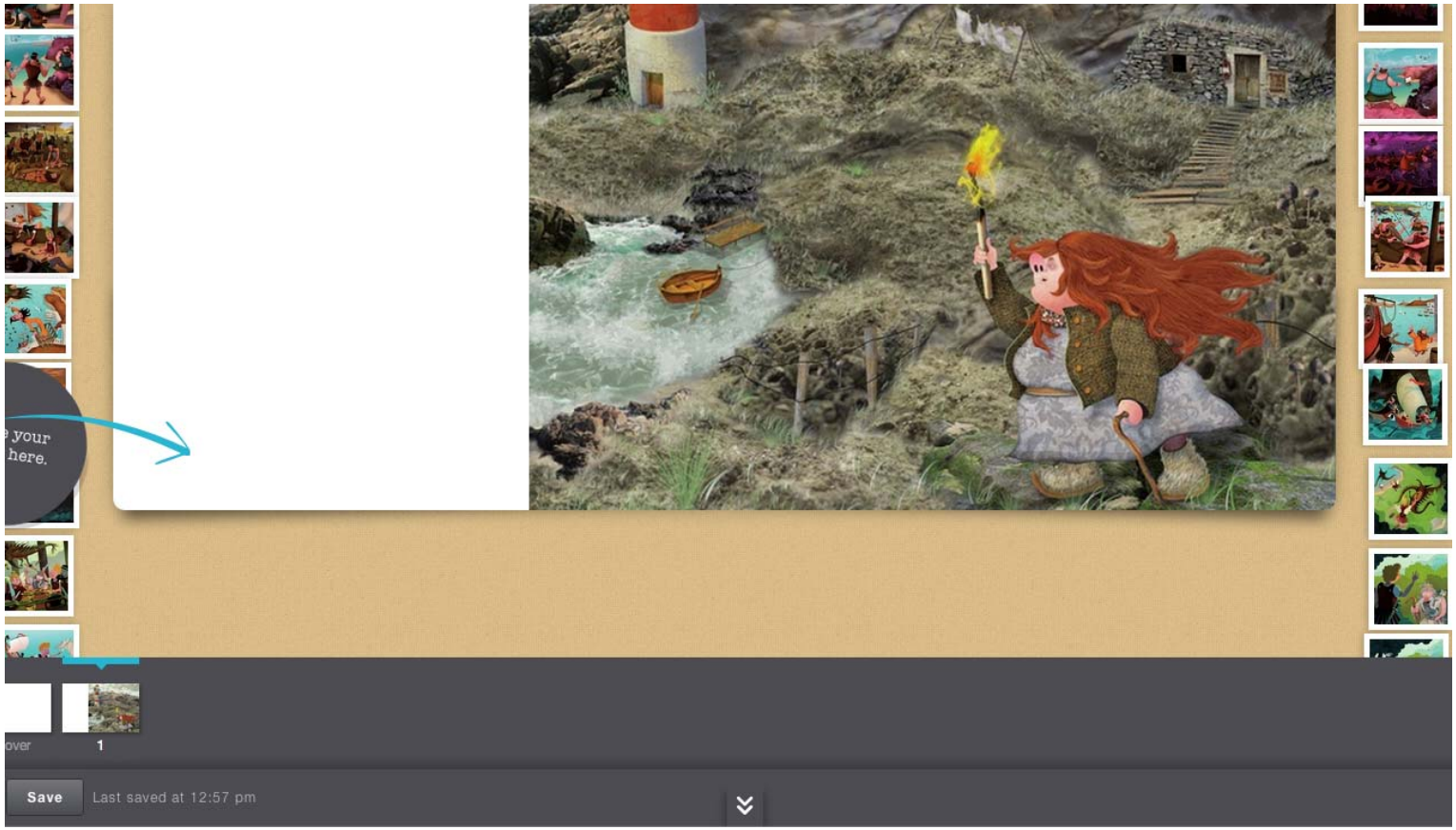

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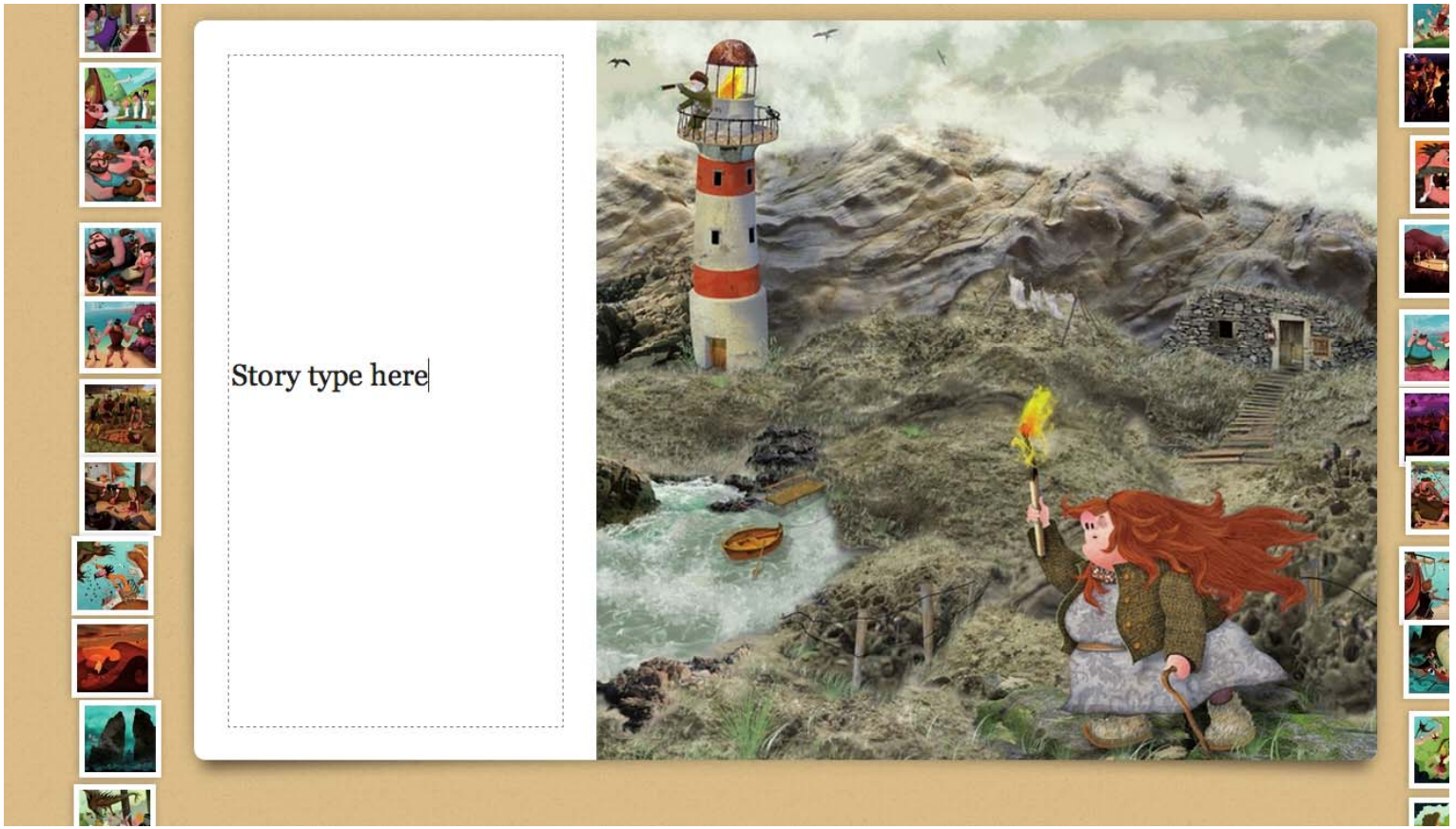

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Kerpoof (editing, storytelling, word choice & word order)

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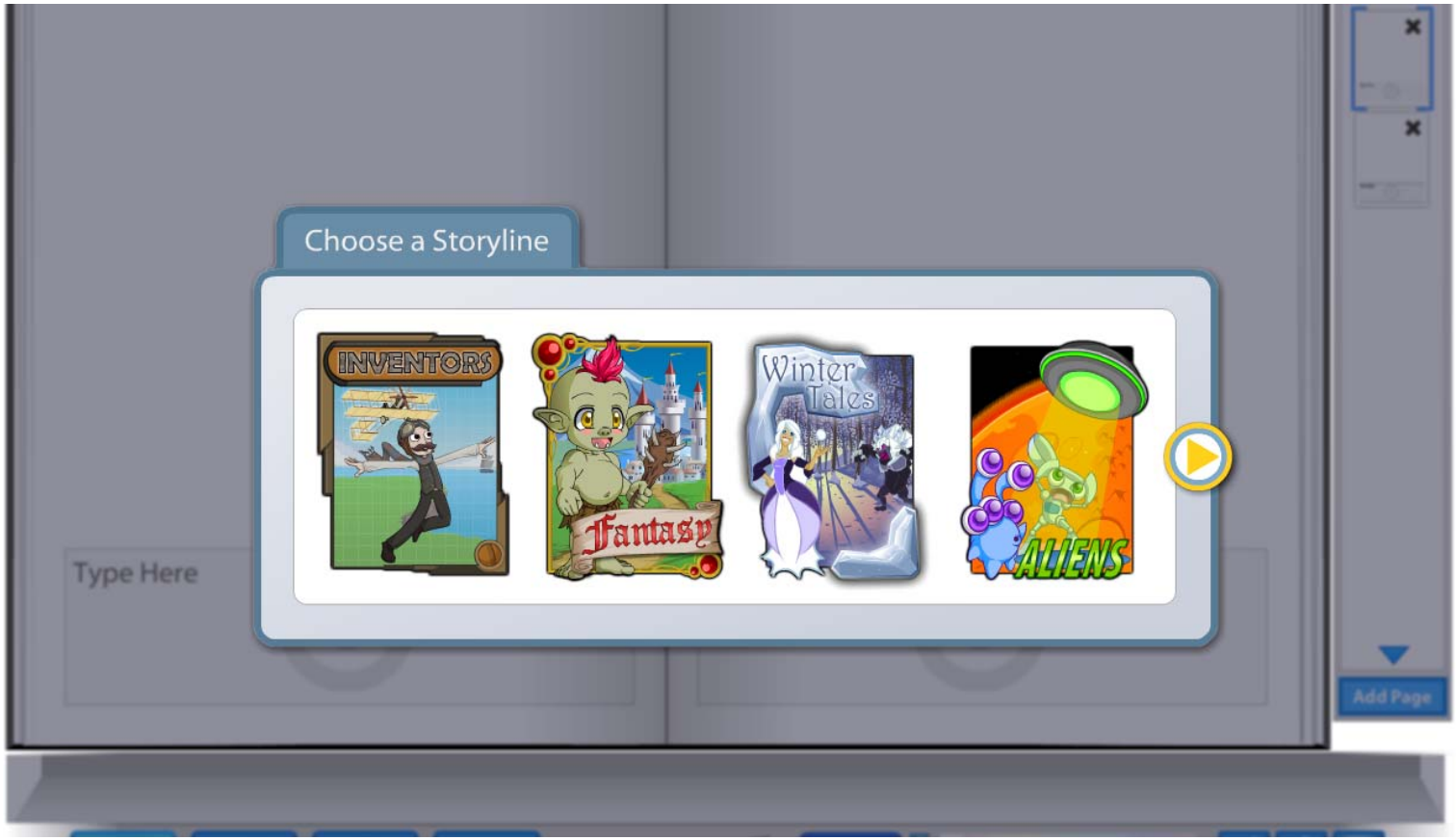

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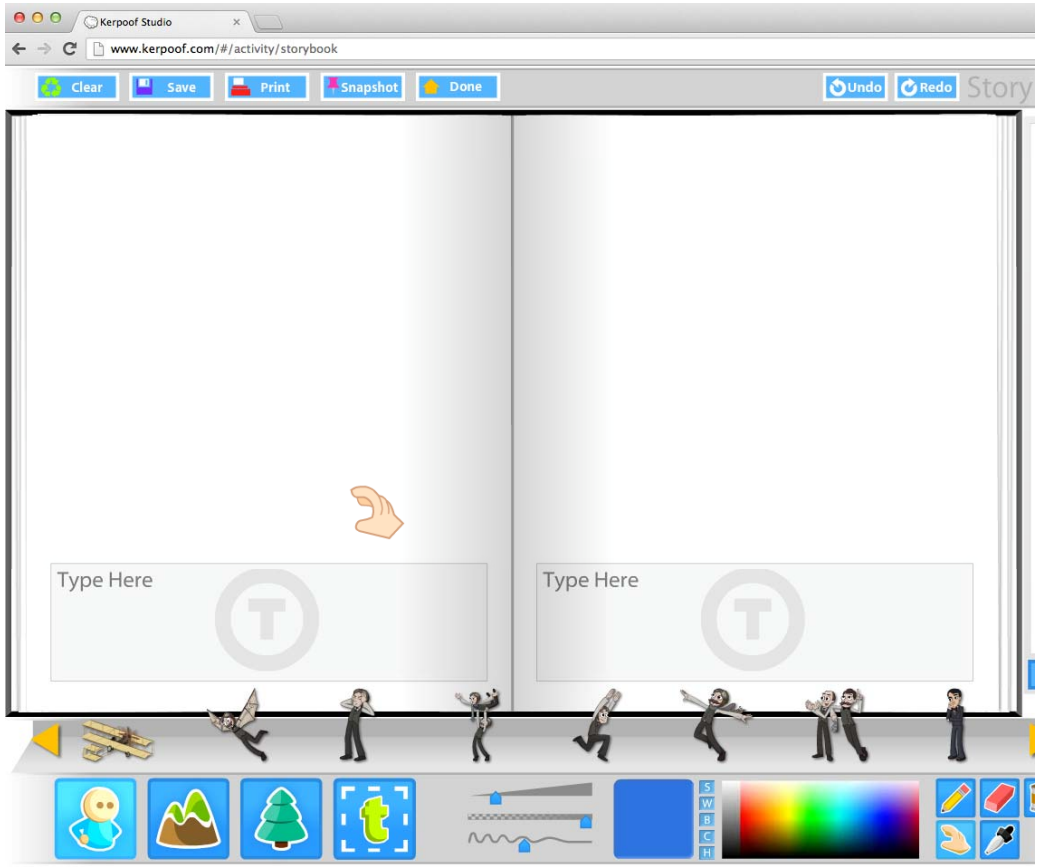

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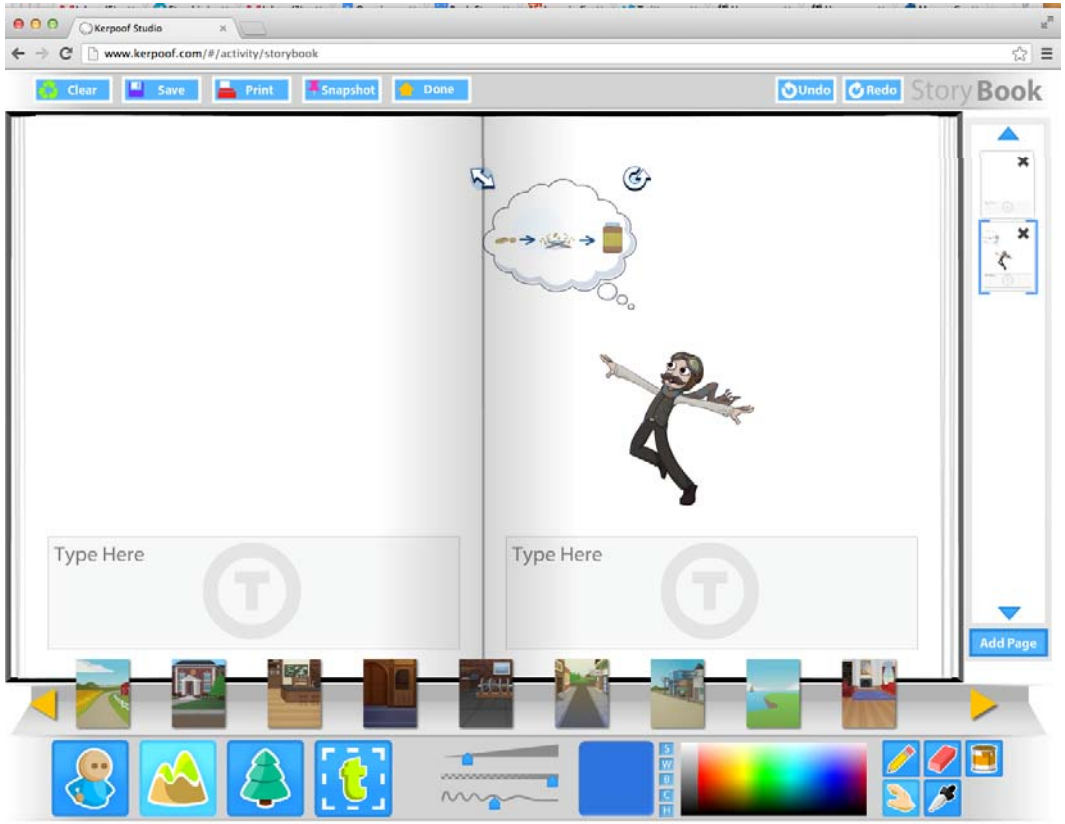

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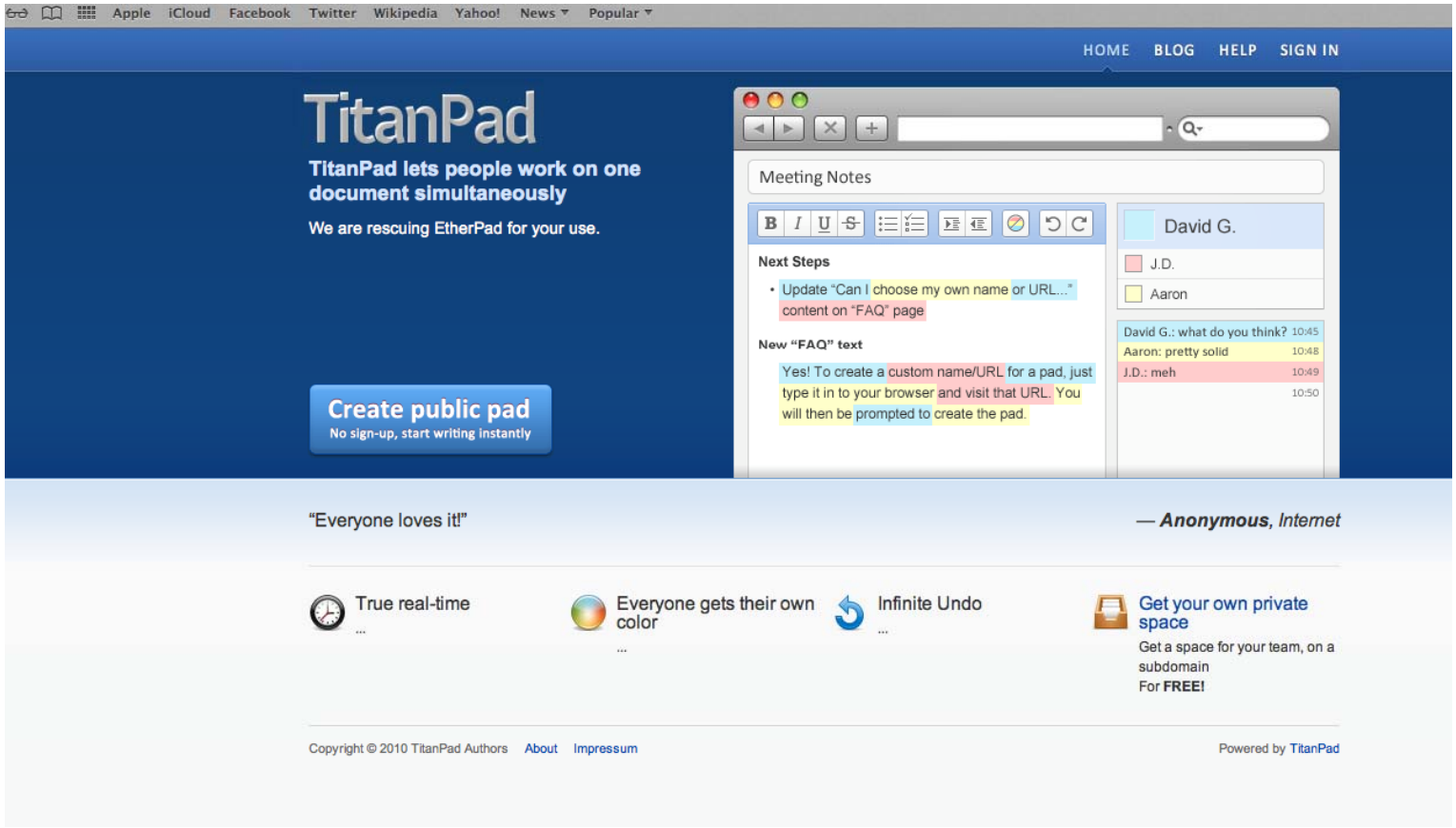
Titanpad (collaborative writing & editing)



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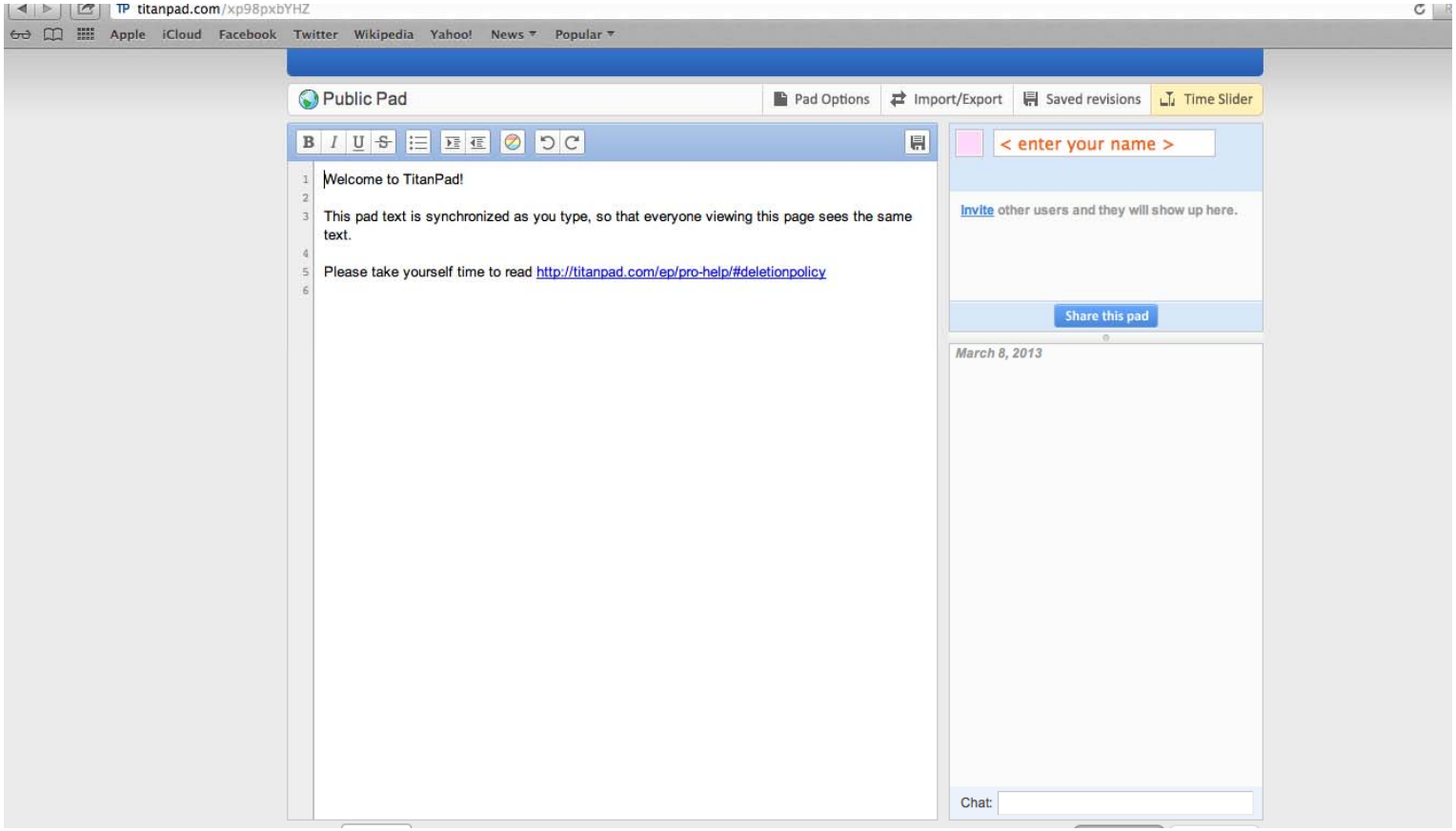

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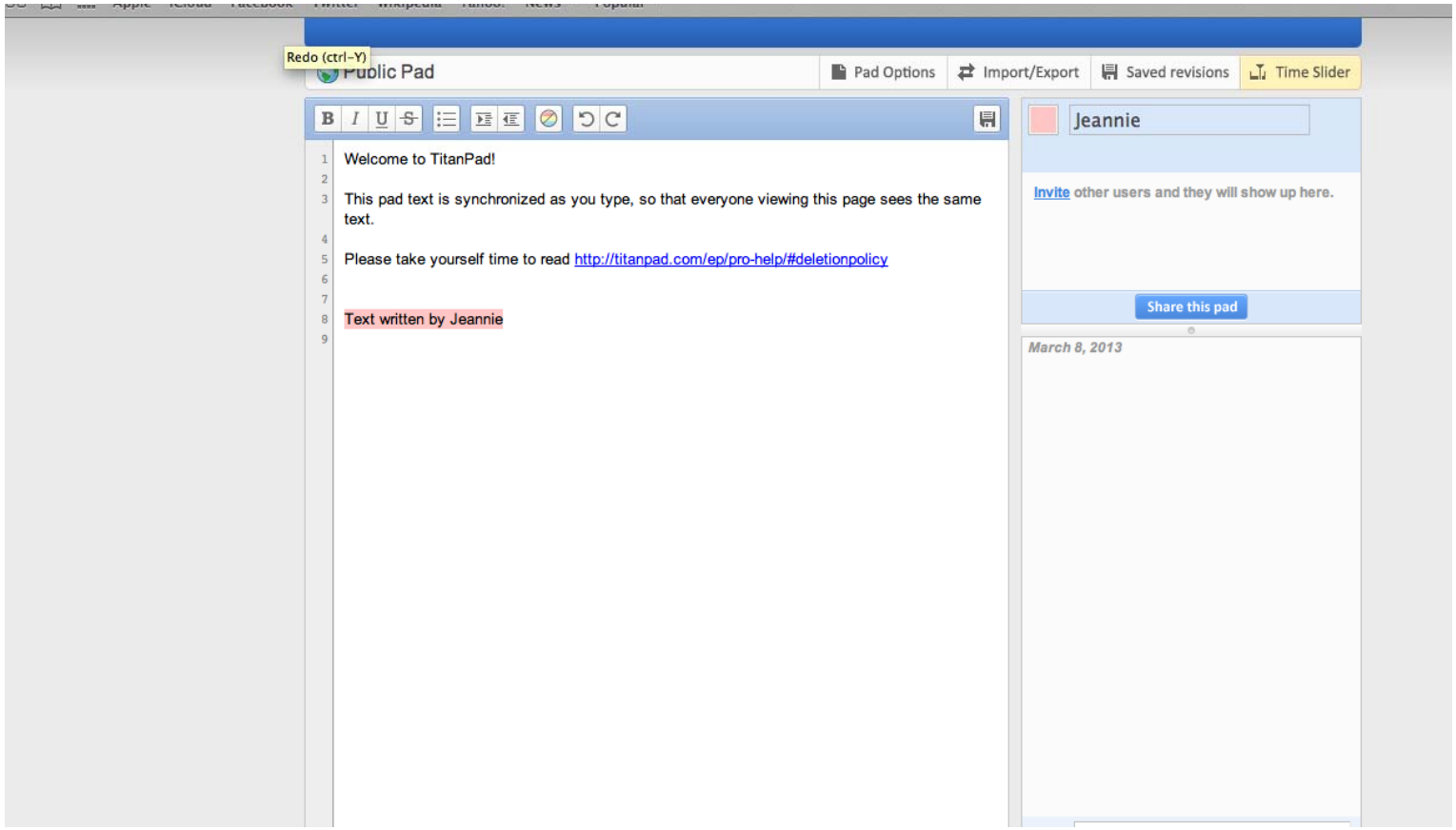

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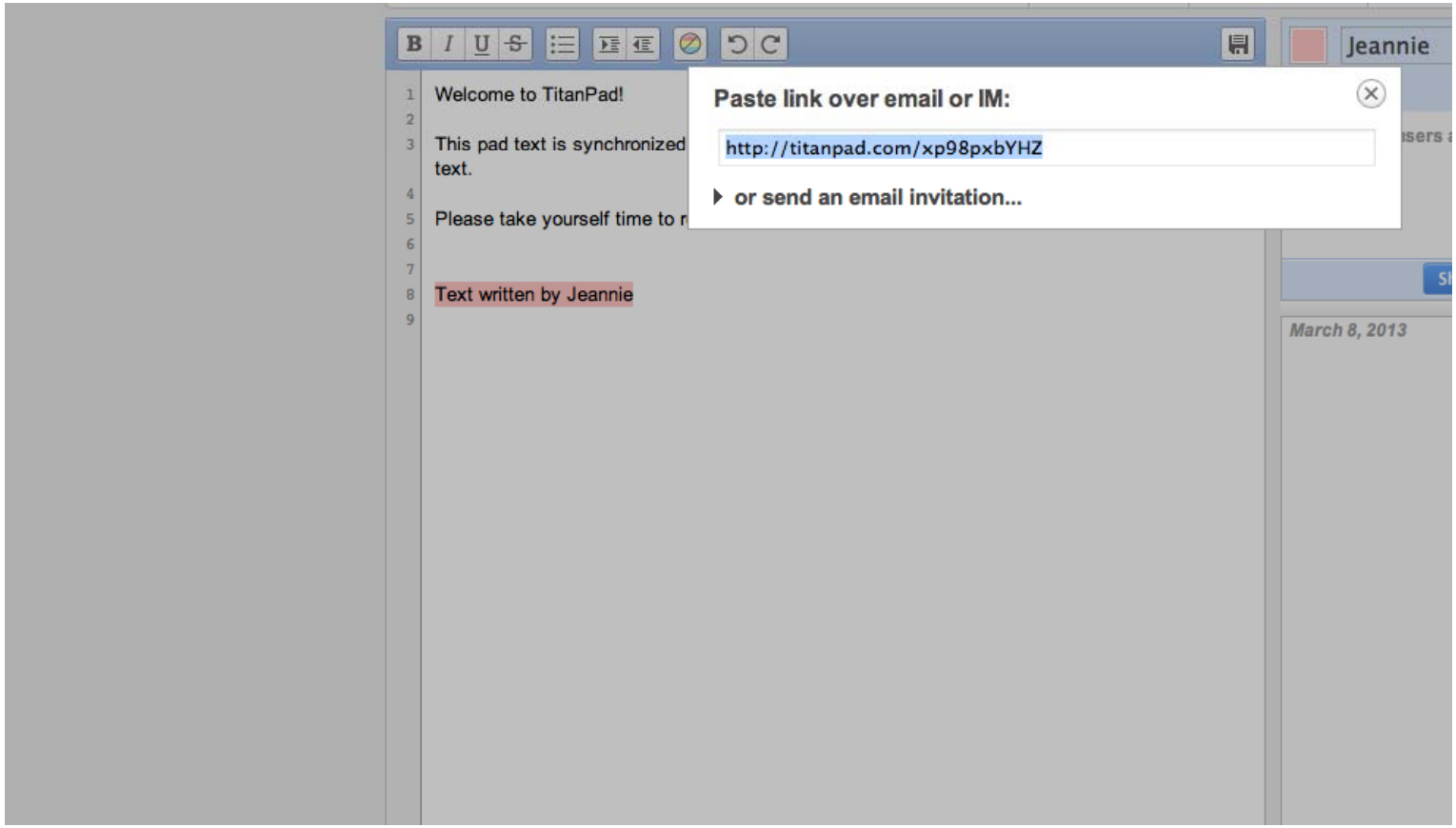

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Titanpad (collaborative writing & editing)

How many users can I have in my private domain?

There are no limits on the amount of users which can be created in a private domain.

Deletion Policy

You are deleting things?!

Since TitanPad is operated free of charge and had more success than we anticipated we needed to define a deletion policy for unused domains and pads. We've chosen quite liberal limits which shouldn't cause any problems for regular users but please take note that TitanPad is not an archival site. Please archive the work you care about somewhere safe.

How long will you store my public pads?

If your pad has less than 20 revisions (click the Timeslider in the upper right corner and look for "Version") we will delete it 2 weeks after it has been accessed the last time.

If your pad has less than 50 revisions we will delete it 2 months after it has been accessed the last time

All other public pads are kept for 12 months since the last time they've been accessed.

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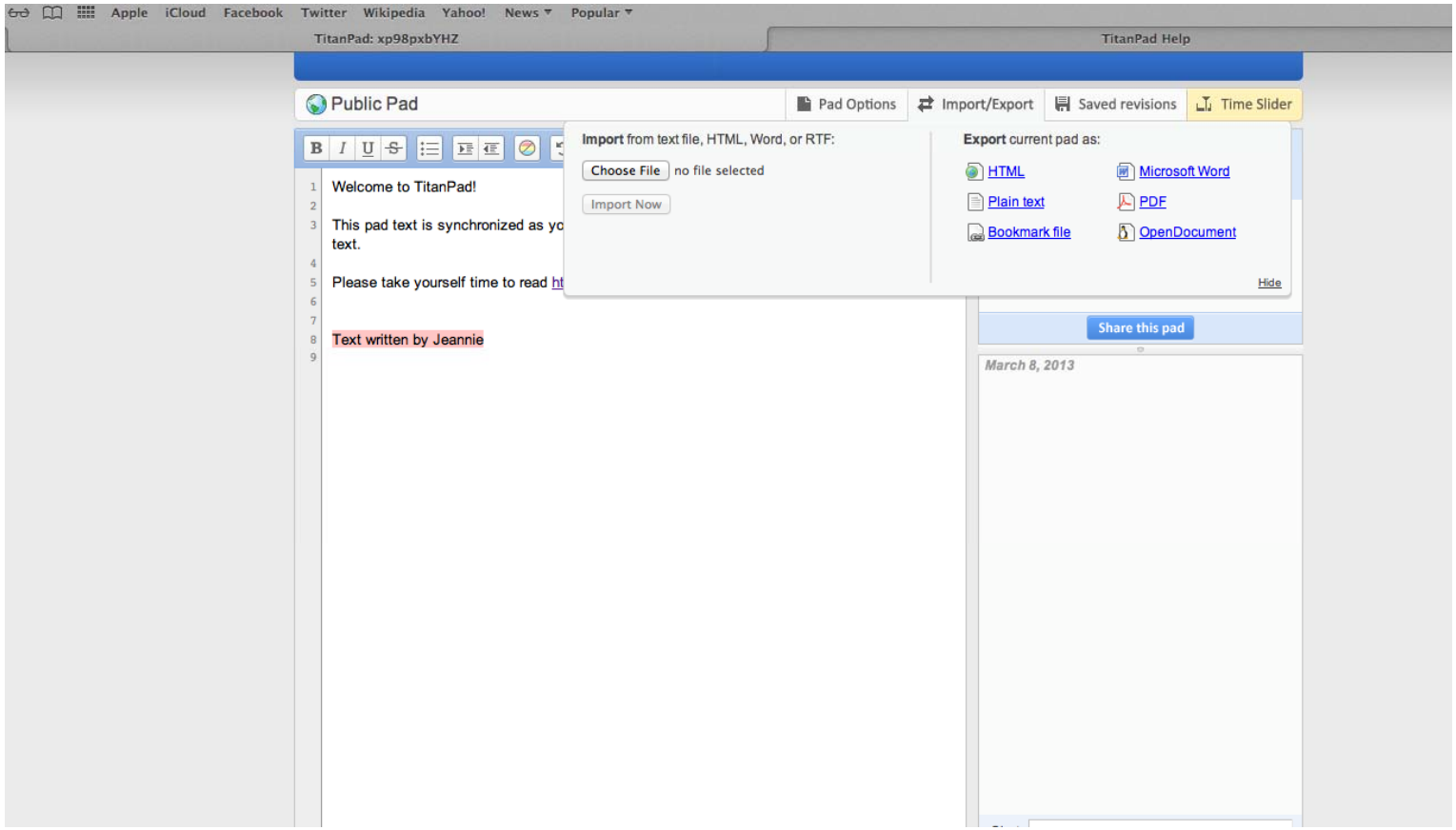
Titanpad (collaborative writing & editing)



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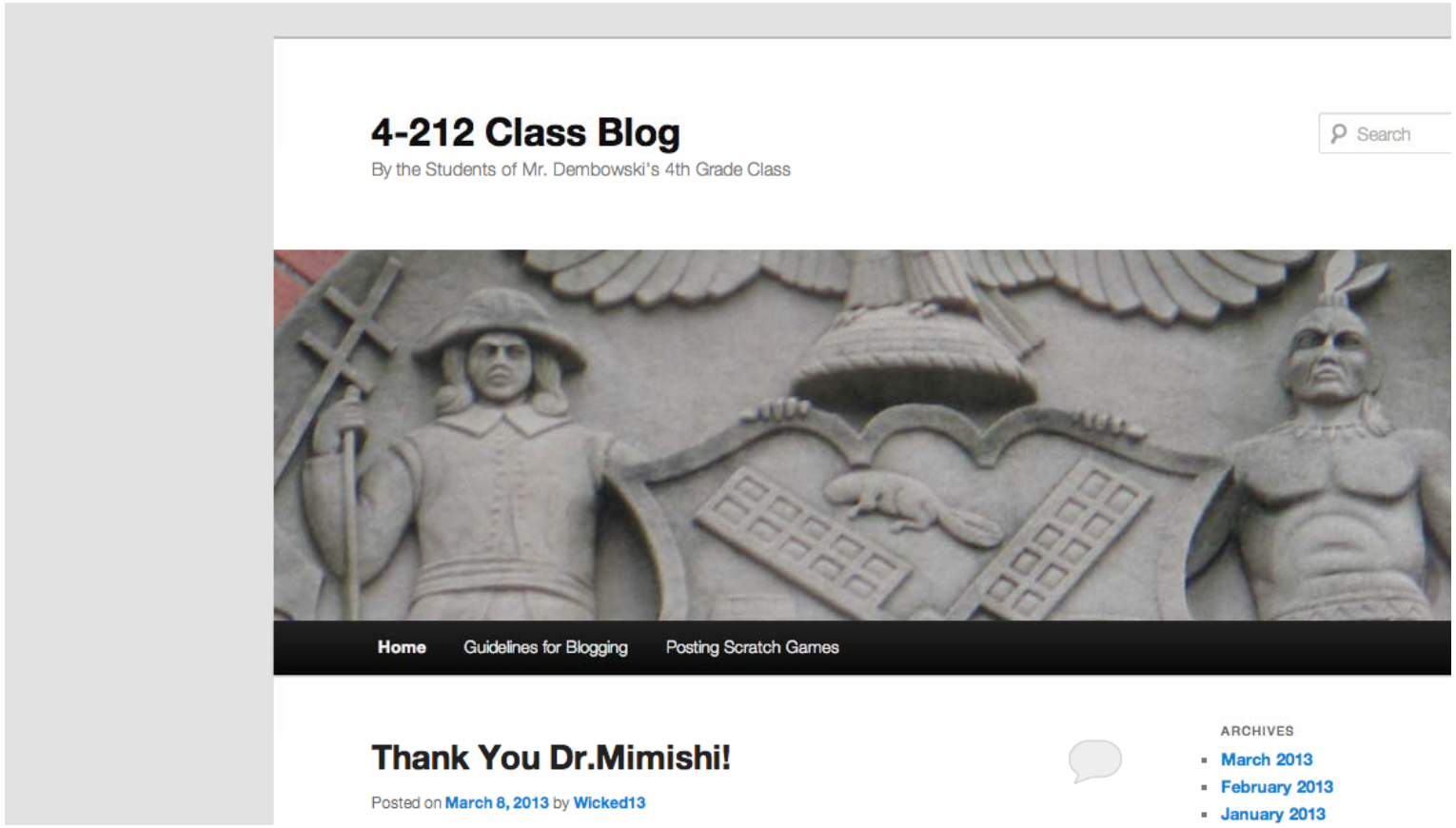
Class blogs (technical writing, writing practice, journals & celebrating work)



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Class blogs (technical writing, writing practice, journals & celebrating work)

Sherry and Terry- The Lemon War

7

Posted on **March 6, 2013** by **Dr. Mimishi**

I know what you're thinking and the answer is no. I didn't mean *pig* war, I meant *lemon* war

One day, Sherry and Terry REEEEAAAAALLLLY wanted some money. So they decided to set up a lemonade stand. They tried to make a **contract** telling how they would split the **profits**. The contract could be a little more **elaborate**, but besides that it was perfect. The only problem was, they couldn't agree on splitting it evenly. So Sherry made a **statement**: "We have made a important **transition** in our young lives. And that **transition** is this: From siblings, we are now business rivals." Then they set off. Terry made a "Good ol' fashioned" lemonade stand. He called it, "Terry's Lemonade. There was one problem. The prices were too high, and the stand didn't catch people's eye. Sherry's lemonade stand served pink lemonade. She called it "Heaven's Lemons". There was one problem. She made her lemonade WAAAAYYY too sweet. It didn't taste like lemon at all! So, both Sherry and Terry failed in the lemonade business. But that's okay, because they decided to be friends again.

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Class blogs (technical writing, writing practice, journals & celebrating work)

Gum

2

Posted on **March 6, 2013** by **Poppy Pinne**

I looooove GUM!!!!!
Gum is so perfect.
If you like mints BACON and fruit then you should chew gum!
Gum isn't the heathiest but my dentist said chew sugar free gum.
During the summer I went to the farthest part of New Jersey and I went to Wild Wood.Before I went I went to the store and bought gum.Since me and my sister Ruby couldn't agree so we each picked a flavor.
I picked a minty fruit kind.
Ruby picked a mint kind.Mine had 54 pieces and Ruby's had 42.
I ate it all up in a week.
The End
-poppy pinne
P.S if you have any gum please give it to me.

Posted in **Uncategorized** | **2 Replies**

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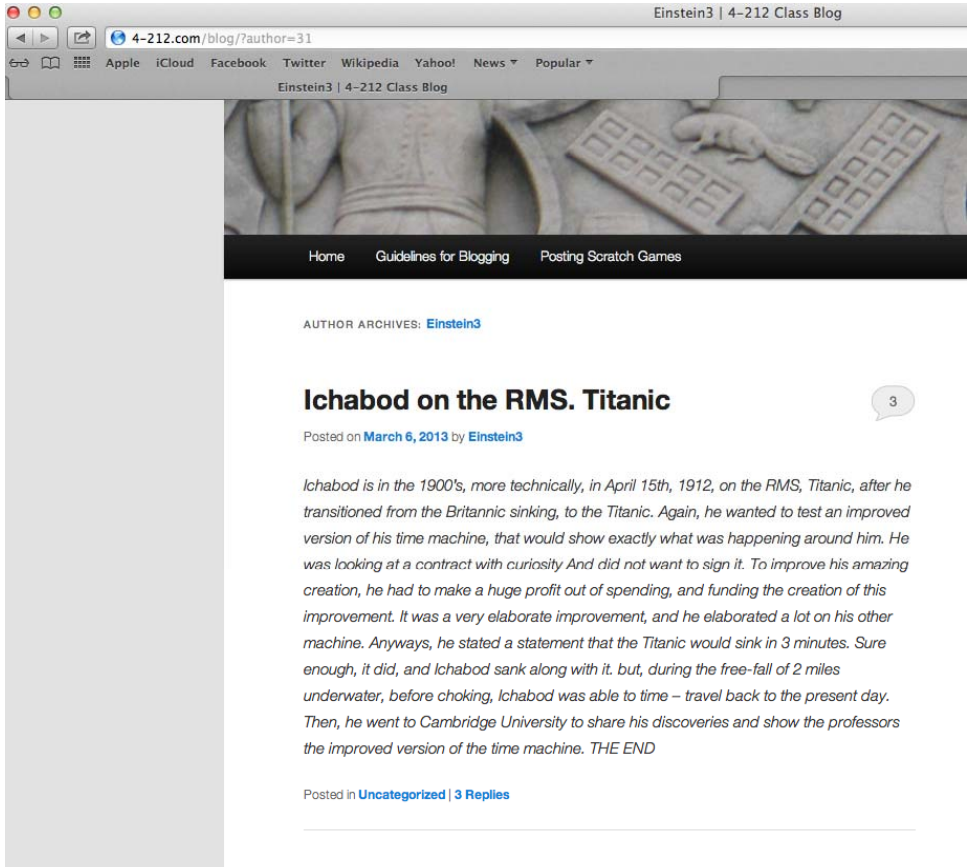
Class blogs (technical writing, writing practice, journals & celebrating work)



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Class blogs (technical writing, writing practice, journals & celebrating work)

Guidelines for Blogging

Updated 10/11/12

Please follow the rules below for blogging:

1. Please ask permission before publishing an original post.
2. Feel free to comment on any posts on the blog at any time.
3. Just like in class, you need to back up your statements with evidence and you must explain your opinions. For example, please do not write "I liked your post" without explaining what you liked about it. Be specific.
4. Always read what you wrote before publishing to make sure that it makes sense!
5. All blog posts and comments must obey the rules of capitalization and punctuation. Try your best to spell words correctly. Do not write in texting language!
6. Your comments should be respectful (If you have nothing nice to say, don't say anything at all).
7. Call your classmates by their blogging names.
8. 5th Graders, please get in touch with me if you would like to post on the blog.

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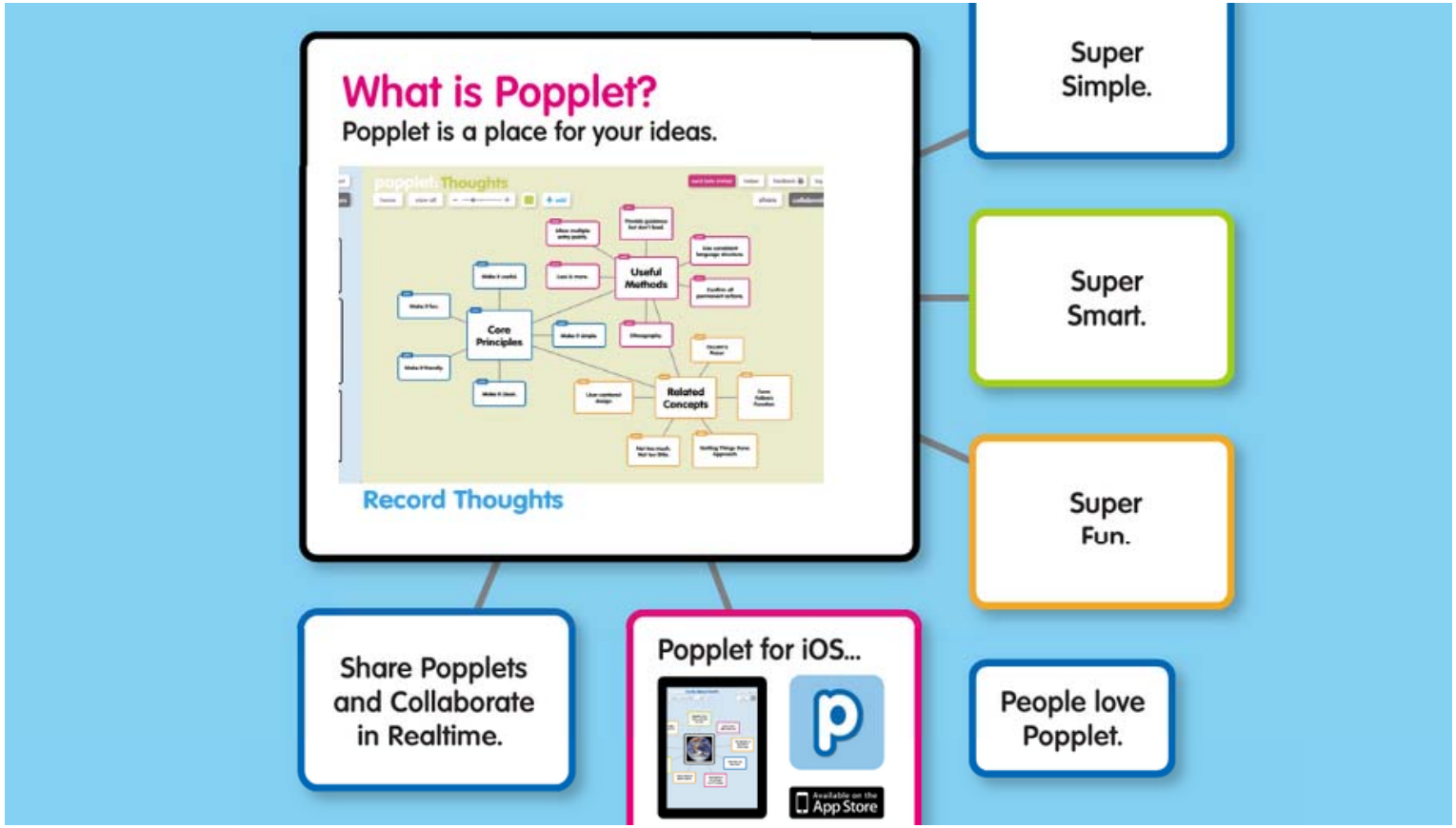
Popplet (organization and brainstorming)



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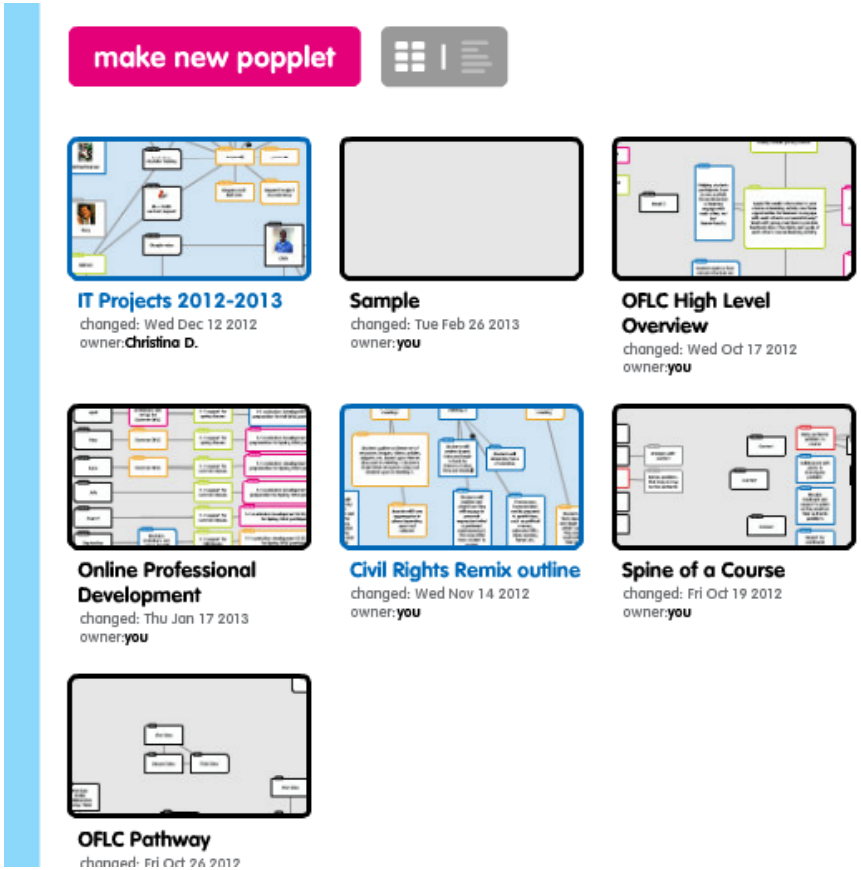

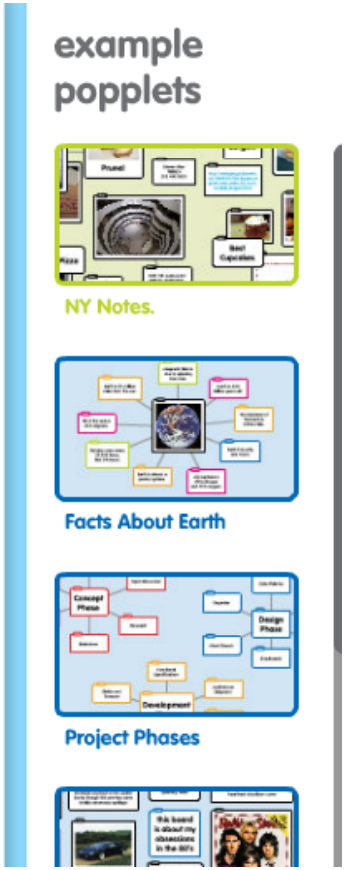

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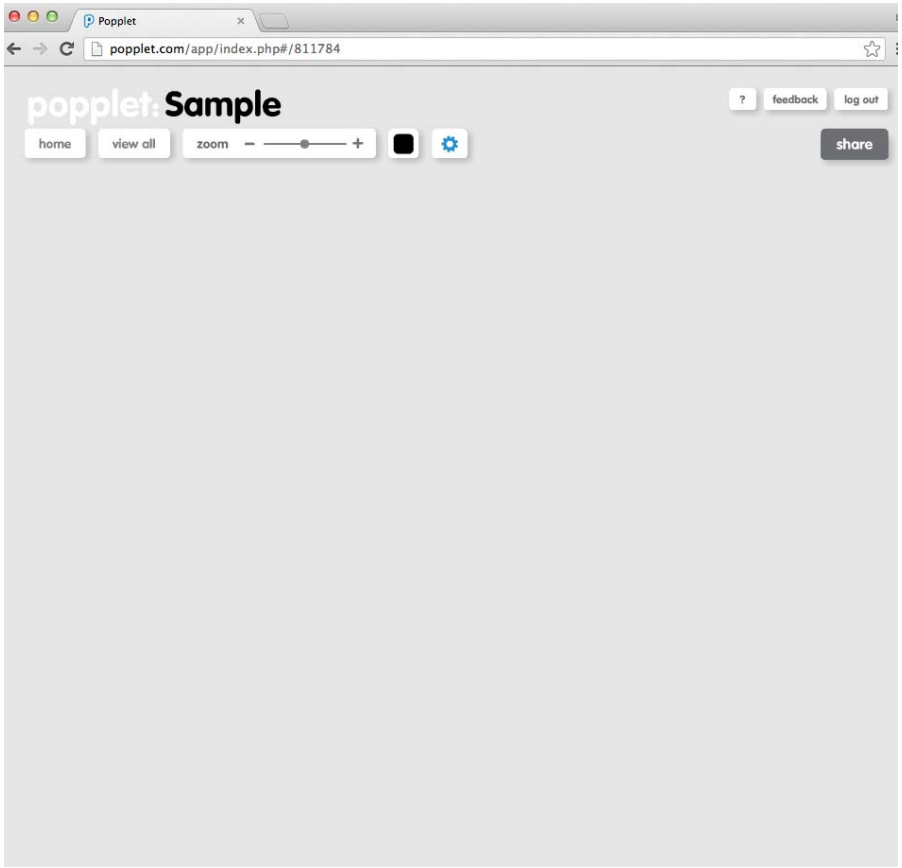

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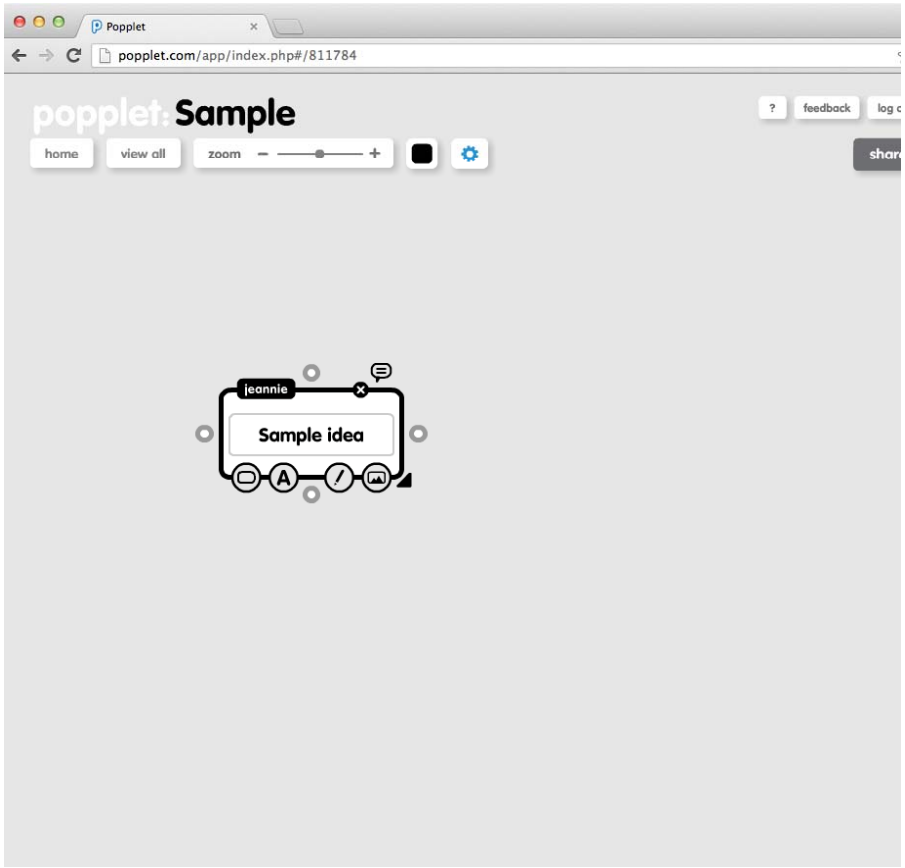

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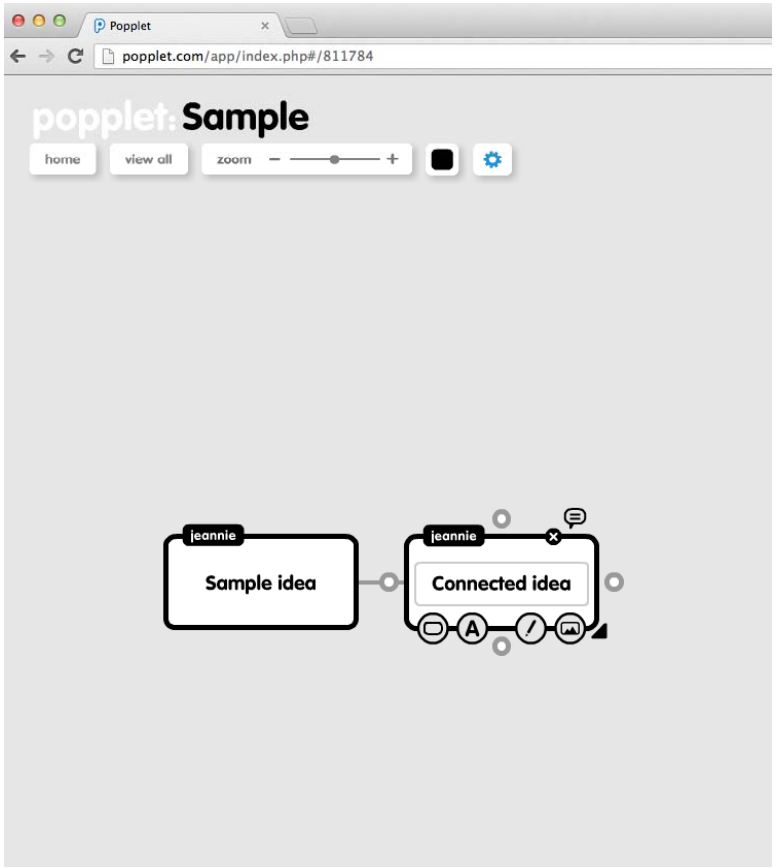

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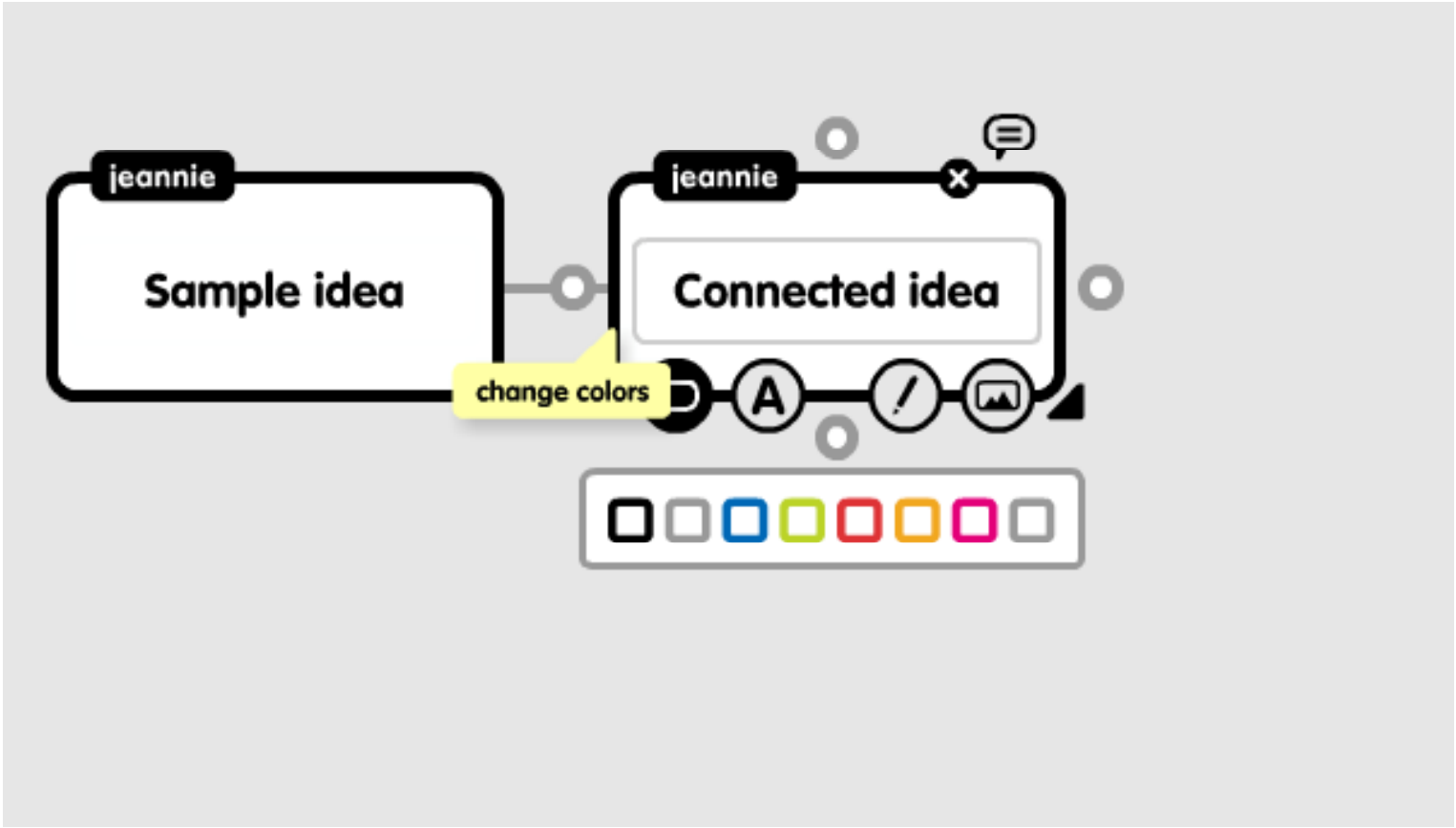

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50 Word Stories (micro-fiction, concise writing, editing & word choice)

50 Word Short Story is the name of this writing game, a tiny literary genre with a proud tradition. It may seem tough, but it's relatively easy if you follow these rules and work at expressing your ideas succinctly.

- Exactly 50 words
- Aim to end your story with "a twist in the tale" or a "sting".
- Do not write poems, riddles or jokes.
- Think of a beginning, middle and end

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50 Word Stories (micro-fiction, concise writing, editing & word choice)

Her soft voice offered a hint of reassurance. Adrenaline rush mirrored a NASCAR member. Full-court press perspiration and anticipation of the unknown; fear and anxiety married.

Eyes closed to focus and relax my breathing.

Her hand gently touched my shoulder. Our eyes met. She smiled.

It's over. Wisdom teeth extracted.

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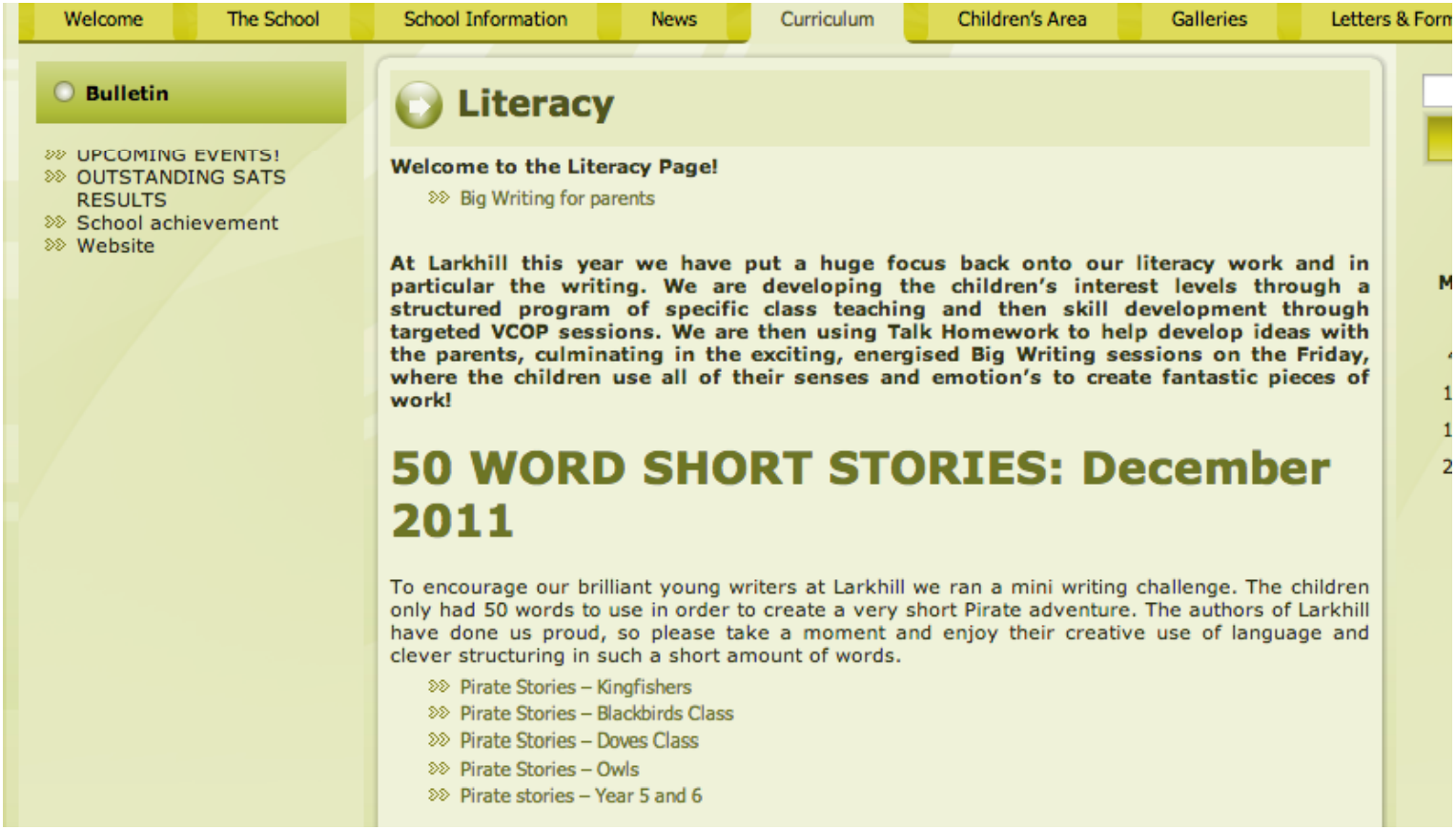
50 Word Stories (micro-fiction, concise writing, editing & word choice)



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Creativity Games (writing prompts and word choice)

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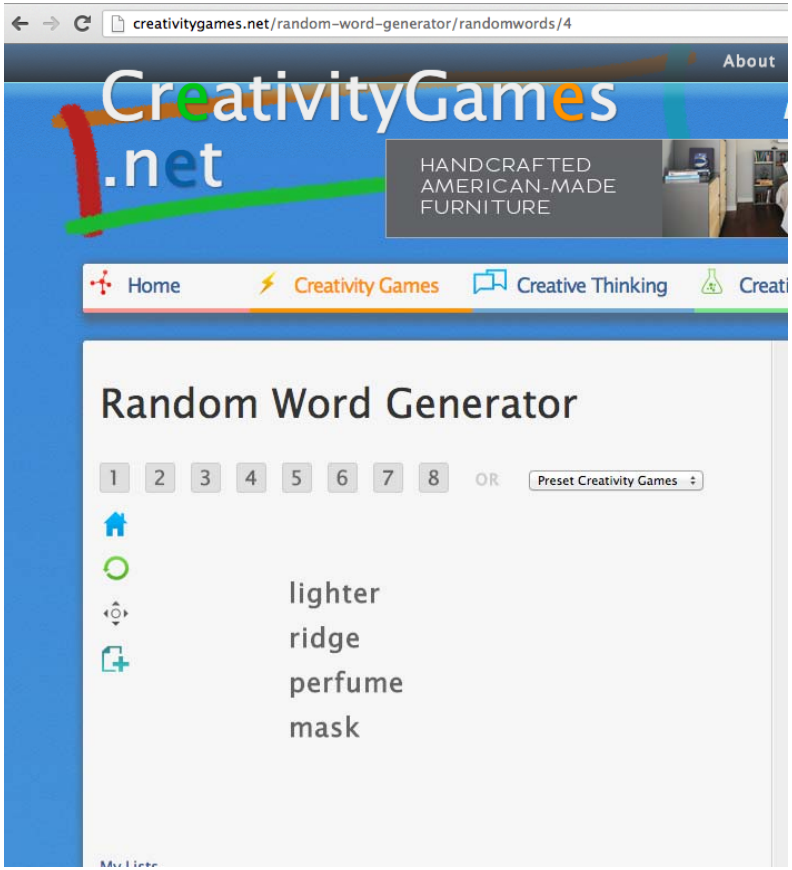

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Sites visited

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- SoundCloud (soundcloud.com)
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- Storybird (http://storybird.com/)
- Kerpoof (http://www.kerpoof.com/)
- Titanpad (http://titanpad.com/)
- Blogging (http://4-212.com/blog/)
- Popplet (http://popplet.com/)
- 50 Word Stories (http://www.larkhill.wilts.sch.uk/wp/?page_id=512)
- Creativity Games (http://creativitygames.net/random-word-generator)

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Closing Thoughts

- Ira Glass on Storytelling (something for you as a writer and for your students)
- http://vimeo.com/24715531

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Upcoming Hidden Sparks Without Walls Sessions

Wednesday, 4/17/13 8:00-9:00pm	Focus on the Shy and Anxious Child With Meryl Silver

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For more information visit: www.hiddensparks.org

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Applications for the 2013-14 Internal Coach Program Now Being Accepted!

The Internal Coach Program is designed to support a school's long term ability to address the needs of struggling learners by providing training to selected faculty members to be resident Hidden Sparks coaches – trained in understanding and teaching to diverse learning styles, behavior management, and classroom centered coaching. Similar to the Hidden Sparks External Coach Program, these Internal Coaches develop the expertise to become the resident experts on diverse learners. They receive training to facilitate monthly class-level meetings, offer workshops on diverse learning styles, and provide coaching to individual faculty members in order to identify specific learning strategies for students struggling in school.

ICP Course - Learning Lenses Curriculum

Internal Coaches will be provided with two types of training. The core Hidden Sparks curriculum, called Learning Lenses (days 1-4), combines a neurodevelopmental approach to learning with an examination of temperament, behavior and ecology, to inform a deeper understanding of children's learning and behavior. The second aspect of the training (days 5 and 6) focuses on the role of a Hidden Sparks coach – mentoring adult learners, conducting classroom observations, providing constructive feedback, and facilitating group discussion.

Application Deadline is Friday, April 5. **Training begins in Spring 2013 so that Internal Coaches can begin coaching in their schools during the 2013-14 school year.**

Learn more at http://www.hiddensparks.org/ .

The Internal Coach Program currently operates in the New York/New Jersey metro area, Baltimore, Chicago, New Orleans, Nashville, Tampa and Hollywood, FL. However, with funding from a Covenant Foundation Signature Grant, we are expanding to additional cites. If you are interested in bringing Hidden Sparks to your city, please contact Executive Director, Debbie Niderberg at 212-767-7707 or news@hiddensparks.org.

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About Hidden Sparks

Hidden Sparks is a non-profit fund whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that by helping schools meet the needs of children with learning and behavioral differences, ultimately all students will benefit. Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 24 Jewish Day Schools/Yeshivot in the New York metro area, 3 in Baltimore through a partnership with SHEMESH, and 2 in Chicago through a partnership with REACH. An additional 4 schools in Florida, Louisiana and North Carolina participate in a pilot program that combines an intensive in-person training course with ongoing "distance-mentoring" from a Hidden Sparks coach.

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Contacting Hidden Sparks

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