

Welcome to *Hidden Sparks Without Walls.*

We will be starting shortly...

- If you are using a speaker phone, the rest of us will hear everything going on in the room you are in. Speaker phones can also cause echoes and other extraneous sounds. Please avoid using them if possible. If that is not possible, make sure you are in a quiet room, and keep electronic gadgets as far from the phone as possible.
- While we are waiting to begin please [practice using the chat](#) feature by sharing your name, school and location. Activate chat by [clicking the “Chat” tab below the attendees list](#) on the right of your screen. Enter your communication and click on “Send.”
- If you have any clarifying questions about the format or the topic, you [may click on the “Q&A” tab below the presenter list](#) and enter your questions. Feel free to use the hand raising feature, by clicking on the little yellow hand on the right side of the screen.
- Don’t hesitate to engage as active, full participants. Your contributions may help others.
- Be aware of your airtime.



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hidden**sparks**
without walls

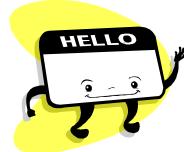
Helping Students Discover How They Learn

With Kelli Pollock
March 17, 2010



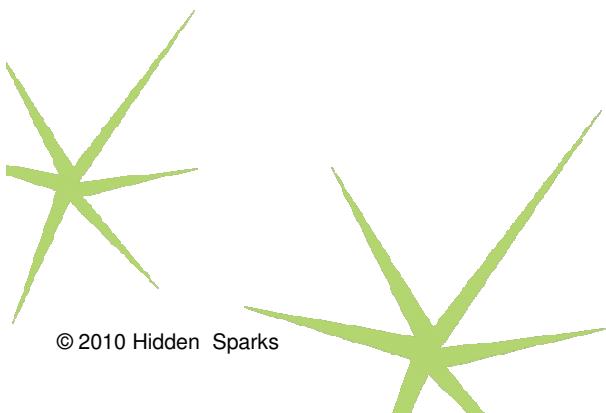
hiddensparks****
helping children reach their potential™

Welcome & Conference Etiquette

- Below are some tips that will help make this conference call successful.
- **Use the right phone.** - Cell phones can be included in conference calls, but some can also cause static on the lines. Try to use a landline phone if possible. Speakerphones pick up a lot of background noise. If you use one, mute it whenever possible.
- **Participate in a quiet, undisturbed room.** – Background noise can be heard through the phone and will disturb others in the conference. If you can't find a quiet room, use your phone's mute button until you want to speak – and avoid distracting noises such as humming, scraping chairs, tapping a pencil, etc.
- **Never Put a Conference Call on Hold!** - Participants will be forced to listen to your on-hold music or they will not know that you have stepped away and may continue to address you while you're gone.
- **Call Waiting** - The sound of your call-waiting beep can be disruptive and confusing to conference call participants. Quite often the Call Waiting function can be temporarily suspended by touching *70 prior to the call.
- **Identify Yourself** - When you first enter the call and when you ask a question please identify yourself by name and school or state on-line.
- **Chat Room & Question/Answer Box** – Those participating on line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. We will offer regular opportunities for those joining by phone only to participate as well.

Our Guest:

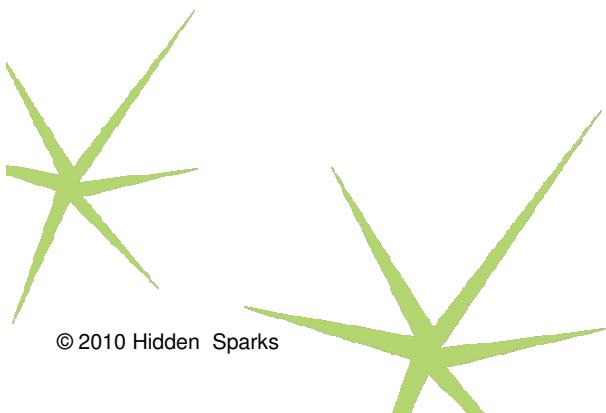
Kelli Pollock has been a National Facilitator of Schools Attuned since 1997 and has developed and implemented curriculum for the Schools Attuned course and various other workshops on neurodevelopment. She received her Masters in Special Education from Bank Street College of Education and taught for four years at The Churchill School in New York City. In Livingston, NJ, Kelli served as a Middle School inclusion teacher prior to moving into mainstream classrooms where she taught from third through sixth grades. She has been an adjunct professor at Bank Street and served as a Field Facilitator for Schools Attuned, helping educators to implement neurodevelopmental thinking and analysis in their classrooms and schools. Kelli is currently tutoring students with learning disabilities and developing curriculum for Hidden Sparks.



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Session Goals

- To experience first-hand “learning about learning” activities that have been successful with students
- To develop questioning techniques that will guide students in understanding and analyzing their own learning

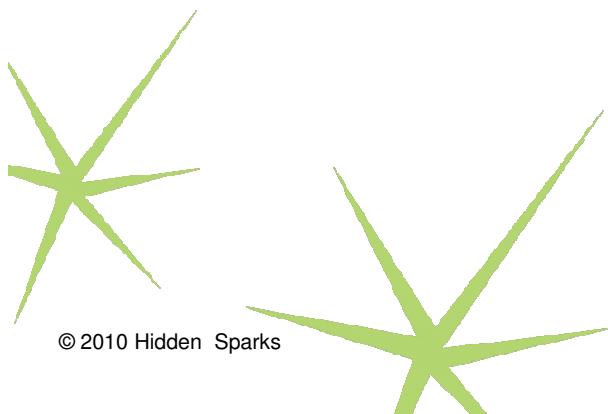


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Starting With Ourselves as Learners



**What questions have you had or do you
still have about your *own* learning?**

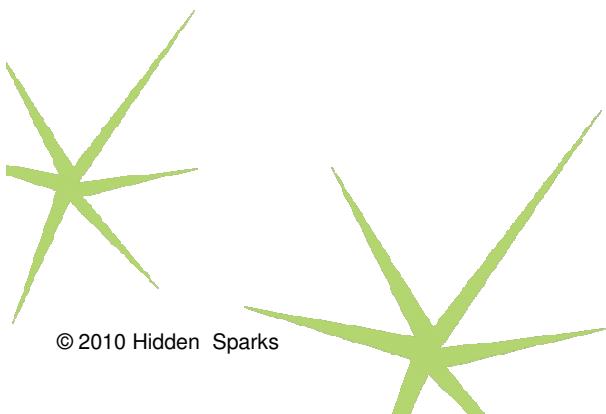


But There's No Time to Teach Learning!!!



Sure there is!

- Short activities focused on one (or more) learning pathways
- Learning about learning while they're *already* learning!



It's All About the Questions

Emotions

- How did this activity make you feel?
- Why do you think you felt like this?

Choices

- Which method/strategy works better for you? Why?
- I see that you changed how you were solving this problem. Why?

Process

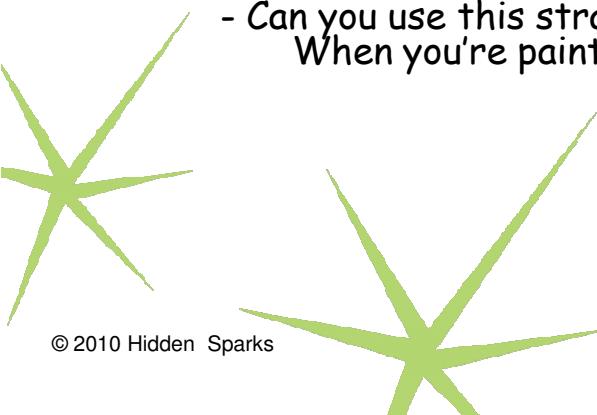
- How did you do that?
- What worked well? What didn't?

Extension

- Do you have to be good at this anywhere else in school?
- Can you use this strategy at home? In a sport? When you're painting a picture?



Let's put it into practice...



Content-Related Activity #1 (lower grades)

You have set up the following centers around the room in which your first graders will practice spelling their sight words (am, the, is, like):

*Writing
In
Shaving cream*

*Rainbow
Writing*

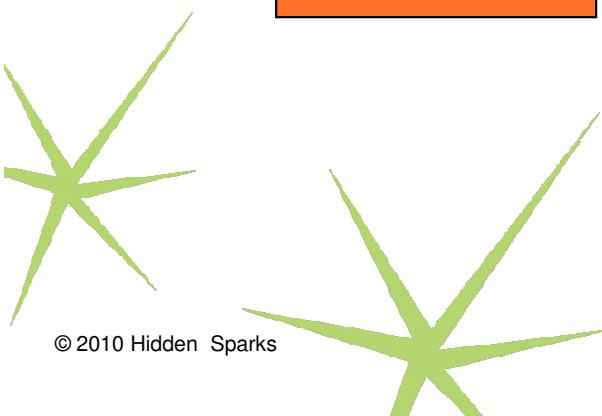
Skywriting

*Listen
And
Visualize*

*Singing
the
Sight Words*

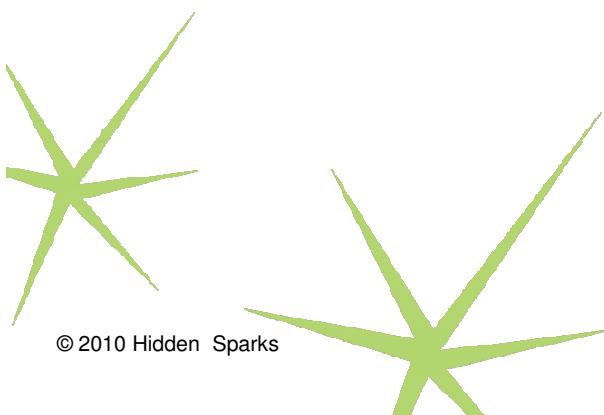
*Writing
on Backs*

What are some “learning about learning” topics we could introduce here?



Remembering Sight Words

- You decide that you want to talk about long-term memory and memory strategies.
- When/how will you introduce this idea?
- What questions will you ask:
 - before the centers?
 - during the centers?
 - after the centers?
- How will you continue the learning after these centers?



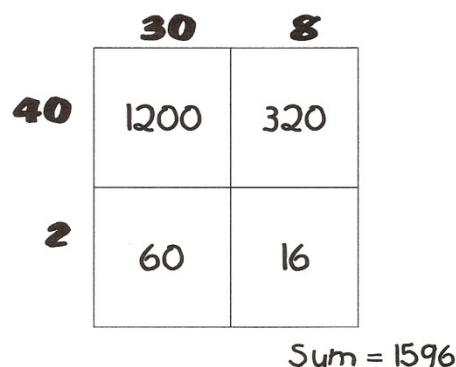
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Content-Related Activity #2 (upper grades)

• Which Way Multiplication?

$$\begin{array}{r} & 1 \\ & \boxed{42} \\ \times & 38 \\ \hline 336 \\ + & 1260 \\ \hline 1596 \end{array}$$

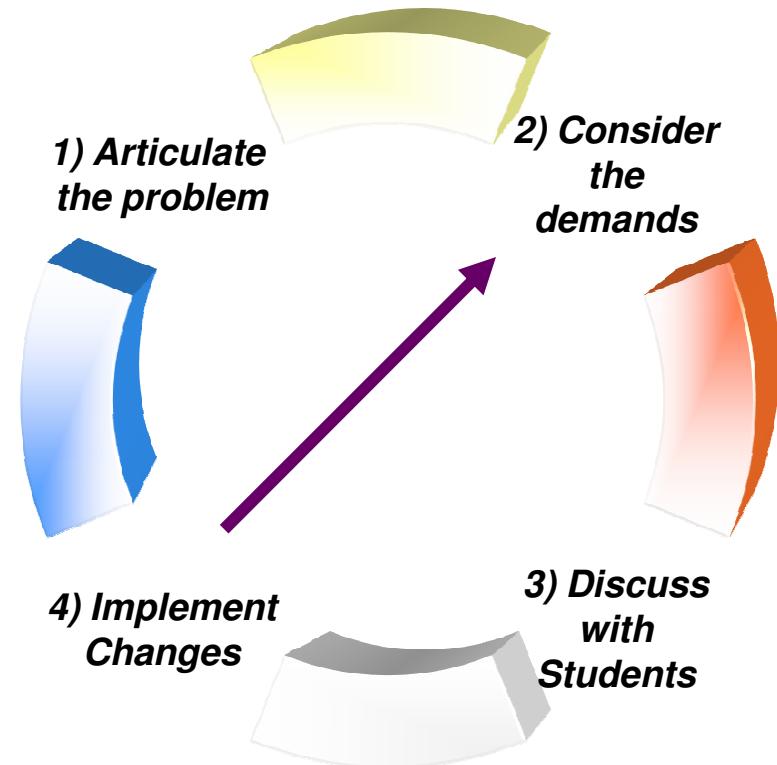
Which method works better
for your type of mind?



- What are the demands of each method?
- What is a question you might pose to a group of fifth graders to encourage them to think about their own learning?

Teachable Moments for the Whole Class

Two weeks ago, you gave your sixth graders a long-term project to culminate the end of your unit on the Civil War. Despite having given them choices for the type of project, descriptions of each part and a list of due dates for each part, many students are not handing things in on time.



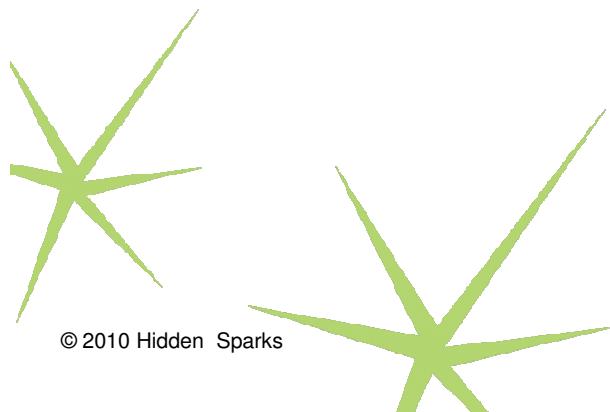
Short Independent Learning Activity #1

“Where is Your Focus?”

Who: First Graders

Why: Very distracted by sounds, people, visuals in room, objects on desk

How: The miner's headlight



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Thoughts?

Short Independent Activity #2

I Am Good At...

Puzzles 

Memory Games 

Drawing 

Catching a ball 

Building with blocks or legos 

Remembering what letters look like 

Remembering shapes 

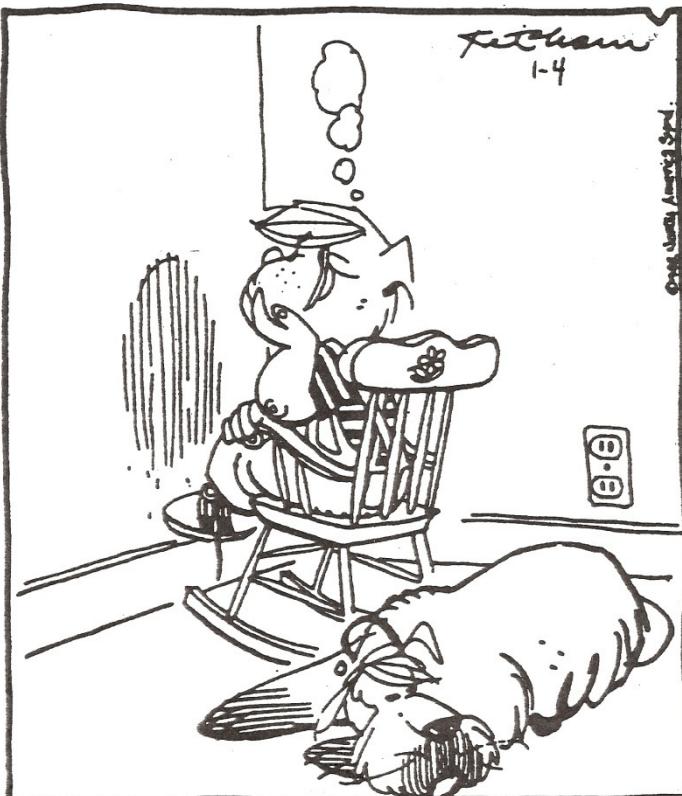
Remembering left and right 

Spatial Checklist

- How would you introduce it?
- After children have completed it, what questions could you pose to get them thinking more about spatial ordering?
- Can you think of other checklists you could develop to encourage learning about learning in your classrooms?

Making it Fun

DENNIS THE MENACE



“BY THE TIME I THINK ABOUT WHAT I'M
GONNA DO...I ALREADY DID IT!”

- What learning pathways might be leveraged here?
- What questions might you pose?
- Can you extend the conversation into a short activity?

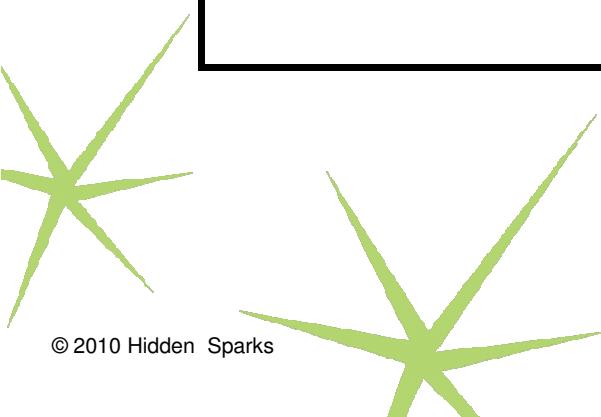


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Here's An Idea...

You...	What Might Happen...
Answer a question on a quiz too quickly	
Say something to a friend without thinking it through when you're frustrated	
Kick the ball in a soccer game too quickly, without looking at your options	

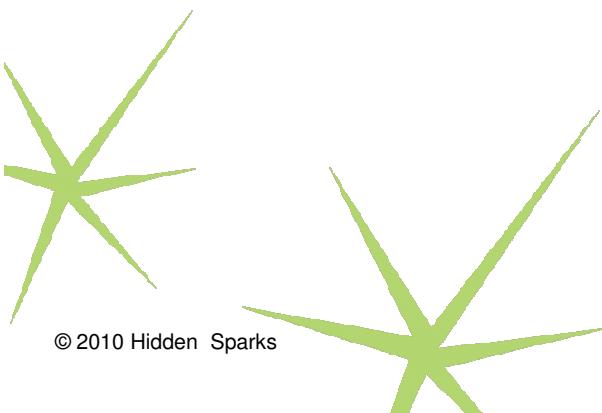


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Longer-Term Endeavors

4th Grade Attention Activities

- Discussion:
 - What does it mean to *pay attention*?
 - How do you know when you are? aren't?
 - What makes it hard to pay attention?
 - What happens when you *aren't* paying attention?
- Read-Aloud (Levine's Keeping A Head in School): Stan
- Short reading assignments in groups (Levine's Keeping A Head in School)
- "Attention Road" (information and strategy posters)



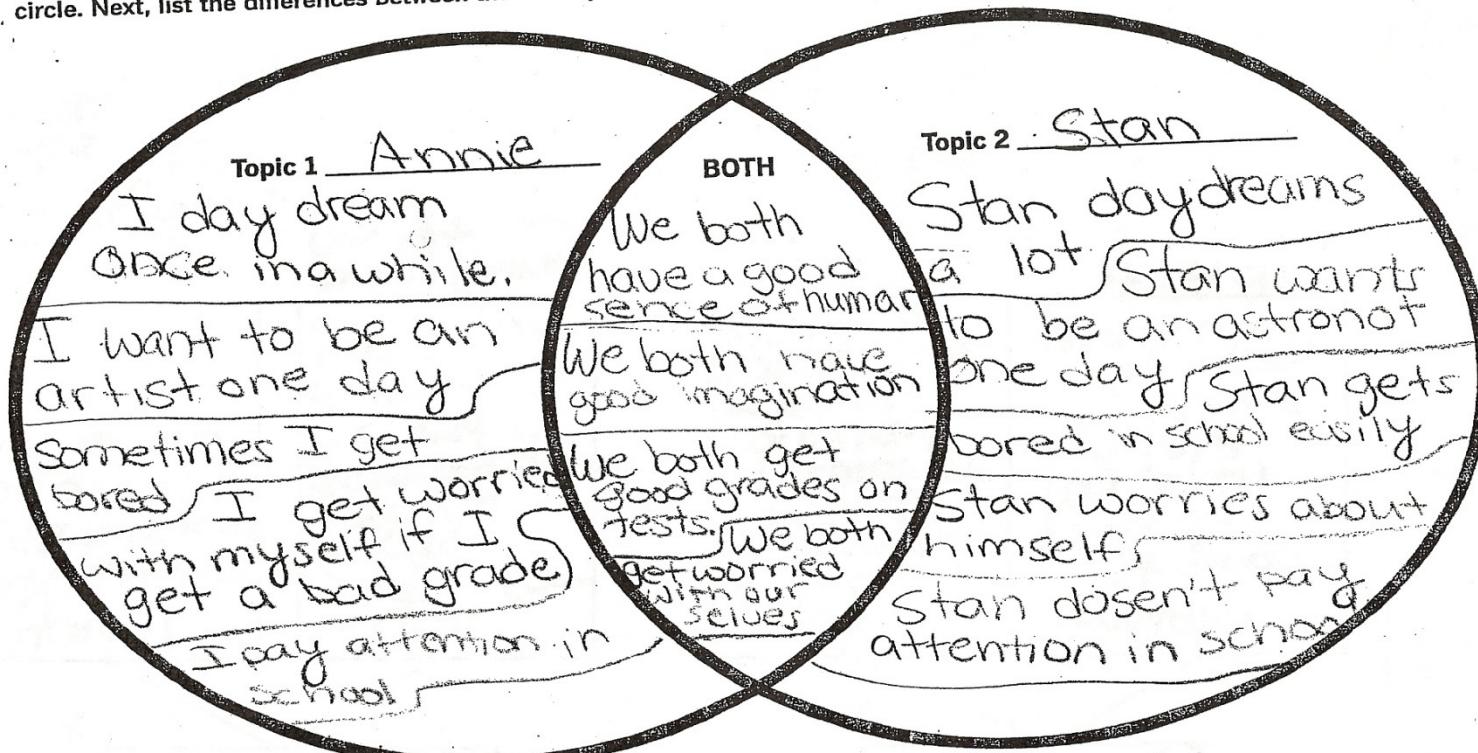
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Student Work

Venn Diagram

WORLD REPORT

Use the Venn diagram below to help you compare and contrast two people, two places or two things. Write a topic in each circle. Next, list the differences between the two topics in the outer circles. Then list the similarities in the middle.

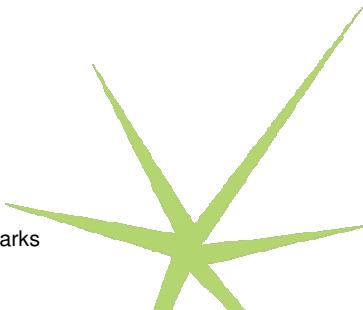
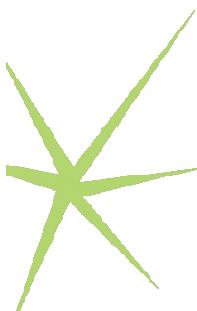


• TIME FOR KIDS. This page may be photocopied for use with students.

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Student Work continued

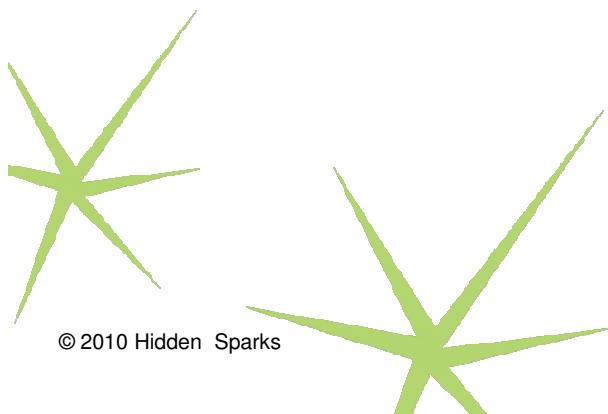
These are things that might make paying attention difficult ...	These are some strategies to help a person with their attention ...
<p><u>Music</u></p> <p><u>to much work</u></p> <p><u>to much talking from the teacher</u></p> <p><u>if someone is playing with something</u></p>	<p><u>Raymond</u></p> <p><u>Shaking my legs</u> ←</p> <p><u>Doing less work</u></p> <p><u>go to bed early</u></p> <p><u>if teacher could talk less</u> ←</p>



Ticket to Leave



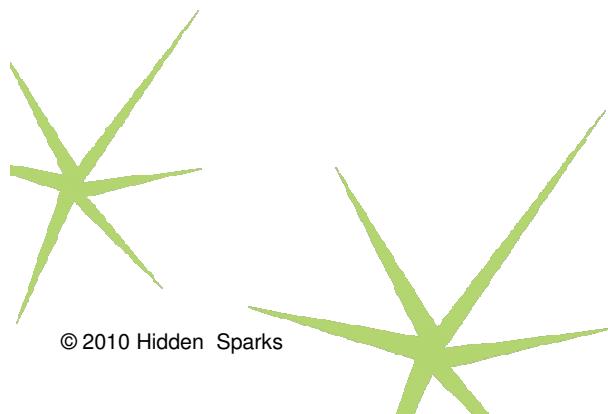
Share an idea for how you might begin this work.



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Upcoming Hidden Sparks Without Walls Sessions

Wednesday, April 14, 2010	Reading Comprehension Strategy Instruction: Enhancing Understanding of Text, with Jane Gertler, Ph.D.
Monday, May 3, 2010 Monday, May 10, 2010	Cooperative Learning: A Way to Differentiate Your Instruction and Enhance Your Students' Engagement, with Harriet Lenk, Ph.D.



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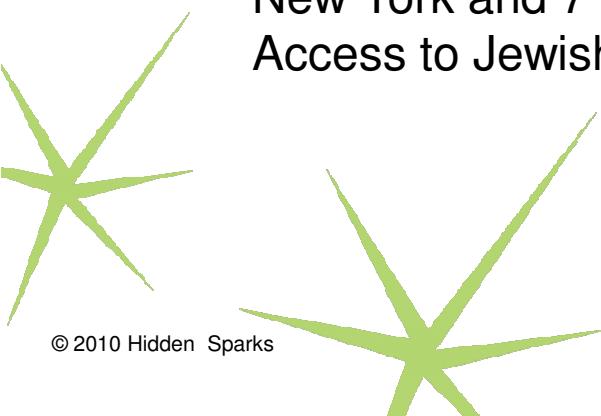
For more information visit: www.hiddensparks.org



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 21 Jewish Day Schools/Yeshivot in New York and 7 in Boston, through a partnership with Gateways: Access to Jewish Education.



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Contacting Hidden Sparks

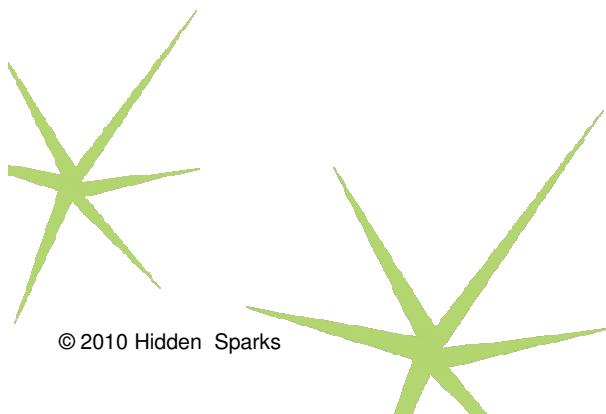
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