

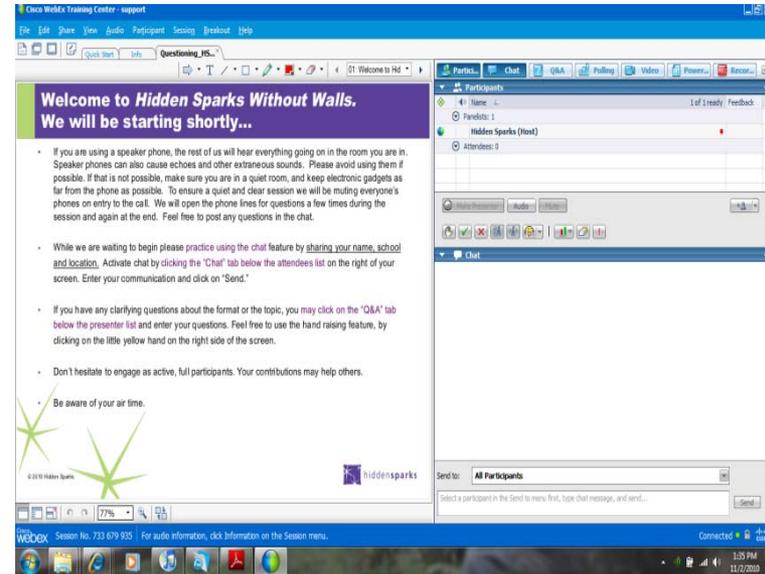
Welcome to *Hidden Sparks Without Walls Parent Connection*. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted. Questions and comments can be submitted via the **CHAT FEATURE**.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

When chatting, please remember:

- Select “**All Participants**” so everyone can see your message .
- If you have any clarifying questions about the format , or the topic, you may click on the “**Q&A**” tab located 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.



Hidden Sparks Without Walls Parent Connection

Hidden Sparks Without Walls Parent Connection is a series of courses designed to bring together educational professionals and parents in order to improve the quality of the educational experience for all students, including those who struggle.

We hope that the information provided in these courses is helpful, however every child, family, and teacher is different and the strategies and techniques discussed in the seminars do not necessarily apply to every situation.

Hidden Sparks Without Walls Parent Connection does not, in any way, substitute for personal professional assistance or guidance delivered by an educational or other professional dedicated to assisting your child or family.

Hidden Sparks Without Walls, and the Hidden Sparks program in general, does not offer evaluation, recommendation, or consultation services to individual students or families.

About Hidden Sparks

Hidden Sparks is a non-profit 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 helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, 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 23 Jewish Day Schools/Yeshivot in New York and with the support of a Covenant Foundation grant, in 3 schools in Baltimore, through a partnership with SHEMESH and in 2 schools in Chicago through a partnership with REACH.

More than 20 schools have received Hidden Sparks services through the No Child Left Behind program.

Hidden Sparks Programs

External Coach Program (ECP)

The Hidden Sparks External Coach Program offers school-based training, coaching, and mentoring in understanding and teaching to diverse learners.

Internal Coach Program (ICP)

The Hidden Sparks Internal Coach Program trains a member of the school faculty to become a resident expert in diverse learning styles.

Hidden Sparks Without Walls (HSWOW)

The Hidden Sparks Without Walls program makes available short-term classes on differentiated learning to teachers in Jewish day schools and yeshivas across North America. The WOW design, which combines audio and online content, but does not rely exclusively on access to a computer, allows the program to be used by a range of teachers, including those who do not have computers in their homes.

No Child Left Behind (NCLB) Programs

Hidden Sparks offers both workshops and coaching services to New York City non-public schools as part of the No Child Left Behind program. Eligible schools may use their Title funding to access these services.

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PARENT CONNECTION

Supporting the Joy of Reading at Home

With Elizabeth Fox

June 11, 2014



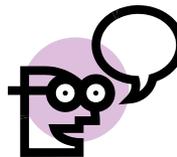
www.hiddensparks.org

Welcome & Conference Etiquette

Below are some tips that will help make this conference call successful:

PLEASE NOTE: We will be muting phones automatically, but when we open the lines for questions we will want to ensure that those questions can be heard and answered without undue background noise. We will work in time for questions during the presentation.

- **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.
- **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 ask a question verbally during the designated times please identify yourself by name.
- **Respect for privacy-** In order to be respectful and to protect the privacy of others, please do not refer to specific teachers or schools by name.
- **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.



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Our Guest:



Elizabeth Fox, Ed.M., is the Director of Education of Hidden Sparks. Through the Education Alliance at Brown University she has designed workshops for teachers in all subject areas to deepen their understanding of reading processes. Elizabeth has also designed and taught a course in the teaching of reading for graduate students at Teachers College, Columbia University.



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Overview of the Session

- Why is summer reading important?
- What's the difference between learning how to read and becoming a "Reader"?
- What is a "good" reader?
- What you can do to encourage your children to read outside of school?
- What to do if your child struggles with reading?

Session Goals:

During this session you will learn:

1. Why developing an identity as a reader is important
2. What makes a good reader
3. How you can encourage your children to read
 - Babies
 - Toddlers & Pre-school
 - Early Elementary
 - Late Elementary
 - Teenagers
4. How you can support a child who struggles with reading



Why is summer reading so important?

On average, not reading during summer vacation creates an annual achievement gap of 1 to 3 months in comparison with students who do read over the summer. This gap accumulates over the years.

Becoming a reader



Think about how you became a reader.

Please write about how you became a reader in the chat area.

What's the difference between learning how to read and becoming a "Reader"?



Learning How to Read

- Learn how books work
 - Which side of the page you start on
 - How to hold a book so that it's right side up
- Realize the world is filled with words
- Learn the alphabet

What's the difference between learning how to read and becoming a "Reader"?



Learning How to Read

- Become aware of the structure of stories
- Recognize words
- "Crack the code"
- Understand what you're reading
- Detect your own reading mistakes

What are the characteristics of “Reader”?



- Have the capacity to sustain focused attention on what you're reading

Source: Blau, Sheridan (2003). "Performative literacy: Habits of mind of highly literate readers." *Voices from the Middle*. 10 (3), pp. 18 – 22).

What are the characteristics of “Reader”?



- Are willing to be temporarily lost, be comfortable with not understanding what you're reading
- Willing to re-read more than once
- Are able to tolerate failure, uncertainty and contradiction

Source: Blau, Sheridan (2003). "Performative literacy: Habits of mind of highly literate readers." *Voices from the Middle*. 10 (3), pp. 18 – 22).

What are the characteristics of "Reader"?

FIGURE 2. Annotation of "The Story of an Hour" by Kate Chopin

the realization that she'd never see him alive again, finally hitting her.

4- becoming the unknown future/ accepting his death.

feeling guilty

—this is only the way humans function. It's actually a love-then-hate relationship because we will never fully relate to someone else. more on this later.*

quick he's stuck in a hopeless kind of way

if almost sounds ins and...

through death, she finds a new consciousness in life.

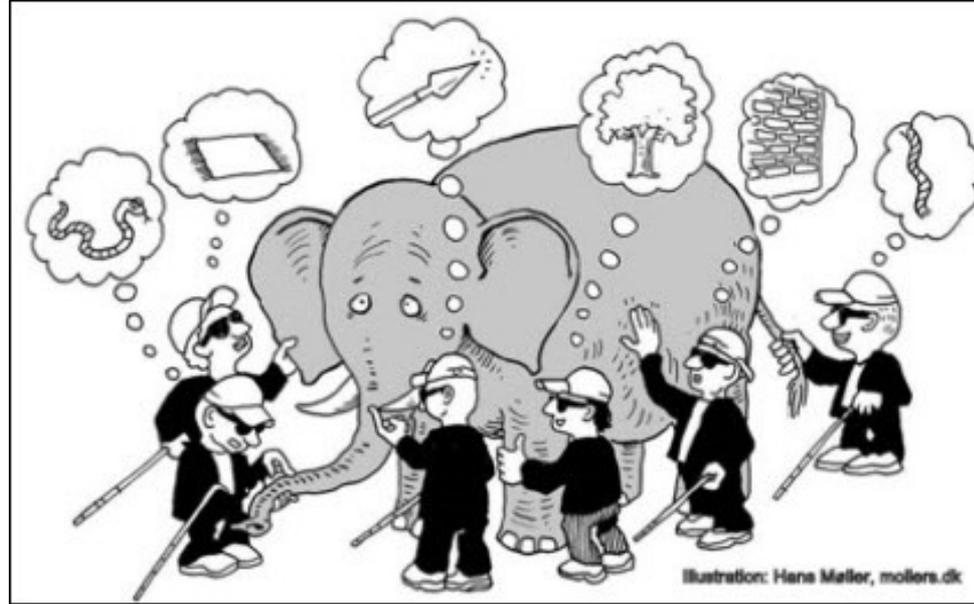
but he's still alive!!

*"Often times she had not." I think we're all guilty of this at times. even our closest relatives, best of friends, and trustworthy companions will get on our nerves. Unfortunately, distance and time are facets of life. Opinions will differ, and actions will upset us. Our intentions I find that forgiveness gets the better of me. ☺

- Respond honestly to what you're reading — agree, disagree, question and come up with your own interpretations

Source: Blau, Sheridan (2003). "Performative literacy: Habits of mind of highly literate readers." *Voices from the Middle*. 10 (3), pp. 18 – 22).

What are the characteristics a “Reader”?



- Willingness to change your mind, entertain other perspectives

Source: Blau, Sheridan (2003). “Performative literacy: Habits of mind of highly literate readers.” *Voices from the Middle*. 10 (3), pp. 18 – 22).

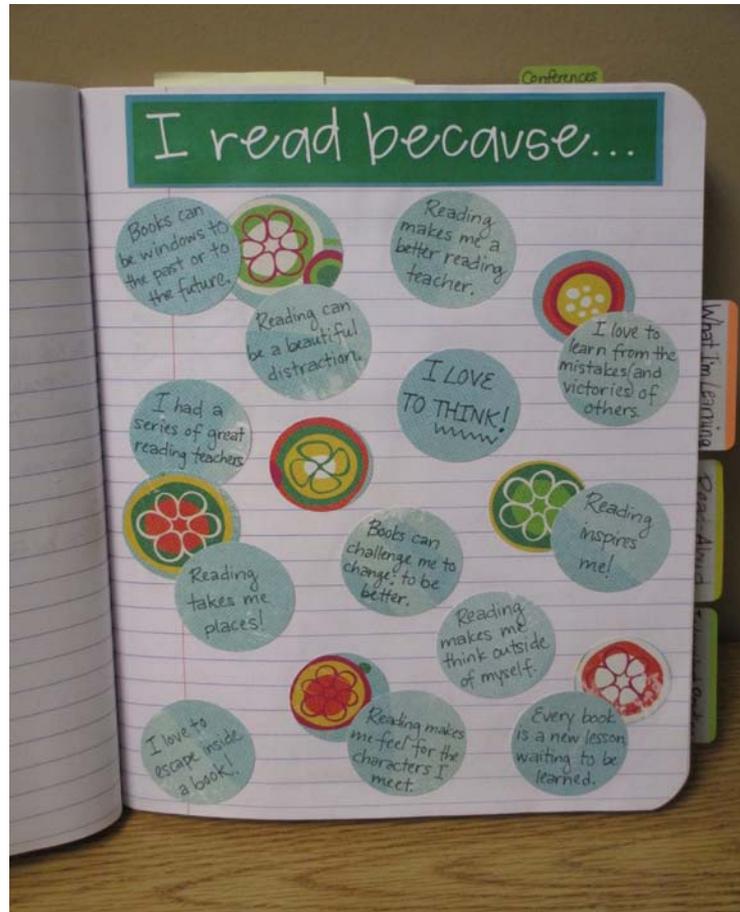
What are the characteristics a “Reader”?



- Monitor your understanding and make adjustments as you go

Source: Blau, Sheridan (2003). "Performative literacy: Habits of mind of highly literate readers." *Voices from the Middle*, 10 (3), pp. 18 – 22).

What are the characteristics of a "Reader"?



When a child thinks of herself as a Reader it's likely that she will:

- Read for pleasure
- Have many different reasons for reading

Take a moment to jot down some of the ways you use reading in your life.

Misconceptions about “good” readers?

“Good” readers are just born that way. There’s nothing you can do if reading doesn’t come to you easily.

- Although some people have an easier time learning how to read than others, most people have to put a lot of effort into reading, and have to be taught different reading skills.
- Even for skillful readers, there’s always texts that will be difficult, if not impossible for a person to read.

Misconceptions about “good” readers

Read the sentence below. In the chat room, write what you think this sentence means? What background knowledge would you need to understand this sentence?

“The difficulty of your set could be increased if you do a jam followed by a peach.”

Misconceptions about "good" readers

Translation:

The point values you can earn on your gymnastics routine can be bigger if you include, in sequence, two particular skills on the uneven parallel bars: the "jam," which leaves the gymnast sitting on the high bar; and the "peach," where the gymnast moves from the high bar to the low bar.

How can you encourage your children to become “Readers”?

- Be a Reading Role Model
- Create a “print rich” home
- Talk to your children about what you’ve read
- Go to the bookstore and/or library together regularly
- Talk about what you’re reading
- Read for pleasure
- Always have something to read with you

Source: Reading Rockets “Launching young readers”

Reading with Babies



- Snuggle up with a book and look at it together
- Let them play with books made of cloth or board books
- Talk to your baby
- Make reading part of your daily routine
- Sing songs and read stories over and over again

Source: www.ReadingRockets.org

Reading with Toddlers



- Don't expect them to sit still for a book
- Read short, simple books and keep rereading them
- Choose books that have interesting illustrations
- Recite rhymes, sing songs
- Make mistakes on purpose to “get caught” by your toddler

Reading with Preschoolers



- Read together every day
- Read with expression
- Be interactive
- Stop when you see your child has lost interest
- Read your child's favorite book over and over again
- Name things around you — “Look at that bus. Those are the wheels.”

Reading with Early Readers



- Read together every day
- Connect reading with life
- Play with puppets
- Keep writing materials around
- Read your child's favorite book over and over again
- Play sound games
- Talk about letters and sounds

Reading with Elementary School Readers



- Tell family stories
- Create books together
- Play with puppets
- Have your children read to each other
- Use the dictionary
- Teach your child how to choose books
- Talk about reading as a process
- Teach “mind tricks”

Encouraging Pre-Teens and Teenagers to Read



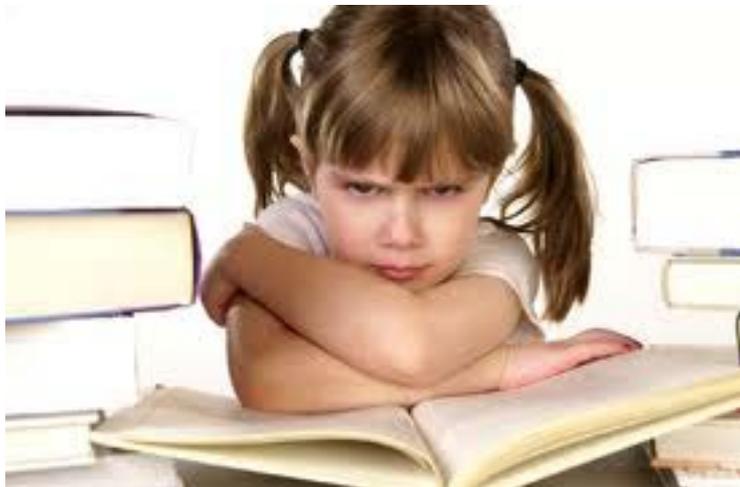
- Start a pre-teen book club
- Let them choose books that interest them
- Help them think about reasons for reading
- Talk to them about their reading identity, “I’m the kind of reader who . . .”
- Encourage them to write reviews of books they’re read on Goodreads or Amazon

What to avoid doing, at any age



- If a mistake didn't interfere with their understanding, don't make them correct it.
- Do not interrupt while they're reading. Ever.
- Don't tell them to speed up or slow down. (Instead, model how to read expressively.)
- Don't laugh at their mistakes or efforts.
- Don't say, "You know this. You're just being lazy."
- Don't say, "That's too easy for you."

Tips for Readers who Struggle with Reading



Responding to a
Discouraged Reader

“I’ll never learn to read.”

“Reading is dumb.”

Target the Problem

The problem is in the way
I interpret what the eyes
of optical illusion, except
this is a gap between what
and reality happens with
it on a page.

Possible Challenge Area	Kid's Perspective	What you may notice
Language	"It's hard to explain what happened in school today"	Avoids summarizing a conversation or a book.

Target the Problem

The problem is in the way
I interpret what the eyes
see. Optical illusion, except
this is a math between what
and reality happens with
it on a page.

Possible Challenge Area	Kid's Perspective	What you may notice
Memory	"I can't figure out what <i>cat</i> would be if I changed the first letter to an "h"	Has a hard time repeating strings of numbers or letters.

Target the Problem

The problem is in the way
I see it. That the eyes
of optical illusion, except
this is a match between what
and reality happens with
it on a page.

Possible Challenge Area	Kid's Perspective	What you may notice
Attention	"I'm going to read this book. Wow, what's that outside the window?"	May seem spaced out. Shows inconsistency in school work

Becoming a “Reader” is one of the best ways to learn how to read!

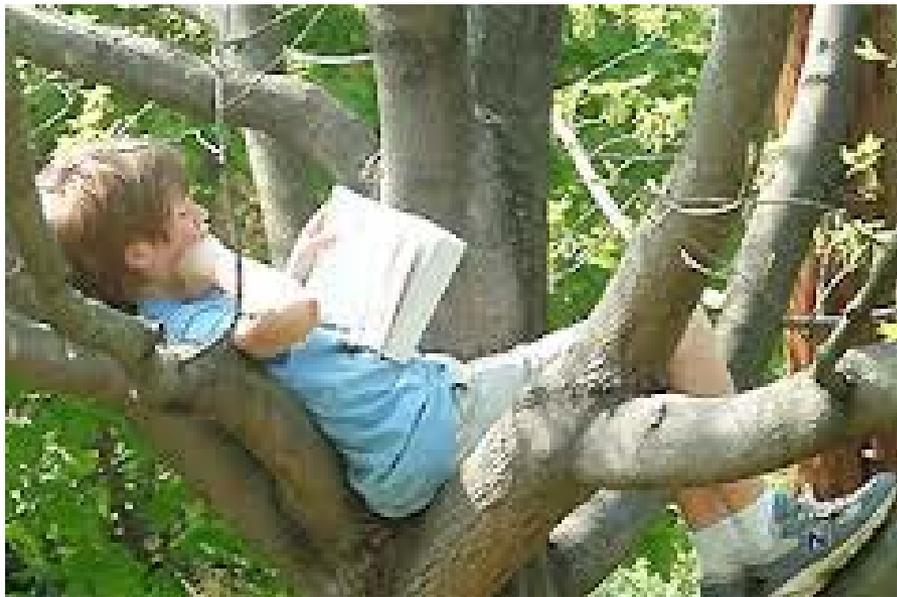


Even children who struggle with learning how to read can become “Readers.”

Identify your children’s strengths and interests. Use these to:

- Find what interests them and keep plenty of reading material around
- Give your child an opportunity to talk about how they feel about reading

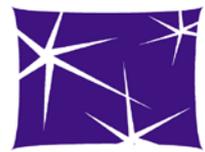
Summer Reading Ideas



In the chat room, write some of the way you and your family encourage your children to read during the summer.

Keep your eyes on the prize — developing your child’s identity as a “Reader”





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On our website you'll find

- Where to find more resources for developing “Readers”
- More information about reading developmental milestones
- More ideas for what to do if your child doesn't like to read.
- Dr. Sheridan Blau's article about the characteristics of “Readers”.

www.hiddensparks.org

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If you are raising Jewish children from age six months through 5, 6 or 8 (depending on community) your family is eligible for free books.

Sign up at www.pjlibrary.org



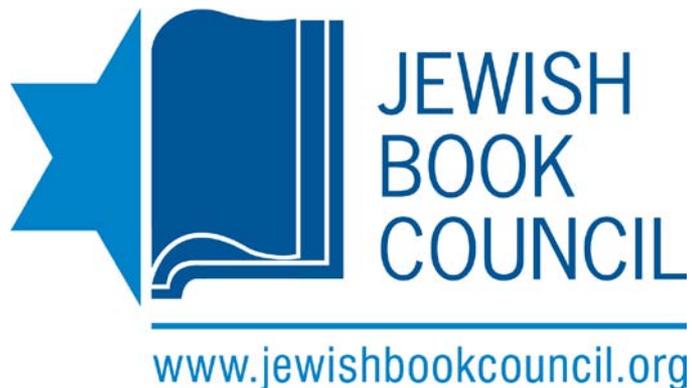
Launching young readers!

Reading Rockets

Great resources for parents about:

- Helping Struggling Readers
- Finding Books that Match Your Child's Interests
- Family Reading Activities

www.readingrockets.org



This site provides:

- Annotated book lists
- Resources for book clubs
- Book recommendations
- Recorded Yiddish books



The Yiddish Book Center
Noah Cotsen Library of Yiddish
Children's Literature

www.yiddishbookcenter.org

Hidden Sparks in schools

The Hidden Sparks coaching program is currently in 32 Jewish day schools/yeshivot in the New York tri-state area, Baltimore and Chicago.

Since inception, Hidden Sparks has provided school-based coaching to 16 schools through its External Coach Program and has provided training and mentoring to 95 Internal Coaches from 45 Internal Coach Program participating schools.

Over 3,700 teachers have participated in Hidden Sparks programs. Of that number, more than 1,200 teachers have benefitted from Hidden Sparks training, impacting an estimated 12,000 students.

If you are interested in bringing **Hidden Sparks
to your school or city, please contact us at:
212-767-7707 or news@hiddensparks.org**

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Our Supporters and Partners

Hidden Sparks thanks our supporters and partners who have made our work possible.

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