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 supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks’ programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.

Now in its 10th year, Hidden Sparks has trained 210 coaches in 69 Jewish day schools in New York, New Jersey, Baltimore, Boca Raton, and Chicago, and 4 Israeli cities (Jerusalem, Modiin, Ramle, Ra’anana).
Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

**Asking Questions & Sharing Thoughts:**
You are encouraged to ask questions and share your thoughts on the Chat.

Please activate the chat feature by clicking in the “Chat bubble” on the control panel on the bottom of your screen.

**Audio:**
If you would like to call in via phone for audio, please click on the phone icon, select “I will call in” and you will be provided with the call-in number.
Differentiation for the Busy Teacher (Grades K - 5)

Presented by Hollis Dannaham
February 12, 2019
Hollis Dannaham, M.Ed., is a Hidden Sparks as an External Coach Workshop Facilitator. She has been a learning specialist/special educator in public, private and charter schools, and has been working with struggling learners for 30 years. Hollis created Transform Boundaries, an organization dedicated to helping schools teach to struggling learners. She served as the Director of Academic Intervention at Explore Charter School and co-created the Carmel Alternative High School for at-risk teens. Hollis also worked as a learning specialist at the Student Success Center of All Kinds of Minds.
Objectives of this Session

• Teachers will learn how to develop a “Fair is Not Always Equal” Culture in their classrooms.

• Teachers will walk away with a variety of strategies that they can implement immediately.

• Teachers will understand that differentiation is something that can be integrated easily into their teaching practice.
"If a child can't learn the way we teach, maybe we should teach the way they learn."

Ignacio Estrada
I taught Stripe how to whistle.

I don't hear him whistling.

I said I taught him. I didn't say he learned it.
Two Biggest Teacher Concerns

- It isn’t fair

- Most teachers feel they don’t have enough time to differentiate.
FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE.
Fair is Not Always Equal
Creating a Fair is Not Always Equal Culture

Each student gets a Bandaid

and

an index card with an ailment on it

Discuss if this is Fair
In this class everyone gets what they need
Not Enough Time

• By addressing the needs of your diverse learners you will spend less time
  • Reteaching material
  • Dealing with behavioral distractions that take away from teaching and learning time

• The rest of this webinar will provide simple ways to differentiate that can be integrated into what you are already doing without a lot of added time
Learning Tools for Reading
Tracking/Attending
The Two Lane Highway

Leveled Books

Targeted Intervention

Exposure to grade level content
Free Audible Books

- https://www.bookshare.org
- https://www.dyslexicadvantage.org
- https://www.dyslexia.uk.net
- https://learningally.org
Pencil Grips
Types of Paper
Graphic Organizers

**Quick Outline**

<table>
<thead>
<tr>
<th>T.S.</th>
<th>Date</th>
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<tbody>
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</tbody>
</table>

1. ........................................
2. ........................................
3. ........................................
4. ........................................

CGA

**Main Idea and Details**

**Main Idea:**

**Details:**

**Summary:**

2017 Hidden Sparks
Digital Tools
Learning Tools for Math
**Trading Up**

Directions: Roll the dice and take that many pennies. Then you have four pennies, make an exchange for a nickel. Continue to make exchanges until you have enough to make a dime. Total, and go.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Dollar</strong></td>
<td>$1.00</td>
<td>100¢</td>
</tr>
<tr>
<td><strong>Quarters</strong></td>
<td>$0.25</td>
<td>25¢</td>
</tr>
<tr>
<td><strong>Dimes</strong></td>
<td>$0.10</td>
<td>10¢</td>
</tr>
<tr>
<td><strong>Nickles</strong></td>
<td>$0.05</td>
<td>5¢</td>
</tr>
<tr>
<td><strong>Pennies</strong></td>
<td>$0.01</td>
<td>1¢</td>
</tr>
</tbody>
</table>

2017 Hidden Sparks
Sensory and Attention Learning Tools
Sensory Stimulation

GOT FIDGETS?
Attention Helpers
Three Ways to Differentiate

Content

Multiple ways of presenting the content

Process

Multiple ways for students to work with the content

Product

Multiple ways for the students to show what they know
Content

- Illustrate through Multi-Modal Teaching: Auditory, Visual, Kinesthetic, Multimedia
Activate Background Knowledge

- Brainstorm Splash
- Image Brainstorm
- K-W-L Chart
- Picture Books
- ABC Brainstorming
Content

• **Direct Explicit Instruction**
  - Model - I do - Think Aloud
  - Guided - We do
  - Independent - You do

**Example:** How to write a paragraph

• **Constructivist Method**
  - Students develop understanding through investigation and action.

**Example:** Students are given materials and instructions for testing out a variety of materials. They work in groups charting which items float and which items sink. Afterward a class discussion ensues regrading properties of floaters and sinkers.
IF THE REGULAR LETTERS ARE NOT WORKING TRY THESE, WHERE MEANING IS EMBEDDED INTO THE SYMBOLS.

Kern Alphabet
In what ways are students working with the content to master it and keep it in long-term memory?

What we know about memory retention:
- Four encounters with new information within 48 hours is needed to get it into long-term memory
- Students remember more when they discuss it with their peers

Robust memories are formed when...
- new information is processed as deeply as possible
- connections to background knowledge is maximized
- the new knowledge gets put in an existing framework
Flexible Grouping

- Pairs/Partners
  - Clock partners
  - Table partners
  - Assigned partners

- Groups
  - Homogeneous Groups
  - Heterogeneous Groups
  - Group Roles
  - Group Norms/Expectations
  - Group Procedures
Multisensory
Tiering

Provide varying levels to work with the content
- Challenge level - work on different assignments depending on their academic level
- Complexity - same assignment but different levels of complexity
- Outcome - Same assignment but different outcome
Cubing

Step 1: Cut out the shape.
Step 2: Fold along the lines.
Step 3: Tuck and glue the gray tabs inside the cube.

Who are the main characters in this story?
What is the main problem in this story?
Which character is the most like yourself? Why?
Was this story funny, serious, scary, or sad, or happy? Why?
What is the setting of this story?
What is your favorite part of this story? Why?
When
Where

Who
Why
What
How
Cubing

- Use three cubes
- One has all vowels
- Roll to make a word
- Tier by adding digraphs and blends or adding another cube
Cubing

- Connecting
- Wondering
- Picturing
- Figuring out
- Noticing

{predicting}
{questioning}
{visualizing}
{inferring}
{determine what is important}
<table>
<thead>
<tr>
<th></th>
<th>Vocabulary Cubing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>act it out</td>
</tr>
<tr>
<td>2</td>
<td>say what it means</td>
</tr>
<tr>
<td>3</td>
<td>draw it</td>
</tr>
<tr>
<td>4</td>
<td>use it in a sentence</td>
</tr>
<tr>
<td>5</td>
<td>say what it does not mean</td>
</tr>
<tr>
<td>6</td>
<td>describe it using less than 5 words</td>
</tr>
</tbody>
</table>
Cubing

1. List 9 energy sources

Define each energy source

Indicate if the energy source is a pollutant or non-pollutant

List an advantage or disadvantage of each energy source

Indicate if the energy source is renewable or non-renewable

Design a way to present your information to the class
World Exploration:
5th Grade

Social Studies Level 1

Significance
Write a paragraph describing the importance of this exploration/discovery (Check for topic sentence, supporting details, conclusion.)

Timeline
Create a timeline of important events (50 years before & 50 years after) that led to and followed the discovery.

Compare/Contrast
Using a Venn diagram, compare your explorer to someone you know who has similar qualities.

Relate
Think of an astronaut (not John Glenn) who is similar to your explorer and compare them.

Cause/Effect
Using the graphic organizer show at least 5 things that happened leading to the discovery and 5 things that happened as a result.

Evaluate
Pretend you are an explorer. Make an inventory of what you need for your voyage. Make a list of what you need for your voyage. Then mark your top five items in case you can’t buy them. Can’t buy them.

K. Brimijoin & D. Cooper, 2000
World Exploration: 5th Grade

Significance
Write an outline describing what is important about this exploration or discovery.

Timeline
Create a string picture timeline of the important events that led to your explorer's discovery.

Compare/Contrast
Compare your explorer to someone you know. Draw a picture of each. List all the ways they are alike.

Relate
Trace the route of your explorer on the old map and the map today. Share (write) how you think the world has changed.

Cause/Effect
Using the graphic organizer, show 2 things that happened leading to the discovery and 2 things that happened after the discovery.

Evaluate
Pretend you are the explorer. How would you travel today? Remember to think about refueling times of departure and arrival.

K. Brimijoin & D. Cooper, 2000
World Exploration: 5th Grade

Significance
Pretend you are a person on the ship. Write a letter home describing the trip and where & why you're there.

Timeline
Create a timeline of the century the exploration took place. Benchmark the decades and highlight important events.

Compare/Contrast
Compare and contrast two explorers from different discoveries. Prepare a presentation showing the comparison.

Relate
Compare your explorer to someone you see as an explorer today in music, art, dance, or another field. Write an explanation of why.

Social Studies Level 3

Predict how the world would be different if this discovery or exploration hadn't taken place.

K. Brimijoin & D. Cooper, 2000
## Scaffolds

### Triple Note Tote Strategy

*From BrainCogs ResearchILD (2003)*

Ensures students shift from the main idea or core concepts to the supportive details.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example/Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>River Basin</td>
<td>An area of land drained by a river and its tributaries often surrounded by land of higher elevation</td>
<td>Amazon basin</td>
</tr>
<tr>
<td>Peninsula</td>
<td>A narrow strip of land surrounded on 3 sides by water</td>
<td></td>
</tr>
<tr>
<td>Isthmus</td>
<td>A narrow strip of land connecting 2 larger pieces of land</td>
<td>Isthmus of Panama</td>
</tr>
<tr>
<td>Elevation</td>
<td>height of the land</td>
<td></td>
</tr>
<tr>
<td>River source</td>
<td>the start of a river usually in the highlands</td>
<td></td>
</tr>
<tr>
<td>River mouth</td>
<td>the place where the river flows into a larger body of water</td>
<td></td>
</tr>
<tr>
<td>Plateau</td>
<td>a flat land at high elevation</td>
<td></td>
</tr>
<tr>
<td>Plain</td>
<td>an area of level land usually at low elevation and often covered by grasses</td>
<td></td>
</tr>
<tr>
<td>Symbol</td>
<td>Word Reading Strategy</td>
<td></td>
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<tr>
<td>--------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did I recognize the word right away?</td>
<td></td>
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<tr>
<td></td>
<td>Did I sound it out?</td>
<td></td>
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<tr>
<td></td>
<td>Did I pull it apart?</td>
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<tr>
<td></td>
<td>Did I use other clues in the sentence?</td>
<td></td>
</tr>
</tbody>
</table>
Clicks: when we understand what we read and everything “clicks” along smoothly.

Clunks: when we don’t understand what we read, “clunk,” we stop when we get to a clunk. We use fix-up strategies to figure out what the clunk means, so we can continue.

Instructions: Provide the students with red and green small post-it notes or sticky arrows. Have them put a red note at the spot where the hit a clunk and try different strategies for figuring it out. If they gain the meaning, have them take off the red note and put on a green one. After reading have them share where they hit a clunk and what they did to figure out the meaning.
Click or Clunk

When you hit a clunk use one of these strategies to figure it out.

**Click**

**Clunk**

---

**Sentence Check... “Did I understand this sentence?”**

If you had trouble understanding a word in the sentence, try...
- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...
- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

**Paragraph Check... “What did the paragraph say?”**

If you had trouble understanding what the paragraph said, try...
- Reading the paragraph over.

**Page Check... “What do I remember?”**

If you had trouble remembering what was said on this page, try...
- Re-reading each paragraph on the page, and asking yourself, “What did it say?”

*Adapted from Anderson (1980), Babbe (1984)
Active Reading Strategy

Using post-it notes have students use symbols to interact with the text. Have them place a post-it note with the following symbols when they find something in the text that is…

**LOL** = funny

! = surprising or exciting

* = important

= a favorite section

= a place to make a prediction

C = a place to make a connection

? = confusing

= visualized

= a place I inferred

N = a new idea
Product

Modify the requirement
- One sentence vs. a paragraph or one paragraph vs. three.
- Odd or even numbered problems
- Less pages to complete or to read
- Multiple choice and short answers only, not the essay

All children except one grow up.

The Perfect Paragraph

Dogs are very interesting animals. They come in many colors and sizes. There are many different kinds too. My favorite is a Boxer. Some dogs bark loud and some bark soft. Dogs can make great interesting pets.
Product

Provide options for students to show what they know

• Essay
• Skit/Presentation
• Diorama
• Song
• Poem
• Poster/Pamphlet/Brochure
• Cartoon/Comic Strip
• Power Point
• Timeline
• Design a model
• Create a test on the subject
• Write journal entries
• Create a board game
• Oral presentation
Homework Choice Menu

Reading Choices
Try your best to complete a reading activity each night. Your choices are below. Check off the days that you complete a reading activity.

- Independent Reading
- Achieve 3000
- Read the Social Studies or Science Online Textbook (link on 4th Grade Website)
- Read with Someone (Be the reader or the listener!)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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Math Choices
Complete each activity before Friday. Check off the box when you are finished.

- ALEKS Math
  (At least 15 minutes - Show work in your Digital Content Notebook!)
- DreamBox
  (At least 15 minutes – Show work in your Digital Content Notebook!)
- Reflex
  (Until you get the green light!)
- Math Practice Sheet

Remember to study for upcoming Social Studies and Science tests with your study guide!

Optional Extension Activities
Here are some optional opportunities to extend your learning and show what you know!

Language Arts
- Write a book review (on paper or Google Classroom)
- Illustrate a scene or make a map of the places from your independent reading book
- Change the ending of a story you have read
- Make an informational pamphlet describing the most important facts from your reading (nonfiction)
- Write a letter to the author of your book and explain why you did or didn’t like the book

Math
- Write a rap or song to teach a math concept or strategy
- Create a word problem for a family member or classmate to solve
- Make a video of yourself teaching a math strategy
- Make a list of ways a math topic from this week is used in the real world

Science and Social Studies
- Create and illustrate a timeline of events from our current Social Studies unit
- Choose a person we have studied and create a set of interview questions you’d like to ask them
- Create a matching game using important vocabulary
Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., February 26, 2019</td>
<td>Differentiation for the Busy Teacher (6-12)</td>
<td>Hollis Dannaham</td>
</tr>
<tr>
<td>For Teachers</td>
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<td></td>
</tr>
<tr>
<td>Weds., March 6, 2019</td>
<td>Infusing Your Classroom with Montessori Elements (Pre-school – 2nd)</td>
<td>Yona Glass</td>
</tr>
<tr>
<td>For Teachers</td>
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</table>

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

Contact Presenter:
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www.facebook.com/HiddenSparks

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Hidden Sparks would like to thank: