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 12th 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 6 - 12)

Presented by Hollis Dannaham
February 26, 2019
Our Guest: Hollis Dannaham

Hollis Dannaham, M.Ed., is a Hidden Sparks External Coach and 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 gain a deeper understanding of differentiation in the classroom.

• Teachers will walk away with a variety of strategies that they can implement in their classrooms.

• Teachers will understand that differentiation is something that can be integrated easily into their teaching practice.
Our teacher has an interesting theory...

She says teaching is like bowling.

If a child can't learn the way we teach, maybe we should teach the way they learn.

Ignacio Estrada

All you can do is roll the ball down the middle and hope you touch most of the students.

She must be a terrible bowler!
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

• If you don’t address the needs of your diverse learners you will spend more 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
The Two Lane Highway

Targeted Intervention

Exposure to grade level content
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

© 2013 Hidden Sparks
Multiple Ways of Presenting the Content
What Brain Research Tells Us

Our senses are designed to work together, so when they are combined...the brain pays more attention and encodes the memory more robustly. ~John Medina (2014)~

Hear a piece of information, and three days later you’ll remember 10% of it. Add a picture and you’ll remember 65%. ~John Medina (2014)~

Very simply, saying a word aloud leads to better memory than does reading a word silently. ~Colin Macleod (2012)~

Our sensory receptors become aroused when a new stimulus begins, but if the new stimulus continues without variation in quality or quantity, our sensory receptors shut down from their aroused state. ~Pierce J. Howard (2000)~
A picture is worth a thousand words
Content - Kinesthetic

- Turn and Talk
- Think-Pair-Share
- Cooperative Learning Groups
- Saying or chanting aloud
- Act it out
Activate Background Knowledge

- Brainstorm Splash
- Image Brainstorm
- K-W-L Chart
- Picture Books
- ABC Brainstorming
- Video
Content - Methods - EDI & Constructivist

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

**Example:** How to write a thesis statement.

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

**Example:** In a science experiment, students are given a range of substances and items and they are asked to track corrosion rates. A discussion ensues regarding the possible PH levels of the various substances.
Jigsaw formation.

1. Gather in home groups (three to six members grouped heterogeneously).

Red Team
1 2
3 4

Green Team
1 2
3 4

Blue Team
1 2
3 4

2. Gather in expert groups (students reorganize to work with other members to learn about their topic).

1
2
3
4

1 1
2 2
3 3
4 4

3. Return to home groups (students return to their home groups to present what they learned from their expert groups).

Red Team
1 2
3 4

Green Team
1 2
3 4

Blue Team
1 2
3 4
1. A slip of paper with a particular fact or statistic is distributed to every student. Ideally there should be a different statement for every pupil.

2. Students read their statement to ensure that they understand its meaning.

3. Students move around and share their statement with their peers. They should aim to explain their fact or figure with as many people as possible.

4. Students could be encouraged to extend their explanations by giving examples, if relevant, or by linking their statement with those of other students.

5. After adequate time for communicating their facts, students might work in smaller groups to classify the information they have acquired during the process of the activity.

6. In a subsequent debrief students could explain and justify their classification system.

7. They could also be asked to share their reactions upon hearing various facts/statistics. What surprised them? What shocked them? What particularly interested them?

8. Students might also be asked to think about their own learning. What pieces of information did they find easy or difficult to remember and why?
Socratic questioning can be used to develop critical thinking skills to evaluate, process, and store relevant information.

Using Socratic questioning effectively is a learned skill and can be used when guiding the thought process in children. The questions are used to discover reasons and viewpoints, for clarification.

- **Clarity:** Could you elaborate further? Could you give me an example?
- **Accuracy:** How can we determine if that is true? How can we verify your statements?
- **Precision:** Could you be more specific? Could you provide more details?
- **Relevance:** How does that relate to the issue? How does that align with the question?
- **Depth:** What are some of the complexities of this question? What factors need to be considered?
- **Breadth:** Do we need to consider another point of view? Do we need to look at this from a different perspective?
- **Logic:** Does what you say follow from the evidence? Does all of this make sense?
- **Significance:** Is this the central idea? Is this the most important issue to consider?
Display Information variables

- The size of text, images, graphs, tables, or other visual content
- The contrast between background and text or image
- The color used for information or emphasis
- The volume or rate of speech or sound
- The speed or timing of video, animation, sound, simulations, etc.
- The layout of visual or other elements
- The font used for print materials
Display information variables

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Process - Multiple Ways for Students to Engage with the Content
Process

• 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 are 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 are maximized
  • the new knowledge gets put in an existing framework
Process - Checking for Understanding

- Thumbs up and down
- White boards
- Quizlet
- Exit Ticket
- Turn and Talk
- Collaborative Group Work
In a four corners classroom, the instructor thinks of four or more options concerning a particularly controversial topic.

1. The instructor labels the four corners of the classroom with these options. For example, the options could range from strongly agree, agree, disagree, and strongly disagree.

2. The instructor hands out 3×5 cards to each student and asks them to jot down their choice on one side of the card and, when asked, to read out their choice.

3. After making their choice, students will be required to write out the reasons for their choice on the other side of the card. Students could be allowed four or five minutes to do so.

4. The instructor then asks them to gather in the corner of the room that corresponds to their choice.

5. In each corner, students form groups of three or four each, to discuss the reasons for selecting a particular choice.

6. After two or three minutes of discussion, students could be randomly called on one at a time to give simple, one sentence statements supporting their choice.

7. Students return to their seats and the class resumes.
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
Creating Multiple Paths for Learning
Tiering Lessons

IDENTIFY OUTCOMES Key Concept or Understandings—What should my students know, understand and be able to do?

THINK ABOUT MY STUDENTS—Pre-assess interest, readiness or learning profile?

INITIATING ACTIVITIES—Use as a common experience for the whole class?—mini lesson
CREATE THE ON LEVEL TASK FIRST—then adjust up and down as necessary-Level of complexity, amount of structure, materials, time and pacing, number of steps, form of expression

Struggling With The Concept
Some Understanding
Understand The Concept

2019 Hidden Sparks
Cubing

Story Cube

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

1. Find out who Fibonacci was.
2. Describe a Fibonacci sequence.
3. Write the first 12 numbers of a Fibonacci sequence.
4. Complete the rabbit problem in the cube.
5. Find a pine cone and complete the activity in the cube.
6. Find one another Fibonacci sequence in nature, bring it to class and tell why it is a Fibonacci sequence.
Cubing

- **Describe It**
  Look at the subject closely (perhaps with your senses in mind).

- **Compare It**
  What is it similar to? What is it different from?

- **Associate It**

- **Analyze It**
  Tell how it is made. If you can’t really know, use your imagination.

- **Apply It**
  Tell what you can do with it. How can it be used?

- **Argue for It or Against It**
  Take a stand. Use any kind of reasoning you want—logical, silly, anywhere in between.
Cubing

**World Exploration:**

**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 countries. 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**

**Cause/Effect**
Create a graphic organizer that shows what caused the discovery and what effect it had on history.

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

K. Brimijoin & D. Cooper, 2000
Process - RAFTing

In RAFT, the teacher or student makes decisions about four aspects of the writing assignment - role, audience, format, and topic - prior to beginning. These four writing components provide structure for the final piece.

- **Role**  The role of the writer helps the writer to decide on the point of view. The decision to use first or third person is included. Who is writing the piece? Who will you be? Car, bird, gas pump, citizen, immigrant

- **Audience**  By determining the audience that will be reading the piece, the writer can choose content and style that will communicate ideas most effectively. Who will be reading the piece? Cooks, union soldier, driver, teenager, judge...

- **Format**  An awareness of the format that will be used, be it essay, interview, story, letter, etc., helps the writer to organize ideas and employ the conventions of that format. What format will convey your ideas best?—written/ diary, invitation, editorial; visual/cartoon, map, illustration; oral/song interview, puppet show; kinesthetic/model, cheer, “how to” video

- **Topic**  The topic determines the main idea and supporting details in a piece. Being fully aware of these components in advance creates a bank of ideas from which the writer can choose before the actual writing process begins. What topic has been chosen? What important ideas should I focus on? What strong verbs can I use or keep in mind to make my intent clear—fuel efficiency, Immigration, health care, speed limits, civil war, food preparation...
Process - Compacting

Compacting involves three short processes: (usually for students who are achieving)

• **Identifying the Skill**—Identify a skill or knowledge from the curricula important to current learning needs

• **Proving the Skill** --- Assess student mastery prior to teaching the skill to the whole class.
  - Assessment may be a formal pre-test—cut off score for compacting 85% or greater
  - Assessment may be Informal: performance-based assessment, observations, samples of student work, interviews, or conferences.
  - Assessments used for other purposes, such as determining flexible and cooperative groups, may be used for compacting

• **Replacing the Skill**----Students who have demonstrated mastery may work on centers, and independent projects, during the time that the compacted skills are being taught to the rest of the class. For some of these activities, learning contracts may be appropriate to keep "compacted" students on task while the teacher is engaged with the other students. Student interest plays a major role in determining the replacement activity.
# Reciprocal Teaching - Literature Circles

## PREDICT
Make a prediction when:
- A title is given
- Headings are provided
- The author poses a question in the text
- The text suggests what will be discussed next

Prediction stems:
- Based on the title, I predict this is going to be about...

## QUESTION
Ask teacher-like questions:
- Who is ___?
- What is/does ___?
- When/where is ___?
- Why is ___ significant?
- Why does ___ happen?
- What are the parts of ___?
- How is ___ an example of ___?
- How do ___ and ___ compare?
- How are ___ and ___ different?
- What is most important ___?
- What is your opinion of ___?

## CLARIFY
Clarify hard parts when:
- You don't understand
- You can't follow the text
- You don't know what a word means

Clarifying stems:
- I don't really understand ...
- A question I have is ...
- A question I'd like answered by the author is ...
- One word/phrase I do not understand is ...

## SUMMARIZE
How to do a summary:
- Look for the topic sentence
- Look for who, what, when, where, why, and how

Summary stems:
- This text is mostly about ...
- The topic sentence is ...
- The author is trying to tell me...
Process - Tracking/Attending
Process - Audio Books

- https://www.bookshare.org
- https://www.dyslexicadvantage.org
- https://www.dyslexia.uk.net
- https://learningally.org
Process - Title and Why

• After each chapter or section the student stops and reflects
• S/he write directly in the book or on a Post-It
• If the chapter has a title the student puts it in her/his own words
• If there is no title the student creates a title for that chapter
• The title should convey the main idea of that section or chapter
• When the book is complete, Titles create a nice the book.
Scaffolding

Triple Note Tote Strategy

From BrainCogs ResearchILD (2003)

Ensures students shift from the main idea or core concepts to the supportive details.
APPENDIX 8
Chapter Summary Organizer

Title: ____________________________________________
Chapter: ________________________________________
Setting: _________________________________________
Characters: _______________________________________
   Main character’s name: ___________________________
   Three facts about the main character:
1. _______________________________________________
2. _______________________________________________
3. _______________________________________________

Have you learned anything new about the main character’s problem? Write it down.

Summary (write down the most important thing that occurred in this chapter):

New vocabulary from this chapter:

From Promoting Executive Function in the Classroom by Lynn Meltzer. Copyright 2010 by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).
Imperialism - the policy of extending the authority of one nation over foreign lands (creating an empire)
SRSD - Self Regulation Strategy Development

- **P** = Pull Apart the Prompt or Put down my thoughts or Plan
- **O** = Organize my thoughts
  - TIDE - Expository
    - Topic Sentence or Topic Introduction
    - Important Evidence
    - Detailed Explanation
    - Ending
- **Write**
- **Revise**
- **Edit**
President Theodore Roosevelt believed forests should be saved. Write an explanatory essay that tells how he supported his belief that students should be taught to protect trees and forests. Be certain to show how President Roosevelt used reasons and evidence in his letter to support his point. Also, remember to use correct grammar, usage, capitalization, punctuation, and spelling when writing your essay.

<table>
<thead>
<tr>
<th>Do (Verb)</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write</td>
<td>explanatory essay</td>
</tr>
<tr>
<td>Tell</td>
<td>how Roosevelt supported his belief</td>
</tr>
<tr>
<td>Show</td>
<td>how Roosevelt used evidence and reasons in his letter</td>
</tr>
<tr>
<td>Remember</td>
<td>to use correct grammar, punctuation, capitalization and spelling</td>
</tr>
<tr>
<td>T</td>
<td>Topic Introduction</td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
</tr>
<tr>
<td>I</td>
<td>Important Evidence</td>
</tr>
<tr>
<td>D</td>
<td>Important Evidence</td>
</tr>
<tr>
<td>E</td>
<td>Ending</td>
</tr>
</tbody>
</table>
Strategies to Differentiate

- Assessment
- Questioning
- Compacting
- Cubing
- Flexible grouping
- Independent tasks
- Learning/Interest Centers
- Constructivist Learning
- RAFT
- Reciprocal teaching and socratic questioning
- Depth of Knowledge
- Tiering
- Scaffolding
Multiple Means of Expression or Product
Modify the requirement

- Three paragraphs vs. five paragraphs
- 5 pages vs. 10 pages
- Odd or even numbered problems
- Fewer pages to complete or to read
- Multiple choice and short answers only, not the essay

Example Essay

Microwaves

A microwave is a kitchen appliance that cooks food by heating. Microwaves are very popular today and are found in almost every household. However microwaves are not safe appliances and can be dangerous to our health because they use radiation for heating food.

Radiation is used to make the food molecules move and vibrate therefore causing heat. But because the radiation is so powerful, it affects our health negatively in two ways. First of all, radiation changes the molecular structure of the food therefore reducing the amount of nutrients in the food. That is not helpful to us at all as we eat food to gain nutrients. And secondly, if the food is heated in a plastic container, the plastic could melt and release harmful gases or stick to the food you are eating. If swallowed, plastic could be harmful to the body.

Even though microwaves are widely popular these days, one must be aware of the negative consequences and dangers to avoid unnecessary injuries. One must wonder if the invention of the microwave is a blessing or a curse?
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
# Choice Menu for Social Studies

**Directions:** Select one or more of the resources to investigate:
- My Links (on my webpage)
- Social studies literature in the room
- Textbook
- Your own resources (keep a list of what you use)

Choose from the activities in the tic-tac-toe design. When you have completed activities in a row, horizontally, vertically, or diagonally or four corners, you may decide to be finished. You may decide to keep going and complete more activities. Star the activities you plan to complete. Color the box when you finish the activity. Keep any and all hard copy work in your classroom folder or on the directory and sign up for a conference when you are ready to discuss your work. You produce a WOW product, your work may be showcased on Mrs. Yurconic’s web site Kid’s Picks page!

<table>
<thead>
<tr>
<th>Create</th>
<th>Construct</th>
<th>Design</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a lesson in notebook and quicktime</strong> to teach a concept, vocabulary term, etc. in class. Save it and be prepared to share it with me via email or conference.</td>
<td><strong>a list or web about what you learned using bubbl.us or webspiration.com to write and synthesize 10 facts about a big idea you investigated. Save it in your folder for our conference.</strong></td>
<td><strong>a quick study guide in Pages depicting the main ideas of your investigation. Include pictures and captions. Study guide must include at least 10 facts about topic. Save it for our conference.</strong></td>
<td><strong>Locate multiple resources (see Mrs. Yurconic’s webpage-links) which teach the same topic. Evaluate each resource, then select the one you believe best communicates the content. Type your review. Include your rationale for the best resource. Save it for conferencing.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report</th>
<th>Create</th>
<th>Develop or Invent</th>
<th>Identify</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>what you learned about on a topic and create a Keynote format presentation to present to the class. Support your ideas with details, pictures, and examples.</strong></td>
<td><strong>a Rap or poem that will help your classmates remember key social studie’s concepts. Then, create a podcast via Garageband. Save it and be ready to share it!</strong></td>
<td><strong>a new variation of a game using the key ideas and concepts of the unit or chapter. Utilize a variety of questions and levels of questions and easy directions.</strong></td>
<td><strong>four ways the concepts in this unit or chapter are used in the real world. Justify your ideas by using pictures and captions to explain your reasonings.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pretend</th>
<th>Gather and Analyze</th>
<th>Experiment</th>
<th>Historical Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>you are a vocabulary term or person related to the unit of study. What is it like to be you? Why are you important? Who are your best friends. Write a story or comic strip sharing your life.</strong></td>
<td><strong>data for your original created survey. Collect your data and organize your results using Create a Graph or Numbers to display the results of your data. Write questions related to mean, median, mode, and range reflected in the graph.</strong></td>
<td><strong>Select an experiment from How Math Works, or from a website. Conduct it on your own and report your findings in a Pages document. Then, develop a similar experiment and write about the experience.</strong></td>
<td><strong>Research the history of a math topic or mathematician in ancient times and create a documentary in iMovie depicting the importance of the person or topic. What would it be like if the ideas were never discovered?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Produce</th>
<th>Compose</th>
<th>Apply</th>
<th>Design your own!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a comic strip or cartoon (on an online comic strip maker) to help your peers remember a concept or idea. You need at least 6 cells and have meaningful dialog with key ideas and vocabulary.</strong></td>
<td><strong>acrostic poems using key vocabulary words related to your topic. Include illustrations to support your poems. Save for your conference.</strong></td>
<td><strong>your knowledge of vocabulary by using notebook’s recording and voice over to create vocabulary words in motion. Build a dictionary of interactive terms and save them for conferencing.</strong></td>
<td><strong>Create an outline for an investigation you would like to do. Sign up for a conference to discuss and solidify your idea!</strong></td>
</tr>
</tbody>
</table>
# Science Activity Menu

**“The Scientific Method and why Science is Important”**

Complete ________ of the activities below:

<table>
<thead>
<tr>
<th>Create a brochure for the Scientific Method. Include each step and a description of the step. Include pictures and reasons why the Scientific Method is important.</th>
<th>Create a poster on why you think Science is important. Include information and pictures that demonstrate why you believe Science should be studied and is relevant to everyday life.</th>
<th>Make a list of your goals for Science this year. Explain how you would like to accomplish these goals and what steps you need to take to achieve them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter to your teacher describing the types of activities and experiments you would like to do this year in Science class.</td>
<td>Create a song about the Scientific Method. Create motions to go with each step of the method to perform with the song.</td>
<td>Choose a Science topic that would like to turn into a research project. Use the steps of the Scientific Method to plan out your research proposal project proposal.</td>
</tr>
<tr>
<td>After reading the story 11 Experiments that Failed, make an illustrated list of all of the lessons the main character learned (the conclusions she drew from her experiments).</td>
<td>Design a comic strip that shows the steps of the Scientific Method.</td>
<td>Imagine a mad scientist is trying to take over the world. Imagine what he is trying to do and how a superhero can stop him. Use the Scientific Method to make a plan to save the world.</td>
</tr>
</tbody>
</table>

Answer the following question on the back of this paper:

What did you learn about the Scientific Method? How does it help scientists do their job?
Choice

Appetizers (Negotiables)
- A list of assignments or projects
- Students select one item to complete

The Main Dish (Imperatives)
- An assignment or project that everyone must complete

Side Dishes (Negotiables)
- A list of assignments or projects
- Students select two items to complete

Desserts (Options)
- Optional but irresistible assignments or projects
- Options should be high interest and challenging
- Students choose one of these enrichment options
Tic Tac Toe Board

<table>
<thead>
<tr>
<th>Interpersonal Task</th>
<th>Kinesthetic Task</th>
<th>Naturalist Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical Task</td>
<td>Student Choice</td>
<td>Intrapersonal Task</td>
</tr>
<tr>
<td>Interpersonal Verbal Task</td>
<td>Musical Task</td>
<td>Verbal Task</td>
</tr>
</tbody>
</table>

2019 Hidden Sparks
Summary
Books


Websites

http://www.cast.org/ UDL resource

https://www.edutopia.org/blogs/tag/differentiated-instruction
Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. March 6, 2019</td>
<td>Infusing Your Classroom with Montessori Elements (Pre-school-2nd)</td>
<td>Yona Glass</td>
</tr>
<tr>
<td>Wed. April 3, 2019</td>
<td>How to Have Difficult Discussions with Children</td>
<td>Dr. Rona Novick</td>
</tr>
</tbody>
</table>

Does your school participate in Hidden Sparks? Find out about how your school can train internal faculty coaches to deepen its ability to reach diverse learners.

Please contact us:

212-767-7707 or sara@hiddensparks.org
Contacting Hidden Sparks

Contact Presenter:
Hollis Dannaham
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