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 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 6 Israeli cities (Jerusalem, Modiin, Lod, Ramle, Ra’anana, Tel Aviv).
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.
Infusing Your Classroom with Montessori Elements (Pre-school- 2nd)

With Yona Glass
March 6, 2019
Our Guest: Yona Glass

Yona Glass has been a professional educator for over ten years. She received her undergraduate degree from Stern College, a Master’s Degree in Literacy from Hunter College, and Montessori Licensing from the North American Montessori Center. Yona teaches kindergarten at Manhattan Day School and is the Principal of The Polonies Talmud Torah School at the Spanish Portuguese synagogue, Congregation Shearith Israel and has presented at the Jewish Education Project’s (JEP) Annual Yeshiva Day School Day of Learning.
Overview of the Session

This session will provide teachers with the basic methodology and approach used in Montessori Education, to be adapted into the framework of the traditional day school. The goal being to create engaging, differentiated, and independent activities in order to build motivated, informed and independent learners.
The goal of this Webinar is to create an understanding of the Montessori approach and how it can be adapted effectively in a non-Montessori Yeshiva/Day School.
Main Idea behind Montessori Method and Materials

ISOLATING PROPERTIES-
a child should focus on a single property at a time. Objects should be designed according to function and purpose.

WORKING FROM SIMPLE TO COMPLEX-
as a child acquires knowledge, experience and skill the teacher will introduce them to more complex activities

Limited bells and whistles

Working from letters → words --→ sentences

Digits--→ numeration --→ ordering ----→ quantity
Main Idea behind Montessori Method and Materials

MATERIALS ARE DISPLAYED IN A SPECIFIC WAY
Materials are available on open shelves, and materials are removed when students don’t use them and are rotated. All materials on display are available for use.

DELINEATING THE WORK AREA
Work area is delineated by a tray or mat.

CONTROL OF ERROR
Materials provide quick feedback for students to independently check their own work.
How Can This Translate to Our Classrooms?

ISOLATING PROPERTIES

Create clear activities that focus on a single skill on which students can focus.
How Can This Translate to Our Classrooms?

WORKING SIMPLE TO COMPLEX

Since many of the Montessori areas of study are not in most day school/yeshiva curricula it is important remember to introduce your curricular topics in a gradual progression. A progression of either the activity or the concept.
How Can This Translate to Our Classrooms?

MATERIALS ARE PRESENTED IN A SPECIFIC WAY

Materials should always be presented in a clear, clean and organized fashion. Shelves should be neat and materials should be complete, clearly displayed and well cared for.
How Can This Translate to Our Classrooms?

**DELINEATED WORK SPACE**

Provide students with clearly delineated work areas using materials such as trays, mats and small tables.
How Can This Translate to Our Classrooms?

CONTROL OF ERROR

Activities should have a method for self correction, so a teacher is not always needed to verify success.
Which areas of the curriculum lend themselves to the Montessori Philosophy?

**Classroom Community/Routine** - The presentation style of the Montessori approach lends itself to effective modeling of expected tasks and behavior (similar to Responsive Classroom)

*responsive classroom interactive modeling*
Which areas of the curriculum lend themselves to the Montessori Philosophy?

Skill Building

After teaching a new skill, “works” can and should be used to allow students to engage with materials and practice new skills.
Which areas of the curriculum lend themselves to the Montessori Philosophy?

**Concept Review**

Similar to new concepts, keeping a few materials from previous concepts to allow for repetition and retention
What does a work period look like?

• Use “Work” as an opportunity for students to independently review, practice and engage with the subjects and topic covered in class.
• Create guidelines for how your class’s Work Period will run.
• Track your students engagement with menus or benchmark works.
What is to gain from using these methods?

**Students:**
- Responsibility
- Independence
- Confidence
- Time to make and correct mistakes
- Differentiation
- Positive and active engagement

**Teachers:**
- Insight into the students thought process
- Individual feedback
- Individualized instruction opportunities
- Improved engagement and enthusiasm from students

*Any Questions?*
### Upcoming Hidden Sparks Without Walls Sessions

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<td>How to have Difficult Discussions with Children</td>
<td>Dr. Rona Novick</td>
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<td>Tuesday, May 14, 2019</td>
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If you are interested in bringing Hidden Sparks to your school or city, please contact us:  
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