

Design and Deliver Book Study October 8, 2015 4pm E/T

Michele DiMuzio:Hi Terry, Ron and Denise! I am here with Brad from Region 12

Michele DiMuzio:Nice pictures

Ron Rogers - Facilitator:Welcome Michele and Brad

Michele DiMuzio:You all 3 sound great to me

Michele DiMuzio:Hi Denise!

Denise Malkovits:Terry, were you a radio announcer in a previous life?

Pamela Yañez:Hello

Denise Malkovits:Hi Pamela

Denise Malkovits:Thanks for joining us tonight

Denise Malkovits:Pamela, how are things in your neck of the woods?

Ron Rogers - Facilitator:Hi Pamela, we are so happy to see you attending this afternoon.

Denise Malkovits:Hi, Michelle

Michelle Elia, SSTR5:Hello!

Denise Malkovits:7 minutes!

Ron Rogers - Facilitator:Hi Michelle Elia!!!

Denise Malkovits:Just a reminder that you can change the text color and font size of your chat

Pamela Yañez:thanks , I am very happy to can do It to day because I am Indico a trip

Terry Grimm:Hola, buenas noches, Pamela.

Ron Rogers - Facilitator:Hi Stacy

Denise Malkovits:Welcome Stacey

Michelle Elia, SSTR5:Hi Ron!!!! Long time no see, eh?

Pamela Yañez:hola Terry

Denise Malkovits:To change the font color and text size, click on the down arrow icon in the upper left hand side of the chat box

Stacy Marciano:Hello everyone

Michelle Elia, SSTR5:Thanks, Denise!

Denise Malkovits:that would be the right hand side of the chat box

Jeannie Bloomster:Hello!

Denise Malkovits:Hi Jeannie

Denise Malkovits:Hi Darlene

Pamela Yañez:i don't have audio

Ron Rogers - Facilitator:Hi Jeannie

Darlene Dalvin:Hi Everyone!!

Ron Rogers - Facilitator:You should have audio Pamela. You may want to re-boot and then jump back on with us. That might be the fastest way to fix it.

Ron Rogers - Facilitator:Hi Darlene

Denise Malkovits:Welcome Loui!!

Ron Rogers - Facilitator:Hi Loui

Loui Lord Nelson:Hi Ron and Denise and everyone else!

Ron Rogers - Facilitator:Our Author has entered the book study. Applause

Jeannie Bloomster:Woo Hooooo!!!!

Loui Lord Nelson:I hate that I had to miss the first sessions. I'm excited to be here!

Pamela Yañez:thanks Ron

Loui Lord Nelson:Ooooo! Pressure :)

Michelle Elia, SSTR5:Yeahhhh Loui! So glad you are here.

Loui Lord Nelson:Thanks, Michelle!

Ron Rogers - Facilitator:Hi Cindy C.

Loui Lord Nelson::)

Michelle Elia, SSTR5:=)

Cindy Christoff:Hello

Ron Rogers - Facilitator:Glad you could make it Lorie

Michelle Elia, SSTR5:hi Lorie!

Michelle Elia, SSTR5:More choice, and constantly reminding myself to provide that more often.

Loui Lord Nelson:Nice, Michelle.

Darlene Dalvin:I am considering the engagement piece for one of our challenging students who doesn't like to work.

Loui Lord Nelson:Did you keep the amount of choice at a level that felt good to you? Not overwhelming?

Loui Lord Nelson:A great strategy, Darlene. Focus on that relevance piece!

Ron Rogers - Facilitator:Darlene have you tried it yet or still considering it?

Stacy Marciano:Reflecting on the engagement webinar- within my inclusion setting my partner and I have looked at the "why" we are

choosing something and providing opportunities and choices to our students

Michelle Elia, SSTR5: Absolutely, even with choice, I am still in control of the essential learning and understanding.

Loui Lord Nelson: Stacy, you're doing some great meta-cognition there!

Darlene Dalvin: We are having a group meeting tomorrow to discuss. The teacher has been doing some things, but I think we need to consider it in a broader way.

Pamela Yañez: i try to give different opportunities

Jeannie Bloomster: I'm trying to find ways to offer choices within a scripted math program.

Loui Lord Nelson: Darlene, I love that you're having a group meeting to investigate how you can support that student.

Loui Lord Nelson: Jeannie, good for you!

Ron Rogers - Facilitator: Jeannie which math program is it.

Jeannie Bloomster: Number Corner and Bridges

Ron Rogers - Facilitator: Okay Jeannie

Stacy Marciano: Our Math Coach is really good at providing choices for number corner and Bridges-WCS. So, in your work places you give them options

Jeannie Bloomster: Thank you! It is new to us--we are piloting--so we are making adjustments as we go!

Ron Rogers - Facilitator: Thanks Stacy.

Loui Lord Nelson: And a brand new curriculum! Wow!

Jeannie Bloomster: Thank you!

Ron Rogers - Facilitator: Q1: What is the new idea you discovered in your reading of this chapter?

Darlene Dalvin: A1. Providing different experiences to receive information--not just a bunch of different examples.

Lorie Lubman 2: Q1: The importance on how information is presented to the students... can either expand or limit comprehension of new knowledge

Denise Malkovits: We learn differently within different situations and environments

Stacy Marciano: A1: Alternatives for visual and auditory information was an Aha moment--representation in a variety of ways

Loui Lord Nelson: Darlene, that's a nice observation!

Jeannie Bloomster:I use visual representation in my classroom of kindergarteners, but I am rethinking it and plan to use even more in different ways

Loui Lord Nelson:Lorie, very true!

Loui Lord Nelson:Stacy, beginning with the visual and auditory is a great way to get started.

Loui Lord Nelson:Jeannie, that will be interesting to hear your ideas!

Michelle Elia, SSTR5:I love the idea that the scaffolding we provide for one could benefit many. Also we can eliminate the embarrassment for those that truly need the scaffolding. Love the concept of interactive models.

Loui Lord Nelson:Michelle, what we provide to a few does help many. Right on!

Denise Malkovits:I think it is also important (pg. 63) to connect content to other content in different classes

Jeannie Bloomster:It made me think about differentiation in my classroom when I read that learners learn differently, and differently within different situations.

Loui Lord Nelson:Denise, I agree. I know that my teaching was way more effective when I could link content.

Loui Lord Nelson:Jeannie, yes. It actually expands differentiation to variability.

Lorie Lubman, SSTR5:Agree, Michelle

Ron Rogers - Facilitator:Q2: How might the guidelines and checkpoints associated with this principle help you to decide the tools, resources, and strategies to use?

Michelle Elia, SSTR5:We need to be aware of them in planning so they we are sure we have alternatives.

Darlene Dalvin:I think it is very key to really consider the needed background knowledge, then try to fill in the critical elements, and finally tie the new material together with the background knowledge. It would potentially and probably be different for each child. I like the idea of concept maps and brainstorming with students practical applications in their lives for the new material.

Stacy Marciano:A2:They all help plan purposeful lessons and interactions that allow for all to be successful. Bringing in relevance and background knowledge piece...

Lorie Lubman, SSTR5:Q2: I Agree, with Darlene. In addition, to

using several different mediums.

Jeannie Bloomster:I'm going to do a better job connecting content to my students' background knowledge. Also, we talk about our "I can" statements everyday, but I made a BIG poster that says BIG ideas, as a visual that we can refer to throughout the day, and as a checkpoint at the end of the day.

Ron Rogers - Facilitator:Darlene - Great. I wish we could copy paste what you said and send it out to all educators.

Loui Lord Nelson:Jeannie, love the poster with the BIG ideas!! And the I CAN statements

Michelle Elia, SSTR5:Every child comes to us with some sort of previous knowledge, we just need to figure out what it is. => Then connecting to other content, now that's a challenge. But critical.

Loui Lord Nelson:Those hook SO nicely with engagement :)

Michelle Elia, SSTR5:Great idea, Jeannie. It's an advance organizer, too!

Jeannie Bloomster:The kids loved it :)

Loui Lord Nelson:Michelle, YES - valuing that previous knowledge. They ALL have previous knowledge, we just don't always know what it is!

Lorie Lubman, SSTR5:Q3: Once again, the importance on how information is presented to students.

Ron Rogers - Facilitator:Q3: When you think of the recognition networks, how might you change your instruction?

Ron Rogers - Facilitator:This is one we have to reflect on so take your time.

Darlene Dalvin:This is where I remembered that how the information is presented can either expand or limit learning. I was remembering how difficult it was for me to remember new vocabulary definitions when assigned the task of just looking up the definitions. It would have been nice to maybe practice them verbally or in skits or some other engaging way.

Loui Lord Nelson:I can sense the brain juices flowing :)

Loui Lord Nelson:Darlene, I'm right with you!

Michelle Elia, SSTR5:A3: Darlene, that's why I have issues with just terms and definitions

Loui Lord Nelson:I had a horrible time learning vocabulary until I realized that I had to be moving and looking at flashcards.

Loui Lord Nelson:I've done laps and laps and laps around school gyms and have walked miles on my treadmill over the years while learning vocabulary.

Terry Grimm:Quizlet at <https://quizlet.com>.

Ron Rogers - Facilitator:Thanks Terry

Jeannie Bloomster:I use Whole Brain teaching strategies, which are very effective. I decided to use more chants and songs, and today for our poem to remember to put names on papers, we added a clapping pattern.

Michelle Elia, SSTR5:That's why I love the use of images. A sample lesson - put a term/voc on each slide in a google slideshow. Have the students find images that they associate with each term. See what they find.

Darlene Dalvin:I love all those newer tech features for studying that my older kids seem to have discovered. That is the beauty of technology. The use of Kahn Academy videos are great for my older guys too.

Stacy Marciano:A3: Tap into the senses to present lessons in a different way. I attended a PD on how to thread word study in your classroom and Spelling test are based now on principles and not the memory of words

Ron Rogers - Facilitator:One minute left

Ron Rogers - Facilitator:Q5: What new learning about instruction did you take away from this discussion?

Lorie Lubman, SSTR5:Final: The importance of transferring prior knowledge to new knowledge, students gain a deeper understanding.

Loui Lord Nelson:Jeannie, chants and songs can be great for many of our learners. What fun!

Ron Rogers - Facilitator:Advertisement:

Michelle Elia, SSTR5:Love the use of quizlet! Also flippity is a new one, too!

Loui Lord Nelson:I might have a guest with me from Australia that night. She's visiting to learn more about UDL and is staying at my home.

Stacy Marciano:A5:To consider your learners: We all learn differently in different situations.

Denise Malkovits:Our next session will be October 22...chapter 5

Denise Malkovits:OCALI webinar- October 14

Darlene Dalvin: The idea of learners learning differently within different situations and environments made it obvious that just because something works in one situation, doesn't mean that student always does better in that manner.

Loui Lord Nelson: Darlene - I LOVE, LOVE, LOVE Kahn Academy. It's been a life saver for so many students.

Pamela Yañez: I am learning a lot to night , thanks

Jeannie Bloomster: I will be much more thoughtful about checkpoints along the way during instruction.

Loui Lord Nelson: I had a WONDERFUL time! I learn from all of you!!

Lorie Lubman, SSTR5: Thanks so Much! Until Next Time!

Jeannie Bloomster: Thank you!

Michelle Elia, SSTR5: Jeannie I think I will be telling others about your advanced organizer!

Stacy Marciano: Thanks

Ron Rogers - Facilitator: I can't get them to paste in

Loui Lord Nelson: Thanks everyone :)

Darlene Dalvin: Thank you too!!!

Ron Rogers - Facilitator: Sorry not happening

Lorie Lubman, SSTR5: Thanks, Denise

Jeannie Bloomster: Have a great night!

Loui Lord Nelson: See you next time!!!!