

Ron Rogers - OCALI:Hi Joanne

Joanne Carney Smith:Hi Ron

Ron Rogers - OCALI:Any snow your way?

Joanne Carney Smith:Yes. Been snowing all afternoon but not much accumulation.

Ron Rogers - OCALI:Here too. The same.

Joanne Carney Smith:Hi Denise

Krista:Hey! I had a cat nap and a cup of joe...I'm ready to go!

Krista:So nice meeting you Denise! Wasn't today amazing?

Barb Gentile Green, SST 7:There aren't words to describe our two days with Katie!

Joanne Carney Smith:Yes. You talked about it yesterday! I would have enjoyed it.

Barb Gentile Green, SST 7:Like the one participant said from one of her other sessions, she is like a ferret on crack!!

Pamela Yañez:hello

Barb Gentile Green, SST 7:Want to see it Ron!!

Krista:Barb- haha! We agree!

Ron Rogers - OCALI:Number 1Background: In Chapter 6, Katie Novak presents a number of terms related to scaffolding, reading skills, and writing skills.PromptSuggest a term for a Chapter 6 Word Wall and then use the term in an informative sentence that helps other learners understand how the term fits into the content of Chapter 6.[Example: Transfer of responsibility - Ms. Jones allowed students to work in groups to plan the graphic organizer, but to achieve transfer of responsibility, she required the organizer to be completed by each student independently.

Denise Malkovits:everyone is thinking

Denise Malkovits:we tried to model what Katie was talking about

Pamela Yañez:In Chile is 22:00

Denise Malkovits:Thank you , Pamela

Krista:Activating Prior Knowledge: (preschool example) Before having children create pictures or books about a farm, the teacher activated children's prior knowledge by discussing and showing pictures from their recent field trip to Lake Farmpark.

Denise Malkovits:Ron, what kind of scaffolding do we need here

Barb Gentile Green, SST 7: This was a hard one, sorry, I didn't figure out my answers ahead of time!

Denise Malkovits: lol

Denise Malkovits: That's a good one, Krista

Denise Malkovits: Now for a test

Denise Malkovits: What type of feedback did I just give Krista

Ron Rogers - OCALI: A test?

Denise Malkovits: of

Ron Rogers - OCALI: Not very good

Ron Rogers - OCALI: feedback

Barb Gentile Green, SST 7: What was good about it Denise?

Barb Gentile Green, SST 7: Mastery oriented feedback - we need a bit more info!

Ron Rogers - OCALI: I'm with Barb Denise what specifically was good?

Joanne Carney Smith: I read this a while ago and didn't have time to reread today which I usually do. Sorry, just hoping it comes back to me.

Krista: Denise- I was working hard to write one for expository text but I really struggled to come up with one.

Denise Malkovits: I like the way Krista used key words such as "before" and then described prior knowledge by telling the activity

Denise Malkovits: No worries, Joanne. We are all here to learn together

Ron Rogers - OCALI: Better Denise

Ron Rogers - OCALI: How about number 2

Denise Malkovits: go for it

Barb Gentile Green, SST 7: Yes, Denise, that helps me understand your feedback!

Ron Rogers - OCALI: Background: The author stresses that literacy is a collective responsibility for all teachers. She suggests that scaffolding is required to help students with the complex tasks of reading and writing. Prompt Describe what you will do to scaffold reading or writing in your classroom for all learners. How will you implement more reading and writing instruction and which tools might you use?

Denise Malkovits: we need to show that video gain

Ron Rogers - OCALI: Whoo Hoo

Barb Gentile Green, SST 7: Taking a different route on this one since I am not in the classroom.

Denise Malkovits: again

Ron Rogers - OCALI: Great Barb

Denise Malkovits: Absolutely, Barb

Barb Gentile Green, SST 7: We are digging deeper into the guidelines at our next Closing the Gap session. Sometimes reading the checkpoints are difficult, so we are also going to provide Katie's "translations" to support their comprehension of them

Denise Malkovits: Awesome! The translations really help to understand what those checkpoints look like in the classroom

Ron Rogers - OCALI: I love the translations.

Ron Rogers - OCALI: We need to get the translations to Pamela and Joanne

Joanne Carney Smith: Thanks

Krista: I'm currently not in a classroom, so I thought about this one as an aunt of a 2nd grader who struggles with writing. I love the self assessing writing paper on the Completely Kindergarten Blogspot website.

Barb Gentile Green, SST 7: Also will be having them read different resources - examples, and udl implementation resources, watch a video to support their understanding

Barb Gentile Green, SST 7: Ohhh, I like that edit of the translations. That would accomplish the tie to strategy we are trying to make! Will you share?

Ron Rogers - OCALI: Krista that is a nice idea of self assessing to move your 2nd grader to goal directed learners.

Barb Gentile Green, SST 7: Thanks!

Krista: For sure! We are about to start some work with KG teachers in our region, this will be a great resource for them.

Denise Malkovits: I agree, Krista

Barb Gentile Green, SST 7: Just worked with a 1st grade team yesterday - they are teaching kids how to evaluate their own work, and are doing some station teaching to work on this

Ron Rogers - OCALI: That's incredible

Denise Malkovits: There are some great FIP videos that model that as well. Are you familiar?

Joanne Carney Smith: Barb, that sounds so interesting that you are

teaching such young students to self-assess.

Barb Gentile Green, SST 7:Joanne, yes, these teachers are great, I can't take any credit, I just support them as a coach!

Denise Malkovits:I was just going to offer

Ron Rogers - OCALI:Number 3Background: In Chapter 7, the author presents "close to twenty ideas for helping students access new words." Prompt AIdentify one of the author's ideas that appeals to you and tell how you would use it in your classroom. Prompt BDescribe one of your own strategies for teaching vocabulary, one that fits within the UDL framework.[Note: Make a clear break between the time for responding to Prompt A and Prompt B.]

Barb Gentile Green, SST 7:Prompt B: I just steal ideas from others, and this one is from Suzy Pepper Rollins. Developing TIP charts - Term, information, picture - of vocab words. Anyone can suggest a word for the TIP chart, generate chart together. Then play games to have kids guess the word while accessing the TIP chart

Denise Malkovits:I need to get her book

Denise Malkovits:Is this the book that you referenced last week?

Barb Gentile Green, SST 7:Yes!

Denise Malkovits:Perfect

Joanne Carney Smith:I remember Katie encouraged playing games which is always a great way to get students interested. I also liked the Word Wall which allows for an unlimited amount of participation.

Barb Gentile Green, SST 7:I've seen people use Frayer, I have not, but think that would be a good one to use in our adult PD

Krista:Prompt A: (At today's training, we created an action plan for our SST as well as region. Part of that plan was to begin to use UDL in our trainings.) I provide trainings in behavior and they are thick with new vocab or vocab that has many meanings but need to be targeted specifically for behavior. I'd like to try to add some game playing around these vocab terms or maybe try the cloze procedure.

Ron Rogers - OCALI:Students love wordwalls. How many of you have ever used them?

Ron Rogers - OCALI:Absolutely Barb

Barb Gentile Green, SST 7:I like putting music/jingles to words to help folks remember the word and definition

Barb Gentile Green, SST 7:That is interesting, Denise!

Joanne Carney Smith:I love the teachers who sing everything. So

much fun to observe.

Barb Gentile Green, SST 7:I've seen 1st graders "hum" the jingle as they are doing their spelling words

Barb Gentile Green, SST 7:Joanne, you would not like to hear me sing....just sayin!

Krista:Prompt B: We just hosted early childhood training with Lisa Lenhart & Kathy Roskos. They shared teaching vocab strategies that included Say- Tell- Do- Listen, Say- Tell- Connect- Say Again- Sentences, & Think- Pair- Draw/ Write, Share.

Ron Rogers - OCALI:That is so cool Barb.

Ron Rogers - OCALI:Yes Krista!

Barb Gentile Green, SST 7:I agree Denise

Ron Rogers - OCALI:Totally Denise.

Joanne Carney Smith:I agree Denise!

Ron Rogers - OCALI:This is our last book study this year isnt it Denise?

Denise Malkovits:Our last session is March 10 , Chapters 8-10

Ron Rogers - OCALI:We are going to have to do something special to celebrate!!!

Joanne Carney Smith:Oh come on Barb, you are probably better than you think.

Ron Rogers - OCALI:I may ask Katie to join is one last time.

Ron Rogers - OCALI:us one last time

Barb Gentile Green, SST 7:Time goes so fast! It took us a while to warm up tonight!

Joanne Carney Smith:What time on March 10?

Denise Malkovits:4 pm and 8 pm

Denise Malkovits:Yes...we like to network

Joanne Carney Smith:thanks Denise

Barb Gentile Green, SST 7:I'd be interested in helping!

Ron Rogers - OCALI:Okay Barb is in!!!!

Krista:Another great session, thanks guys!

Ron Rogers - OCALI:Take care Krista.. So glad you made it.

Ron Rogers - OCALI:Joanne take care.

Krista:No I haven't...

Barb Gentile Green, SST 7:We are still in the development phase on planning the PD - I'll let you know!

Barb Gentile Green, SST 7:No, Ibut I put that book in my amazon

cart!

Krista:I'd love to dig into the feedback book...

Joanne Carney Smith:Any suggestions for things to read would be appreciated.

Barb Gentile Green, SST 7:Yes!

Denise Malkovits:Difficult COversations

Denise Malkovits:Thank you for the Feedback

Barb Gentile Green, SST 7:Thanks for the Feedback - Stone is the author

Joanne Carney Smith:Will check those out.

Ron Rogers - OCALI:Night all

Barb Gentile Green, SST 7:Good night!!

Joanne Carney Smith:thanks ron and Denise

Krista:haha