



SUMMIT SPOTLIGHT

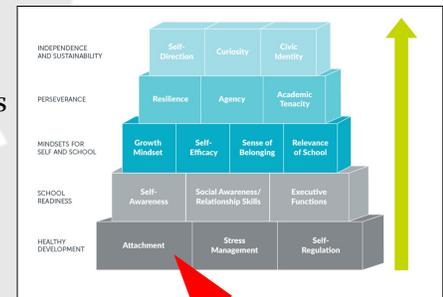
AT MGS

ISSUE 1 | September 25, 2019 | VOLUME 2

16 Habits of Success

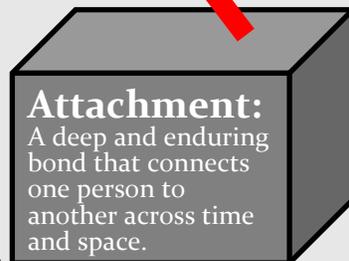
Habits of Success are cognitive, social and emotional skills that enable students to be successful in academic and non-academic endeavors. The Habits of Success framework is a *Building Blocks for Learning* framework and is backed by research on *how* students learn, not *what* they learn. In addition to the academic standards, students must also gain the skills necessary to engage in learning or they will be unable to process the vast amount of instruction that comes their way.

This issue and future issues of the 2019-2020 *Summit Spotlight* will focus on one of the 16 social-emotional learning skills that are so important for comprehensive student development. Our goal is to give readers a better understanding of the importance of *each* skill and examples of how these are integrated into our curriculum using the *Summit Learning* platform.



Habits of Success for **Healthy Development: #1 ATTACHMENT**

In the bottom row of the Habits of Success Framework, is a set of foundational skills identified, through research in the fields of neuroscience and child development, as skills that every child needs. Even so, many times the importance of relationships and their impact on child development is overlooked and not integrated into all aspects of the school structure. These include bonds that children make with adults. In the school, relationships formed between the student and his or her teachers, peers and other adults, provide emotional security and play a very important role in child development. When children feel secure, they can explore freely. Research shows that security of attachment is linked to a remarkable array of child outcomes over long periods of time, including success at school (Bergin 2009).



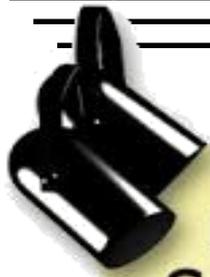
Attachment in the *Summit* classroom:

- One-on-one mentoring with a teacher builds a relationship between the child and adult.
 - ◊ Mentoring provides physical presence, open communication, awareness of the student's needs, and responsiveness to a student's requests for help.
 - ◊ Mentors encourage, give assistance, instruct, reassure the child during difficult tasks, and show interest in the student's activities.
- Students have interaction with peers on student projects and with peers who share their mentor.
- To develop a sense of belonging for students, teachers create opportunities for them to interact with local and area organizations and businesses.

Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and peers, and they feel like they fit in at school. According to Bergin and Bergin, "security of attachment is linked to academic achievement from preschool through high school. This link may be the result of attachment's effect on many dimensions of children's functioning—such as ability to take on academically challenging tasks, work independently, pay attention, tolerate frustration, be happy, contain aggression, be liked by peers, and have high-quality friendships—each of which, in turn, is linked to academic achievement."

Bergin, Christi, and David Bergin. *Attachment in the Classroom* - Edsource.org. Springer Science Business Media, LLC, 21 May 2009, <https://www.edsource.org/wp-content/uploads/old/ClassroomAttachment.pdf>.

Stafford-Brizard, K. Brooke, foreword by Pamela Cantor. "Building Blocks for Learning: A Framework for Comprehensive Student Development." *TurnaRound for Children: Building Blocks for Children*, <http://turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf>.



Projects In the Spotlight

5th Grade Science Project (2020) *The Pattern is in the Shadows*

In Mrs. Logan's 5th grade science class, students have been introduced to the *Summit Learning* platform and are working on a Science project titled, (2020) *The Pattern is in the Shadows*.

Students have been studying how scientific tools can help them identify and analyze patterns in the world and what they can learn from the patterns of the sun. To help with their understanding, they created simple sundials with a paper plate (dial) and drinking straw (gnomon-the part of the sundial that casts a shadow). Then, they traveled outside to begin their collection of data by observing and charting the shadow that their gnomon cast on the dial. Students charted the thickness and length of the shadow at approximately 1 hour intervals throughout the day. Between the 6th and final time interval, students predicted what they would see when they returned outside the following hour. They used basic math skills to analyze and predict outcomes and show relationships between the sun, time of day, and shadow length.

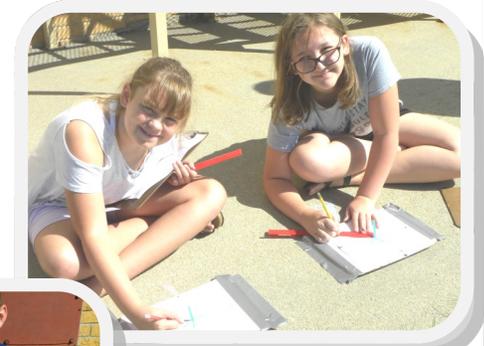
After analyzing their data, students will begin work on a slideshow that shows

and explains the process they went through for their investigation, as well as their observations and conclusions. Each groups' slideshow will be presented to the class.

Making Sundials



Marking the shadow's position on the sundial and charting observations on how the shadow is moving throughout the day.



"(2020) *The Pattern Is in the Shadows*." *Summit Learning*, https://www.summitlearning.org/guest/projects/762088/overview_for_teacher?fromCourseId=143248.