SNAP, CRACKLE AND POP! INFUSING MULTI-SENSORY ACTIVITIES INTO THE EARLY CHILDHOOD CLASSROOM

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THE MULTISENSORY APPROACH

• Studies show that a child’s early development is determined by his/her daily environment and experiences.
• The depth of experiences increase the probability of retention of information.
• “The greater the amount of pathways the greater probability of retrieval of information”
  - Dr. Willard Daggett
WHY? LOOK AT THE DATA

<table>
<thead>
<tr>
<th>Cumulative Vocabulary Experiences</th>
<th>Words Heard Per Hour</th>
<th>Words in a 100 Hour Week</th>
<th>Words heard in a 5,000 hour year</th>
<th>By the Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>616</td>
<td>62,000</td>
<td>3 million</td>
<td>13 million</td>
</tr>
<tr>
<td>Middle Class</td>
<td>1,251</td>
<td>125,000</td>
<td>6 million</td>
<td>26 million</td>
</tr>
<tr>
<td>Privilege</td>
<td>2,153</td>
<td>215,000</td>
<td>11 million</td>
<td>45 million</td>
</tr>
</tbody>
</table>

They Do Not Have Time to Waste
IF WE ARE GOING TO MAKE A DIFFERENCE – THE DIFFERENCE STARTS WITH YOU

- [https://www.youtube.com/watch?v=T0keS8XJchU&feature=hp](https://www.youtube.com/watch?v=T0keS8XJchU&feature=hp)
HELP YOUR WORDS COME ALIVE FOR A CHILD

The Three Little Gators

Helen Ketteman  Illustrated by Will Terry
FOCUS ON THE WHOLE CHILD

Developmentally Appropriate Practice

• Support Student’s intellectual development while also enhancing their social, emotional and physical development
• Project based learning
• Play
• Small Groups learning experiences
• Engagement in real life experiences

Inappropriate Practice: The Narrow Minded Approach

• Teacher directed programs had a negative impact on the social context experienced by young children
• Teacher directed resulted in highly punitive and negative outcomes for children which limited their academic performance - Stipek (1992)
CHILDREN NEED…

• Opportunities to explore deeply and attend in great detail to subjects of interest to them (yes, even bugs)
• Challenging and changing learning environments that provide opportunities for them to function independently, as well as with the assistance from adults and peers
REMEMBER

• “If the context is boring or unchanging and thus children are not physically and intellectually challenged, the children may become disruptive”
• Offering uninteresting, unstimulating situations to young children is like asking them to “run in place”
THE “WORK” OF THE YOUNG CHILD IS TO “PLAY”

- Play helps children make sense of their world
- Play is where children integrate what they are learning into their present schemas
WHAT DOES AUTHENTIC INSTRUCTION MEAN TO YOU?

• Share out: What are meaningful experiences for you?

• What do you remember the most from these experiences?

• Brainstorm experiences you have done with your students?
KEEP IT REAL

• Teaching Without Learning is Called “Entertainment”
BRAIN CONNECTIONS

• Intelligence no longer considered “genetics alone”
• Making “Brain connections”
• Neurons form connections (synapses) which make up the wiring of the brain
• Early life experiences may play a role in the number of synapses in the brain
“USE IT OR LOSE IT”

- The principal of “Use it or lose it”
- Only connections/pathways that are activated, often are retained

- From (Families and Work Institute
  Dr. Dorothy Routh)
MAKING IMPORTANT CONNECTIONS

• In order to retain information longer the brain may rehearse, using repetition, rhyme, music, movement, etc. or chunk information, tying it to something else it all ready knows. (Wolf, Pat. “A staff Developers Guide to the Brain.”)
A MULTISENSORY APPROACH TO LARGE GROUP

- Who is here today?
- What’s the Weather?
- Lotion Song
- Bubbles
- Music and Movement
KEEP IT LOW TO THE GROUND AND INTERACTIVE
STRATEGIES FOR BUILDING THOSE LIFE LONG CONNECTIONS

• Story Telling using manipulatives: Once you have told the story place the materials in a center for the students to use in a role play
• Teach by connecting what they already know with new materials (build the connections)
• Use materials in centers that match the concepts you are teaching
• Send home materials the students can use at home and share with their families
• The more the retell the information the greater probability of retention
HOME TO SCHOOL
WHAT DO YOU USE TO REMEMBER THINGS?
OOEY GOOEY BUT I BET THEY KNOW HOW TO MAKE PIZZA
THEY WILL NEVER FORGET RAMPS AND VELOCITY
ACTIVITY

• At your table work as a group.
• Pick a recorder from the group and also a reporter.
• Look at the Unit theme on your table and the items included in the bag.
• Generate a list of activities you can do with children.
• Share out
WHAT IS YOUR LEARNING STYLE?

Learning Styles

Visual
* You prefer using pictures, images, and spatial understanding.

Musical/Auditory
* You prefer using sound and music.

Verbal
* You prefer using words, both in speech and writing.

Physical/Kinesthetic
* You prefer using your body, hands and sense of touch.

Logical/Mathematical
* You prefer using logic, reasoning and systems.

Social
* You prefer to learn in groups or with other people.

Solitary
* You prefer to work alone and use self-study.

What is your learning style?

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IMPLEMENTING MULTIPLE INTELLIGENCES IN EARLY CHILDHOOD

• **Visual:**
  • Mayer Johnson Board Maker items
  • Pictures
  • Sequence charts/Graphic organizers
  • Song cards
  • Manipulatives for math
  • Concrete Objects infused into daily activities
  • Aesthetic/art activities
  • Newspaper clippings
  • Picture journals
  • Weather charts/visual schedules/scaffold tasks
READING/VISUAL

- Daily story time
- Library visits
- Class letters/stories and notes
- Charts/Graphs
- Patterning (AB patterns etc.)
- Feeling photos
- Label objects in the classroom
- Retelling stories using puppets, masks, voice output
- Picture journals
- Books on tape
- Child Produced Literature
Aa is for apple.

People We Know

Grandpa
Grandma
Family
Mom
Dad
Pet
Brother
Sister
Uncle
Aunt
Cousin

Places We Go

Places

Mom's House
Grandma's House
Dad's Office

Things We Like

Writing Center

Writing

I CAN use green and sounds to write words.
Characters in "The Gingerbread Man"

- Gingerbread Man
- Three Farmers
- Wolf
- Old Lady
- Bear
- Little Boy
- Old Man
- Fox
AUDITORY AND KINESTHETIC: MUSICAL, MOVEMENT AND SONGS

- Dancing
- Home made instruments & commercial instruments
- CDs/Tapes/Records
- Finger plays/Chants/Rondos
- Rhythm and beats
- Transition songs/music
- Calming background music
- Nursery Rhymes
- Record student sounds and those in nature
- Imitation games
DEVELOPING FINE MOTOR SKILLS

• Expecting writing before it is developmentally appropriate

• Fine motor activities that are above the child’s abilities
INSTEAD...

- **Blow Fish:** Squeeze the little guy/gal fishie. This promotes gross grasp, strengthens the hand and develops palmar arches.

- **Finger Puppets:** Let the children use finger puppets. This encourages the movement of fingers separately. This also encourages student involvement and on-task behaviors.

- **Tops:** Tops are great fun and support the practice of tip pinch and the forearm rotation. What about eye-hand coordination?
NATURE

• Discovery centers
• Hands on activities
• Nature Walks (find it, show it, and set it free!)
• Class weather helper
• Care of plants and pets
• Sensory tables
• Butterfly gardens
• Ooey Gooey “Let’s explore!”
• Gardens
• Science centers
Vocabulario de las Ciencias

Science Vocabulary

- antenas de seguridad
- termómetro
- lombriz
- lupa
PERSONAL AWARENESS
“SELF SMART”

- Group input for class decisions (i.e. field trips/rules)
- Space for personal things
- Care for self (choice making)
- Quiet area in the classroom or home (reflection space)
- Rewards and natural consequences for behavior
- Student leaders/Student helpers (everyone has a role in the room)
- Remember all children come with “funds” of knowledge – our job is to tap into it!
SOCIAL

- Role Play
- Small group activities
- Community visitors (mentors)
- Older peer buddies
- Class parties and special family activities
- Class projects to assist needy families or cause
- Body movement and singing
- Cooperative games
- Community problem solving
- Puppets
MATHEMATIC/LOGICAL/SPATIAL

- Cooking (pour, sort, measure and sequence)
- Water play
- Patteming
- Block play “Expand your block play”
- Counting change
- Puzzles
- Newspaper number hunts
- Drawing maps
- Fine motor manipulatives (pegs, sewing cards, counters etc.)
- Daily calendar activities

- Make it Rock
KINESTHETIC

- Dance and movement
- Balance
- Dramatic play
- Games/chants
- Play
- Hands on activities
- Time to figure things out!
SOMETIMES YOU JUST HAVE TO STAND
EXAMPLES: MRS. WISHY WASHY
BY JOY COWLEY

• Reading Mrs. Wishy Washy
• Experiencing Wishy Washy
• Discussing Wishy Washy

• How can you implement multi-sensory activities into your preschoolers day?
SO HOW DO YOU MAKE THIS HAPPEN?

INTENTIONAL TEACHING

• Student driven data
• Curricula
• Pre-K Guidelines
• Group planning guide
• Lesson plans
• Early Childhood Scope and Sequence: (Look at what you have and put it into an order you can follow)
THE FOUR QUESTIONS

- What do we want our students to learn?
- How will we know they have learned it?
- How will we respond when learning did not take place?
- How will we respond when learning has already occurred?
PUTTING IT ALL TOGETHER

• Time to visit and play in the different activities

• Gather ways to make it POP!
WEBSITES OF INTEREST

• http://www.sesamewerkshop.org/sesamestreet/?scrollerId=stories
• http://www.bbc.co.uk/schools/preschool/
• http://www.getreadyforschool.com/links/kidsfun.htm
• http://www.thebutterflysite.com/
• http://www.dltk-teach.com/
• http://www.wcfls.lib.wi.us/phpl/preschoolsites.htm