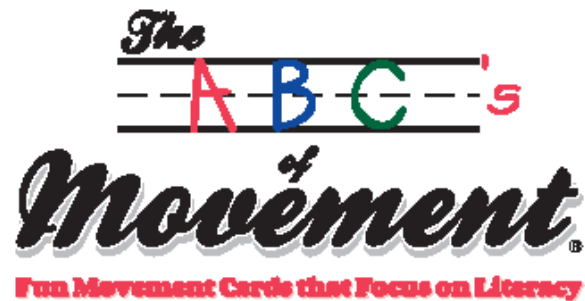


# Let's Move, Let's Learn!



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# Introduction

- Within the 1<sup>st</sup> years of childhood, approx. 90% of the neural pathways of the brain will be set for life. These pathways determine how a child thinks and learns.
- According to Helping your preschool child, US Dept. of Education, “From birth to age five, children are developing their language, thinking, physical, emotional, and social skills that they will need for the rest of their lives.”

# Why combine movement and literacy?

- Movement enhances every aspect of a young child's growth and development.
- By combining movement experiences with the alphabet, children learn their letters and make literacy connections while improving their large motor skills.
- Research shows that movement and exercise can spark the growth of new brain cells and facilitate learning.
- Educators and home providers/educators need to integrate movement activities into everyday learning opportunities.
- Hearing=10%; see it, hear it, say it=40%; hear it, see it, say it and DO IT, you retain 70-100% of what you learn.
- Brain scans show that children learn best when they are actually moving and learning at the same time.

# Normal Development of Gross Motor Skills

## Age three to four

- Jumps 24" forward at three and 30" at four y.o.
- Hops on one foot one time
- Walks on tiptoes 10'
- Kicks a stationary ball

## Age four to five

- Gallops
- Hops on preferred foot 2' forward
- Walks heel-toe for 10'
- Skips

# The ABC's of Movement®

- Front has an illustration of a child and the letter
- Back of the card has instructions:
  - ✓ Trace the letter in the air. “sky writing” is good for kinesthetic learning.
  - ✓ Rhyming sentence- rhyme play directs children’s attention to the similarities and differences in the sounds of words, it is an excellent entry to phonological awareness. IE...Walk like a bear to the chair if you dare.
  - ✓ Alliteration sentence- alliteration sentences have the same first consonant sounds. Drawing children’s attention to alliteration is a great way to introduce phonemes. IE...Big brown bears walk briskly to the beach.
  - ✓ Performance instructions. Some include developmental milestones.
  - ✓ Modifications for children with special needs or younger children.
  - ✓ Gross motor component that each activity addresses.

# How gross motor movements transfer to the classroom

Gross motor skills = large muscle groups in the body.

“Get the Wiggles Out” theory.

The underlying components may include the following:

- Motor Planning - the ability to figure out how to perform a new motor task.
  - ✓ Getting the message from the brain to the muscles to move.
  - ✓ Body awareness is huge.
  - ✓ Imitation is important.
  - ✓ Children need lots of repetition.
  - ✓ Behavior vs. Body Awareness (define space, timers, picture schedule, 5 minute warning, flip lights, be consistent)
  - ✓ Difficulty with motor planning could lead to poor scissor skills, difficulty writing, ect.
  - ✓ F, G, N, O, P, R, S, Y, Z

# Gross Motor Components:

- Bilateral Coordination- the ability to use both sides of the body in a coordinated manner.
  - ✓ First, Babies move both hands or legs together in *symmetrical movements*.
  - ✓ They also develop *asymmetrical bilateral coordination*. This means that both sides of the body are working together, but doing a different task. One hand leads and the other hand supports or assists.
  - ✓ Examples include holding the paper and cutting, threading beads, drawing on paper, kicking a ball.
  - ✓ By age 4, most children have developed this skill.
  - ✓ **RED FLAGS:** Child doesn't use both hands together (clapping) or leaves one hand out completely, child "bunny hops" rather than crawls, or child "forgets" to use the assist hand.
  - ✓ A, I, M, S, U, V, X

# Gross Motor Components:

- Crossing Midline- The midline is an imaginary line that runs through the body dividing it in half from head to toe. Crossing midline involves reaching with the one hand or leg over the midline to the other side of the body.
  - ✓ Helps build pathways in the brain and is an important prerequisite skill for the appropriate development of various motor and cognitive skills.
  - ✓ Reading and writing both involve crossing the midline either with the eyes or with the hand.
  - ✓ Should be mastered by age 3-4
  - ✓ Hand dominance is established by age 5-6 with one “worker” hand and one “helper” hand. Both sides of the brain need to talk to each other for this to happen.
  - ✓ **RED FLAGS:** turning the body sideways when writing or changing hands when writing when getting toward the middle of the paper.
  - ✓ E, V, X



# Gross Motor Components:

- **Strength**- the muscular force that is exerted to perform tasks.
  - ✓ Children develop strength through activities requiring resistance or heavy work.
  - ✓ Core Strength involves the abdominals, back and hip muscles.
  - ✓ Arm Strength involves shoulder, elbow, and hand control.
  - ✓ Leg Strength involves hip, knee, and ankle control. W sitting is BAD
  - ✓ B, C, D, H, J, K, M, N, T, U, W
- **Balance**- the ability to maintain body posture and alignment.
  - ✓ Standing on one foot is an example of static balance.
  - ✓ Line walking heel to toe is an example of dynamic balance.
  - ✓ E, H, I, J, L, O, Q, T, Y, Z

# Literacy Component:

- Measures of preschool-age children's level of phonemic awareness strongly predicts their future success in learning to read.
- Competence in early language literacy provides a strong foundation for successful reading. A necessary component is the development of phonemic awareness. Phonemes are the small units of speech that are represented by the **SOUNDS** of the letter and the letter combination that make up a word. Ba = B, Aa = A, T = T    B~~A~~T
- Most early literacy awareness programs for preschool children include rhyming and beginning phoneme awareness/activities.

# Literacy Component (cont.)

- Phonological awareness is the ability to attend to the SOUNDS vs. Phonics that begins with the LETTER and then imposes the SOUND (the phonics dance... A, ah, B, ba)
- Alliteration occurs when a series of words have the same first consonant sound. IE, Wonderful wild walruses walk and wiggle toward the water.
- Most 2 yo = 50 words; most 3 yo = 100 words
- 3 yo's can hear the differences in sounds but can't tell you words that rhyme or alliteration words.
- 4 yo's are aware of rhyming and may tell you words that rhyme.
- 5 yo's are aware of rhyming and can tell you rhyming words and begin to tell you some alliteration words.

# Some specific letters...

A

Rhyming: March like an alligator to the waiter and do it sooner, not later.

Alliteration: Angry alligators march in the alley.

Great activity for bilateral coordination.



## Alligator March

# J

Rhyming: Forward jump  
but do not bump or on  
your head you'll get a  
lump.

Alliteration: Jumping  
jaguars jet forward in  
the jungle.

Most three year old  
children can jump 24"  
forward and most four  
year old children can  
jump 30" forward.

Great activity for  
balance and leg strength.



# N

Rhyming: My new wheelbarrow rolls in the glue and sticks to my shoe so I say “Ewww”.

Alliteration: Nine new wheelbarrows navigate in the night.

Great activity for upper body strength and motor planning.



**New  
Wheelbarrow**

# U

Rhyming: I wonder will it  
thunder when you crawl  
under?

Alliteration: Crawl  
under the wire with us,  
not upside down or  
underground.

Great activity for  
bilateral coordination  
and strength.

Positional concepts are  
abstract unless  
experienced.



## Under the Wire Crawl



Rhyming: Flex your legs and not your necks when you march like an X.

Alliteration: X march extra tall to your X ray.

Great activity for bilateral coordination and crossing midline.

Brain gym: Developed by Dr. Paul E. Dennison who said, "movement is the door to learning".



# X March



# Let's Move and Learn!

- D: Duck Walk
- G: Gallop Like a Horse
- Ice Skate
- Tip Toe
- Viking Row
- Zaney Sidesteps

# Benefits

- Great for building strong bodies and minds.
- Teach children movement activities while learning their ABC's.
- Perfect movement reinforcement to existing literacy instruction.
- Can be an informal assessment of children's movement abilities or gross motor skills.
- No other special equipment is needed.
- Can be paired with music to show children how movement can change with different tempos.
- May combat childhood obesity by laying the foundation for a lifetime of physical activity.
- Fun, developmentally appropriate movement activities for young children age 3-7 of all abilities.
- Also beneficial for children with special needs such as developmental delay, autism, Down syndrome and mild cerebral palsy.

# Ohio Early Learning and Development Standards Pre-Kindergarten (3-5 years) FINAL October 2012

- Domain: Language and Literacy Development

## Strand: Reading

Topic: Print Concepts-demonstrates an understanding of basic conventions of print in English and other languages.

Topic: Phonological Awareness-with modeling and support, recognize and produce rhyming words

Topic: Letter and Word recognition-with modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, recognize the sounds associated with letters.

## Strand: Listening and Speaking

Topic: Receptive Language and Comprehension-Ask meaning of words and follow two-step directions or requests.

Topic: Expressive Language- Speak audibly and express thoughts, feelings and ideas clearly (articulation). With modeling and support, explore relationships between word meanings (e.g., Categories of objects, opposites, verbs describing similar actions – walk, march, prance, etc. (Vocabulary)

## Strand: Writing

Topic: Writing Process- With modeling and support, demonstrate letter formation in “writing”.

- Domain: Physical Well-Being and Motor Development

Strand: Motor Development

Topic: Large Muscle, Balance and Coordination- demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping). Demonstrate spatial awareness in physical activity or movement.

Strand: Physical Well-Being

Topic: Physical Activity-participate in structured and unstructured active physical play exhibiting strength and stamina.

- Domain Social and Emotional Development

Strand: Relationships

Topic: Peer Interactions and Relationships-Demonstrate socially competent behavior with peers.

- Domain: Approaches toward Learning

Strand: Engagement and Persistence

Topic: Attention- Focus on an activity with deliberate concentration despite distractions.

- Domain: Cognition and General Knowledge

Sub-Domain: Mathematics

Strand: Geometry

Topic: Spatial Relationships- Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.

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- \$12.99 for music CD + shipping

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marketing!

# Questions?



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