

How to Maximize Learning

Time on Task

Instructional Priorities

Instructional Level

Meaning

Safety

Relationship

A student learns an important skill best by spending time on-task at the appropriate instructional level, doing meaningful work in a safe place with a teacher that he or she loves.

The Instructional Match

Frustration Level: Less than 93% accuracy

Instructional Level: 93%-96% accuracy

Independent Level: 97%-100% accuracy

Working at a child's instructional level allows for a high rate of on-task behavior, task completion, and comprehension. Optimal learning conditions are present at this level

Betts, F.A. Foundations of Reading Instruction. New York: American Book Company, 1957.

Working Memory Capacity

“When it’s filled up it’s filled up!”

Age	Working Capacity
3	0
5	00
7	000
9	0000
11	00000
13	000000



“Children can only hold a certain amount of information in their mind at a time or it drains out like a sieve”.

Repetition Repetition Repetition



IQ 120=25x’s

IQ 100=35x’s

IQ 80=55x’s

“Oh yes, and each time needs to be successful to count!”

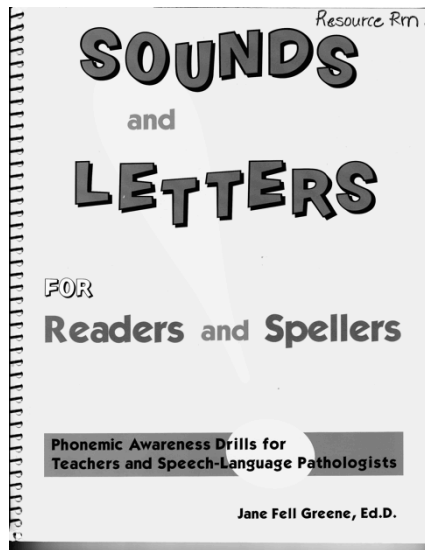
Checking for Optimal Brain Functioning & Readiness for Learning

- Balance
- Crossing the midline (gross and fine motor skills)
- Beat competency
- Visual Fitness
- Nutrition
- Hydration
- Rest
- Emotional safety

The Sensory Motor Progression

- | | |
|------------------|--------------------------------------|
| • Visual | • Gross Motor |
| • Tactile | • Bilateral Motor |
| • Auditory | • Visual Motor |
| • Proprioceptive | • Visualization and
Visual Memory |
| • Vestibular | |

Phonemic Awareness Drills

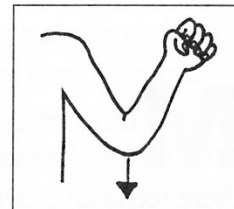


Phoneme Isolation

Repeat Sound (Auditory Reinforcement)

“Say /p/”
(Response: “/p/”)

“Say /p/”
(Response: “/p/”)



Simon Says

Segmenting and Blending Onsets/Rimes

Play this game like the traditional Simon Says. Consider grouping the commands by categories such as:

Body Parts:

Simon says touch your /h/ /ed/

Simon says touch your /ch/ /in/



"Let's try it?"

One Two Punch

Segmenting and Blending Onsets/Rimes



Let's try it? (j/ump)

- Say the onset in a word while punching your right arm out in front of you.
- Keep it extended out while you say the rime and punch with your left arm out in front.
- Then say the whole word as you punch both arms together

March It Out

Segmenting and Blending Phonemes

- Ask students to step on their right foot as they make the first sound in a word, their left foot as they make the second sound, etc.
- Encourage students to march faster as they blend sounds together
- /s/i/t/



Head Shoulders Knees & Toes

Segmenting and Blending Phonemes

1st Phoneme



2nd Phoneme



3rd Phoneme



4th Phoneme



- Have students stand up and listen to the teacher say a four phoneme word.
- Let's give it a try...Stand Up!

/d/o/g/s/

Putting Words Together

Segmenting and Blending Onsets/Rimes

- | | |
|------------------------|-----------------------|
| • It begins with /con/ | ■ It begins with /em/ |
| • It ends with /nor/ | ■ It ends with /ma/ |
| • Put them together | ■ Put them together |
| • And they say _____. | ■ And they say _____. |



Tools to Sound Out With

Stretch out the sound



Phonics Phones



Sound Chips

Visual Motor Integration Scoring Rubric

Score	Pre-School	Kindergarten	1 st Grade
1	student puts 4 or fewer beans in the bottle in 60 seconds	student puts 4 or fewer beans in the bottle in 60 seconds	student puts 5-10 beans in the bottle in 60 seconds
2	student puts 6-7 beans in the bottle in 31-60 seconds	student puts 5-10 beans in the bottle in 31-60 seconds	student puts 5-10 beans in the bottle in 30 seconds
3	student puts 6-7 beans in the bottle in 30 seconds or less	student puts 10 beans in the bottle in 30 seconds or less	student puts 10 beans in the bottle in less than 15 seconds

Fine Motor Activity Examples



Finger Funatics Program©

- Paperclip Point
- Paper Shapers
- Beans in a bottle
- Barrel of Monkeys™
- Peg Boards
- Perler™ Beads
- Loving to Lace
- Geo-Boards
- Play Dough Exercises
- Punch Creation
- Number Punch
- Treasure Hunt
- Wikki Stixs™
- Squeeze Ball Fun
- Stamping
- Wax Ball
- Crazy Lazy 8
- Button Slide
- Bean Tubs
- Puncture Proof
- Paperclip Chaining
- Penny Grab
- Paper Shapers
- PixOs™

Kids need to Wiggle

Motor Moms and Dads Program



- Motor course with 5-6 stations set up in hallway or classroom
- Run by two parent volunteers twice weekly for 35 minutes (including set-up and take down)
- All PK-2nd Grade students participate (any combo).
- Groups of 4-5 students for 5 minutes twice a week

Materials Needed



- 1 balance beam
- 3 balance boards
- 6-10 bean bags
- 2 crates
- mini-tramp
- rubber mat
- tunnel (optional)
- tumble mat
- koosh ball
- 5 carpet squares
- Cart
- Sit 'n' Spin

Pre- and Post-Program Assessment (K-2)

Student Name _____ Date _____ Teacher _____ Grade _____

Indicate the level of skill demonstrated in the fall and spring assessment by marking an **X** next to the skill level observed.

	Fall	Spring
Static (Stationary) Balance		
Stands on 1 foot with eyes open for less than 2 seconds		
Stands on 1 foot with eyes open for less than 6 seconds		
Stands on 1 foot without wobbling for 8 seconds		
Stands on 1 foot with eyes closed for 3 seconds		
Stands on 1 foot with eyes closed for 6 seconds		
Moving (Dynamic) Balance		
Unable to walk the length of a balance beam w/o falling off		
Can walk the balance beam with effort		
Can walk the balance beam heel to toe with effort		
Can walk the balance beam heel to toe with ease		
Can walk the balance beam heel to toe backward		
Catching While on a Balance Board		
Unable to catch a large ball		
Can catch a large ball with both hands against the body		
Can catch a large ball with both hands away from the body		

Fall

Spring

Catching While on a Balance Board (cont.)		
Can catch a small ball or beanbag away from the body		
Can catch an arched ball or beanbag away from the body		
Targeting While on a Balance Board		
Unable to throw a beanbag into a crate with accuracy at 5 feet		
Can throw a beanbag into a crate 5 out of 10 times at 5 feet		
Can throw a beanbag into a crate 10 out of 10 times at 5 feet		
Can throw a beanbag into a crate 10 out of 10 times at 10 feet		
Can throw a beanbag under raised leg 5 out of 10 times at 10 feet		
Bilateral Motor		
Unable to walk touching knee to opposite hand		
Can gallop with ease		
Able to walk or march touching knee to opposite hand		
Can skip with ease		
Can complete 20 jumping jacks with rhythm		

Skill	*Not Yet	Intervention	Developing	Proficient
Shapes				
Identifies 3 basic shapes		Unable to identify any shapes	Identifies 2 shapes	Identifies 3 shapes
Letters				
Identifies some uppercase letters		Identifies less than 15 uppercase letters	Identifies at least 15 uppercase letters	Identifies 20 uppercase letters
Identifies some lowercase letters		Identifies less than 15 lowercase letters	Identifies at least 15 lowercase letters	Identifies 20 lowercase letters
Phonologic Skills				
Listens with interest to stories		Does not attend when being read to	Listens but must be reminded to pay attention	Actively engaged in listening to story
Language				
Asks questions when appropriate		Routinely does not ask questions	Needs prompts and models to ask questions	Uses appropriate grammar to ask questions
Uses age-appropriate vocabulary		Hard to understand language with little use of nouns and verbs	Language not yet age-appropriate but nouns and verbs are being used	Responds well with age-appropriate vocabulary and initiates speech
Motor Skills				
Demonstrates throwing and catching skills with a large ball		Struggles with throwing and catching	Can throw and catch if ball is thrown underhand straight on	Can throw and catch
Balances on one foot with eyes closed for 3 seconds		Cannot balance on one foot	Can balance with eyes open	Can balance with eyes closed for 3 seconds
Literacy				
Understands concepts of print		Able to identify less than 4 items of Concepts of Print Assessment	Able to identify at least 4 items on assessment	Able to identify 8 items on assessment
Prints first name		Unable to print name	Prints some letters in name	Prints name correctly
Numeracy				
Demonstrates counting to 20		Counts to less than 5	Counts to less than 10	Counts to 20
Has one-to-one correspondence for numbers 1-10		Can count fewer than 3 objects with one-to-one correspondence	Can count fewer than 6 objects with one-to-one correspondence	Can count up to 10 objects with one-to-one correspondence
Behavior				
Perseveres to achieve a task		Unable to complete task due to lack of focus or frustration	Needs encouragement to persevere	Independently perseveres to end of task
Respects basic rules/procedures in the classroom		Needs frequent reminders of rules and procedures	Needs a few reminders of the rules	independently follows rules and cooperates on a regular basis

*Skill not developmentally appropriate or not yet assessed

All responses will be in English

LIST OF RELATED CITATIONS

“CREATING EARLY LEARNING SUCCESS”

PRESENTED BY STAFF DEVELOPMENT FOR EDUCATORS (SDE)

SHANNON SAMULSKI

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Echenbarger, Lynne. Method Mania Activities to Teach Phonological Awareness Skills and Strategies. Indiana: Authorhouse, 2006.

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