

ACTION BASED LEARNING

Action Based Literacy

Jean Blaydes Madigan

NeuroKIDnesiologist/ Consultant/ M. Ed

Action Based Learning

232 Zachary Walk
Murphy, TX 75094
1-866-234-0475

FAX: 972-424-2280

jean@actionbasedlearning.com
www.actionbasedlearning.com

Reading is not hard wired into the brain. The brain has to be taught alphabet and number symbols. This form of symbol system learning relies on the recognition of each symbol, its corresponding meaning and sound, and its relationship in a sequence or pattern. The brain relies on its already hard wired motor system of patterns and sequences to process the alphabet and number system. Skipping can be a sign of reading readiness. When the child has mastered the mature skipping pattern, the body and brain have coordinated the physical and mental systems necessary and have set the framework for sequencing and patterning letters and numbers.

Hefty Zoo Pals® and or Sports Pals®

Routine Progression: (2 Plates per person, one plate in each hand)

- Sway back and forth bending at the waist

To loosen the back muscles for movement

- Tap shoulders to beat of music
- Tap knees
- Tap toes
- Tap head

Creates a steady beat to develop the language brain's ability to receive and express language. Tapping down the sides of the body helps the brain identify its vertical midline. Listen for synchronized tapping to determine if the brain is integrated.

- Start with plates above head and twist each hand as lower plates out to the side.

This strengthens the muscles used for handwriting. It also marks the peripheral vision field to help with visual literacy.

- Hold plates between hands and rub them together up and down the midline, bending knees.

Rubbing the plates together stimulates the tactile response and helps the brain to visualize its vertical midline.

- Make giant circles in front clockwise, counterclockwise, lazy 8's

This helps to encode the brain with our alphabet symbols. The brain has to be taught symbols.

- Bring plates over head and bend arms at elbows to let plates drop behind shoulders

Strengthens and stretches the triceps and help upper body strength

- Bring plates out and in at shoulders and make funny faces for AEIOU.

Exaggerate each long vowel sound as you alternate hiding your face behind the plate

- Hold the plate up high to the right side, then touch the left knee, then hold plate up again. Alternate up and down to the beat. Repeat the movement on the other side.

Crossing the midline integrates, organizes and energizes the brain.

- Hold plate above the head, touch shoulder, touch toe, touch elbow, bow
Body and spatial awareness

ABC Pathways Mat

The ABC Pathways Mat is a tool used to facilitate the learning of the symbols representing the letters and numbers. The student traverses the pattern on the mat using various locomotor movements to visualize letters and numbers by engaging whole brain learning while practicing the stroke of each letter kinesthetically.

Action Based Alphabet

The Teacher will hold up an alphabet card and the students will perform a movement or action and sound (when appropriate) that helps recall the letter. Have your students make up their own actions and sounds.

A =AIM (shoot an arrow)	N=NOD your head and say YES
B=BALANCE on one foot, arms out	O=OPEN a door and make squeaky noise
C=CRAWL on hands and knees and cry	P=PUSH a heavy box and grunt
D=DANCE however appropriate	Q=QUIVER and say BRRRRRR
E=EAT a hamburger and say YUM	R=RUN in place
F=FLY Like a bird and tweet	S=SKIP around sing Skip to my Lou
G=GALLOP like a horse and NAY	T=TWIRL in a circle
H=HOP like a bunny	U=UNDULATE make hand like a wave
I=IMAGINE put finger on cheek, say HUM	V=VOLLEY a volleyball
J=JUMP like a frog and RIBBET	W=WALK in place
K=KICK a soccer ball	X= eXercise by doing jumping jacks
L=LEAP like a deer	Y=YAWN out loud and pat mouth
M=MARCH and sing song	Z=ZIG ZAG walk in zig zag pattern

VARIATIONS:

Have students act out names, spelling words, vocabulary words, etc. by just using actions and sounds for each letter. Example: JEAN = Jump, Eat, Aim, Nod
Show the alphabet using the Action Based Learning™ Active Academics Sign Language Content Cards.

Long Vowel Sounds

The Teacher reviews or teaches the vowels in sign language by showing students vowels on the sign language cards and allowing the students to practice the vowel signs. The Teacher sings or plays the song:

I told the nice doctor I was in love with you. I told the nice doctor you didn't love me too.

And then the nice doctor, he told me what to do. He said that

Ooo eee, ooo ah ah ting tang

Walla walla, bing bang

Ooo eee, ooo ah ah ting tang

Walla walla, bing bang...

Ooo eee, ooo ah ah ting tang

Walla walla, bing bang

Ooo eee, ooo ah ah ting tang

Walla walla, bing bang

When the students know the tune, the long vowel sounds are substituted to A E I O

U for Ting Tang Walla Walla Bing Bang. To add action, the students make the sign language sign for each vowel and then add:

Ting Tang: slap thighs twice

Walla Walla Bing Bang: roll hands around and around 4-5 times.

VARIATION: The consonants fit in the song as well in place of Ting Tang etc.

Short Vowels (Sung to the tune of BINGO)

The short vowel "a" has a sound and "a" is it's name-o

a-a-alligator (repeat 2 more times) is it's name-o

e= elephant

i=igloo

o=octopus

u=umbrella

Punctuation in Action

Read a sentence or story. Punctuate using the following body movements and sounds.

Capital letter: jump up and say, "Go"

Period: Put your fist on your nose and say, "Whoa"

Comma: Hands on hips and circle hips around and say, "Slow down"

Question Mark: Shrug shoulders with hands up in air and say, "Huh?"

Exclamation Mark: Grab the air with the right fist and bring down forcefully and say, "Yes"

Quotation Marks: Pretend to make quotation marks in the air with fingers and say, "Ching, ching"

Apostrophe: Use the elbow to make an apostrophe in the air and say, "Not"

Sparks of Speech:

Make 3 sets of large poster size cards, one with locomotor movements, one with adverbs and one with prepositions. Have students identify and describe the parts of speech of the three categories (verbs show action, etc.). Three students hold the cards while the students scatter and as the music plays follow the directions that the cards create. Example: JOG AROUND HAPPILY, SKIP THROUGH CAREFULLY, LEAP OVER GRACEFULLY, And GALLOP BETWEEN NOISILY. Teacher signals the cardholders to change to the next card simultaneously.

Locomotor Charades

Today we are going to act out the verbs in a guessing game. You will be giving as many action clues as possible to help your guesser to say the verb first. This is an active way to use context clues.

Review and act out the actions on each card as a whole group before starting the activity.

The teacher holds up a card. All of the students act out the word on the card trying to give clues to their guesser with saying words. Sounds are okay. The guesser that says the word first gets a point for his/her team. The Teacher then changes to the next word. The team with the most points wins.

Parts of Speech

Divide the students into groups of 4 with each student having a card with a noun, verb, adjective, and prepositional phrase. The different colors also help know if you have a complete sentence.

Play a posse tag format tag game. The verbs are wild, so each verb in each group leaves the group. The other three parts of speech stack hands in the middle of their small circle and say, "I love to read" three items. The three of them then split and all 3 begin to chase their verb until one of them tags the verb. When the verb is tagged the part of speech that tagged him/her goes away and the remaining three stack hands in the middle and repeat the procedure. Play until all have had a chance to be chased.

Silly Sentences

Have each student think of a word that is their part of speech and, when they find their group, have them arrange themselves in sentence order and read the silly sentence. Punctuate the sentence by having the first person in the line hold up his/her hand to represent a capital letter and the last person point to their nose to represent a period. Make up other punctuation marks.

SLAP COUNT

Students face a partner with hands extended palms up about waist high to form "drums" to slap out a beat. Partner #1 starts by gently slapping his/her right hand into the right hand of partner #2. And then the left hand into the partner #2's left hand, keeping a steady beat. Then partner #2 slaps the right then left hands of partner #1. Say "1-2-3-4, etc." Count out loud in rhythm 1-25. Now skip count using the same right- left- right- left slap pattern counting by 3's, then 6's, 9's, etc. (Multiplication tables). Challenge yourself by skip counting any number.

Variation: SPELLING: Partner #1 slaps his/her name 2 letters at a time into the palms of partner #2 and partner #2 spells hi/her name 2 letters at a time into the palms of partner #1 using the same slapping pattern as before. Notice how much harder your brain has to work to not think about what your partner is spelling.

Variation: Each partner thinks of a spelling word but doesn't tell his/her partner what it is. Using the same slap pattern, each partner slaps out his/her word. When finished, partner #1 has to try to tell partner #2 his/her word, and vice versa

Artist and the Canvas:

The brain is divided into 4 regions separated by the corpus callosum and the motor cortex. Learning comes into the brain from the back to the front and from side to side. Some learning blocks happen when the flow is erratic. Concentrating on the midline while practicing envisioning symbols enables the brain to better organize itself and strengthen neural connections.

Students work with a partner. Partner #1 becomes the artist and partner #2 becomes the canvas.

Step 1: #1 begins by drawing the lazy 8 on the canvas' back using the spinal column as the midline. The canvas tries to mimic the design by drawing the Lazy 8 in front of them at the same size and speed that the artist is using. Artist and canvas switch to non-dominant hand. Switch roles. Repeat.

Step #2: Mystery letter

Artist thinks of s letter and draws it on the back of the canvas. Canvas tries to guess the letter by drawing it in the air while the artist watches. When the canvas guesses correctly, the canvas tries to copy the letter as the artist draws it on his back. Switch roles. Repeat.

Step #3 Mystery Word (can be done as partnerships or a relay)

Divide into groups of 4 or more standing in a line facing the same direction. The artist at the end of the line writes a word on the back of the person (canvas) in front of them. That canvas draws the word they think they felt drawn onto the back of the person in front of them. The word is passed along to the person in the front on the line that goes to the back and writes the mystery word on the back of the original artist. Was that the correct word?

Chart Paper Handwriting

Pretend that you are printing letters on the heavy blue line on the chart paper. If the letter fits on the line and up to the dotted blue line like "a", "c", "e", twist. If the letter goes above the dotted line like "h", "k", "l", jump up. If the letter goes below the heavy blue line like "g", "p", "q", squat. The exceptions are "I". Twist and tap head. "J", squat and tap head. "T" Jump up and cross the hands. "F" Raise the hands and hook to resemble an "F".

The Teacher challenges the students to use the actions to spell their name; spell Happy Birthday, spell a vocabulary word. What word would fit into this format: clap, clap T? Can you spell your hardest spelling word?

Jump Frog Jump book

Green Poly spots to represent the lily pads and blue poly spots to represent the pond are scattered throughout the area. Students begin scattered throughout the learning area. Five students are designated as taggers to correspond to the creatures in the story: fly, spider, turtle, fish, and snake. Taggers are changed frequently during the game. After reading the story, the students will play a tag game to re-create the story. On signal, students become frogs and jump throughout the area. Meanwhile, creature taggers try to tag the frogs. To be safe, the frogs must stand on a lily pad and say, "I love to move" three times and then move off the pad. When tagged, the frogs stand on the blue spot pond and "Ribbet" for help. A fellow frog will rescue the tagged frog that will then get back into the game. Play continues until the stop signal from the teacher. Taggers change.

I Like Me by Nancy Carlson

(I Like Me song on Jump Start Action Songs available at actionbasedlearning.com)
Students start by facing a partner. In the song, I Like Me, it says things like "I like my nose". The partner who thinks of a movement first and the other partner follows the lead. When the chorus says, "I like me! I'm the best me I can be!" the partners will say, "Good-bye!" and gallop or skip to find a new partner. Repeat by following the instructions in the verse. At the end of the song, the chorus repeats twice. The partners think of silly movements to have the partner follow.

Giant Letters

Students "draw" large letters in the air in the visual fields: front, sides, above, down.

RESOURCES/WEBSITES

Action Based Learning

www.actionbasedlearning.com

ASCD

www.ascd.org

Brain Connection

www.brainconnection.com

Brain Gym ®

www.braingym.org

*Brain Store catalog

www.thebrainstore.com

Center for Disease Control

www.cdc.com

Charles A. Dana Foundation

www.dana.org

Jensen Learning Corporation

www.jlcbrain.com

Learning Brain Newsletter

www.learningbrain.com

National Institute for Health

www.nih.gov

Neuroscience for Kids

faculty.washington.edu/chudler

Newsweek Magazine

www.newsweek.com

PBS Scientific Frontiers

www.pbs.org/saf

PE Central

www.pecentral.com

PE Links for you

pelinks4U.org

PE Talk

naspe-talk@lyris.sportime.com

Seminar Specialists

www.peseminars.com

Jessica St. John T-shirts/ overalls

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