Connecting the Dots

Using a Multisensory Teaching Approach to Help Diverse Learners
Ice Breaker Activity
Learning Objectives

Participants will learn Multi-Sensory Teaching Approach Strategies to …..

- Promote analysis and reasoning through OWL Essential Questions
- Facilitate Language modeling engagement in text, vocabulary, and story books throughout the OWL Curriculum
- Use icons and concept cards to evaluate students learning and allow student to retell curriculum information
How Do Children Learn?

Partner Talk
What type of learner are you?

A Visual Learner

Needs to

See It!

A Kinesthetic Tactile Learner

Needs to Do It! or Touch It!

An Auditory Learner

Needs to Hear It!
Multisensory Instruction

Multisensory instruction engages all the senses and reinforces the strengths of every child.

What this means for educators and caregivers.
Roles and Benefits of using a Multisensory Teaching Approach

• Students learn differently and require different stimuli

• Faster Cognitive Development

• Students will be more involved in learning
Types of Diverse Learners

Instructional Strategies to support diverse learners

- Accommodations
- Modifications

Group Brainstorming
What’s in *Your* Toolbox?

**Think- Pair- Share**
The OWL "Tool Box"
Promoting analysis and reasoning using OWL Essential Questions

Earth and Sky

What changes on the Earth and in the sky?

Theme Concepts

- We can observe objects in the sky, such as the sun and clouds in the day sky and the moon and stars in the night sky.
- We can observe changes in the sky, such as changes in the weather. Weather includes temperature, wind, sun, rain, and clouds.
- A storm is weather that brings high winds, rain, hail, snow, sleet, or lightning. Storms can be dangerous and can change the physical environment.
- People dress for the weather and plan their activities around the weather.
- We can observe changes in our physical environment, such as seasonal changes.

As the seasons change, living things change in order to survive.

People can help all living things get what they need by practicing “green” habits such as recycling and conserving resources.
Promoting analysis and reasoning using OWL

Essential Questions

Strategies for Diverse Learners

- Visual/Picture prompts
- Verbal prompts
- Gestures
- Modeling
- Positional Prompting
- Full Partial Prompting
Visuals to support Open-ended Questions
Facilitate engagement in text and vocabulary throughout the OWL Curriculum

**Day or Night?**

**Reteach Vocabulary**  Display the Concept Word Cards *day* and *night*. It is *day*. Let’s say it together: *day*. Have children turn to a partner and say *day*. Ask volunteers to say the word. Tell children that when the sun comes up in the morning (raise your arms above your head to make a circle for the sun), it is *day*. Repeat for the word *night*.

**Develop Language**  Help children learn the names of things they can see in the sky. Display Concept Word Card *moon*.

**Routine Card 8  I Say, We Say, You Say**

1. **I Say**  This is the *moon*, *moon*. Listen as I say the word, *moon*.
2. **We Say**  Let’s say it together, *moon*. Where do we see the *moon*? Point upward. We see the *moon* in the sky. Have the children say *moon* and point upward.
3. **You Say**  Let me hear you say *moon*. Have volunteers say *moon*. If children are hesitant to speak in the group, have them turn to a partner to say *moon*.

Display the pictures of night and day again. Do we see the *moon* at night or in the day? We see the *moon* at night.

Continue with Picture Cards *sun* and *rainbow*. For each, ask when we see them.

**Produce Language**  Close the activity by asking children what we can see at night and what we can see in the day. Have children respond by pointing to the pictures and saying the words.

**Concept Words**
- Conceptually-related words to teach this week

**Story Words**
- Words from the literature to explain and use this week

**Academic Vocabulary**
- Terms to use in this week’s instruction

**Literture**
- author
- characters
- combine
- extend
- illustrate
- label
- letter
- lowercase
- photo
- rhyme
- sentence
- sound
- title
- uppercase
- word

**Science**
- binoculars
- clouds
- day
- hail
- moon
- night
- safe
- stars
- sun
- telescope

**Social Studies**
- building
- hike
- hill
- indoor
- map
- trail

- I Say
- We Say
- You Say
Facilitate engagement in text using OWL Online Concept Development Slide Show and Audio Resources

- Audio Text
- Interactive Big Book
- Ollie’s Resources
- Sing Along Songs and Poems
Facilitate Language modeling using story books from the curriculum Day 1- Day 5 Reading (Connection to CLASS)

Story Time

Half Day: 15-20 minutes per day / Full Day: 15-20 minutes per day

LEARNING GOALS Comprehension / Social & Emotional
Respond appropriately • Answer questions about a book • Be aware of own feelings most of the time

1st Read
One Dark Night
Materials: One Dark Night, Story Time Card 22, Envision It! Learning Strip 4, Amazing Word Cards 127, 128

Routine Card 3 Vocabulary & Comprehension

Use Story Time Card 22 to plan your first reading of One Dark Night.

Preview
• Read the Cover Underline and read the title and author and illustrator's names.
• Model Predicting Model using the title to predict what a cat might do and experience on a dark night.
• Picture Walk Take children on a picture walk through the book. Have them tell what they see.

Read
• Model Fluent Reading. Vary your tone of voice from

What tools do you need Day 1-5 Group Activity
Facilitate Language modeling using story books from the curriculum Video (Teacher modeling strategies)
Facilitate Language modeling using story books from the curriculum (Assistive Tech. and adaptive support)
Purposeful Story Planning Group Project

- **Purpose:**
- **Key Vocabulary:**
- **Connections:**

Day 1

Day 2

Day 3

Day 4

Day 5
Use icons to evaluate students learning
Communication Strategies Video

How to increase receptive and expressive communication

- Activity based communication boards
- Using an Aided Language Support During Direct Instruction

https://www.youtube.com/watch?v=kiqYapgu69g
Let's Recap!

What are the roles and benefits of using multi-sensory teaching approach?
Resources and References

• www.icontalk.com - trifold visuals
• www.ocali.org - resources, learning modules, incredible 5 point scale
• www.boardmakershare.com - premade visuals, core/fringe book
• www.mayer-johnson.com 1-800-588-4548
• www.paulakluth.com - inclusive schooling resources
• www.praacticalaaca.org - Carol Zangari’s blog. Awesome!
• http://cmatt.cmswiki.wikispaces.net/Notebook+Comm+Syste ms - core/fringe flip book
• Pearsonsscess.net- OWL Online teacher and student resources
Thanks and Stay In Touch!!!!!!