

**“So they will know Him”**

- **Elohim**
- opening prayer

# **Purposeful Play and Practices:** **Strengthening and Using** **Our Learning Modalities Well**

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**A Heart For Learning**

**Booth 925**



A little about me...

# Our Main Learning Modalities:

- **Visual (seeing gate)**
- **Auditory (hearing gate)**
- **Kinesthetic (movement gate)**
- **Reading/Writing** (some researchers see this as a 4<sup>th</sup> category)



# Purposeful Play With Youngers...

- Intentionally integrate **ALL** modalities as they begin to develop foundational skills.
- This doesn't have to be all at the same time.

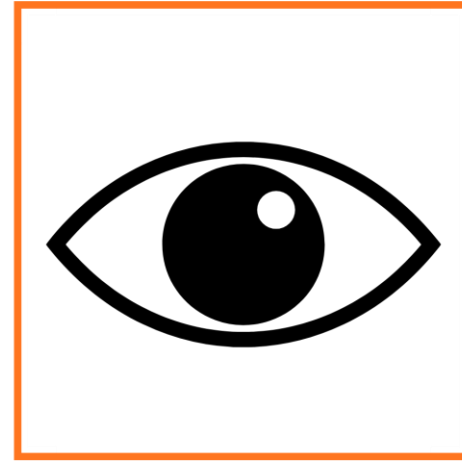


# Two-Fold Purposeful Modality Focus with Older Children...

- Play to their learning strengths.
- Remediate significant weaknesses.

- When teaching content, use strengths.
- What strategies work best for them, not us?
- Therapeutic exercises should be done as a separate task, not during study time.
- Make it game-like.
- Baby steps

# Visual Modality



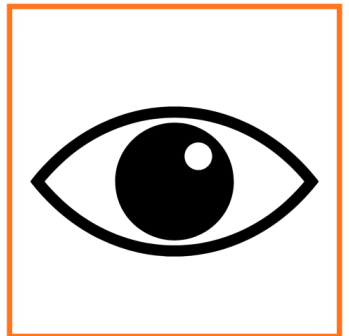
## People who are strong visual learners:

- remember what they see, in great detail.
- need to see it to remember it.

**What activities might they naturally be good at?**

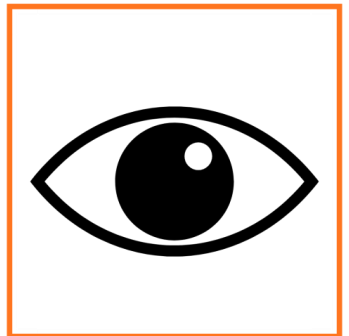
**These may reflect the visual modality:**

- **youngers: sorting like colors and shapes**
- **Jigsaw puzzles**
- **memory match games or items on a tray game**
- **visualization of text being read**
- **noticing beauty in nature**
- **possibly art talent or appreciating art**



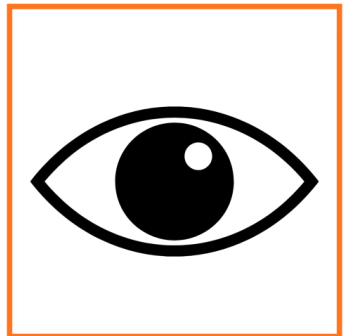
**What might be academically easy for them to learn? (Remember: teach to their strengths.)**

- **remembering sight words**
- **memorizing information with visual cues**
- **navigating maps**
- **interpreting charts and graphs**



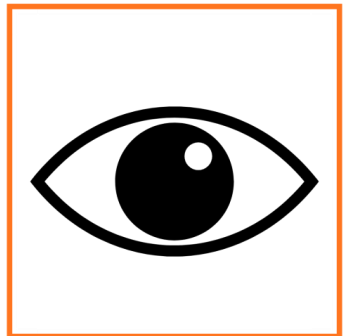
# What teaching strategies will probably work well?

- **flash cards with a visual emphasis**
- **taking notes (for visual anchor)**
- **color coding notes**
- **outlines or concept mapping of ideas**
- **pictures and/or graphs**
- **video style lessons**



**What if the visual learning gate is a struggle?**  
**Try these strengthening exercises in isolation:**

- Practice visualization of sentences, gradually moving to more content. Discuss what is seen in the mind's eye while listening.
- Visualize isolated words for spelling or number lines for number sense. (NLP method)
- Play memory tray games, but with small, do-able amounts of content.



# Auditory Modality



## People who are strong auditory learners:

- remember what they hear, in great detail.
- need to hear it to remember it, either from someone else or themselves.

**What activities might they naturally be good at?**  
**These may reflect the auditory modality:**

- **singing songs**
- **possibly musical talent or appreciating music**
- **remembering things put to jingles or rhythms**
- **listening to stories**
- **games that include following oral directions (like Simon Says)**



**What might be academically easy for them to learn? (Again, teach to their strengths.)**

- **rhyming**
- **phonics**
- **phonemic awareness**
- **participating in discussions**
- **oral presentations**



# What academic teaching strategies will probably work well?

- flash cards with the auditory emphasis
- listening to lectures or podcasts (taped or live)
- reading material out loud or sub-vocalizing
- memorize through rehearsal aloud or jingles
- having wordless music or white noise in the background
- engaging in dialogue about learned content



**What if the auditory learning gate is a struggle?**  
**Try these strengthening exercises in isolation:**

- **Practice auditory number drills. (Non-language presentation forces us to picture it mentally.)**
- **Work on multi-step oral directions. (Game it up).**
- **Play the telephone game, with only gradual increasing details.**
- **Write reminder notes.**
- **Visualize to picture what you hear.**



# Kinesthetic Modality



## People who are strong kinesthetic learners:

- remember best when movement is involved.
- like to actively do things to learn and remember.

**What activities might they naturally be good at?**

**These may reflect the kinesthetic modality:**

- **physical games that involve movement or running around**
- **lacing boards when younger or sewing/knitting when older**
- **stringing beads and crafts at various development ages**
- **working with playdough or clay**
- **building with Legos and possibly with wood, hammer, and nails when older**



# What might be academically easy for them to learn?

- **P. E. or sports**
- **sports appreciation**
- **experimenting with physical materials, or tasks at a maker space**
- **often math and science**
- **acting or role-playing**
- **drama appreciation**



# What academic teaching strategies will probably work well?

- would prefer to demonstrate something, rather than verbally explain it or only show a picture of it
- being allowed to move around or stand when concentrating or studying  
(kinesthetic or ADHD?)
- take frequent breaks
- hands-on lessons
- usually prefers group work
- writing while listening, to stay engaged



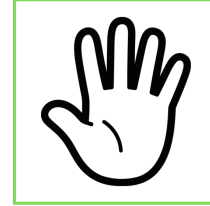
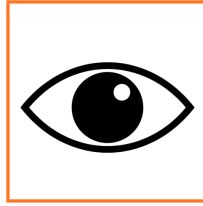
# What if the kinesthetic learning gate is a struggle?

## Try these strengthening exercises in isolation:

- **fine motor issues: pencil grips, writing posture, strengthen with manipulatives (play dough, pipe cleaners, etc.), crossing midline activities**
- **gross motor issues: short sessions of basics for improvement (throw/catch, hop/stand on one foot, jumping jacks, jump rope, Simon Says**



Sometimes there are overlaps in strategies,  
for different purposes:



- **Note taking**: visual or kinesthetic emphasis
- **Flash cards**: auditory or visual emphasis
- **Simon Says**: fun and easy for auditory;  
therapeutic for weak kinesthetic
- **Visualization**: visual emphasis for studying;  
therapeutic for weak visual;  
therapeutic for weak auditory;  
builds better reading comprehension

**How about you?**

**How about each of your uniquely designed kids?**

- **Try the phone number test...**  
**How do you most easily memorize one?**
  - Do you have to see it?
  - Do you have to hear it?
  - Do you have to write it down?

**Time for questions...**

**Brainstorm together any additional activities that came to mind during this presentation....**

**If you want to talk more, contact me:**

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