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Introduction

This curriculum was developed to serve you, the parent or teacher of children in kindergarten through second grade, or elementary special education. While performing these simple physical and cognitive exercises, your young students will be developing their brains in ways that allows for the academic work to stick.

Do you want them to learn addition facts and letter sounds? First they need to have the capacity to remember and pay attention (cognitive development). In order to have that capacity, they need to have developed their auditory and visual senses well. Yet, before being able to process sensory input, their brains must be mapped for that ability, which normally occurs in infancy during the first 3 years of life (neurodevelopment).

Neurodevelopment

When we are in utero and are infants, we go through stages of development that help us grow both physically as well as mentally. During these stages we naturally do certain physical movements that help us through each stage. We repeatedly do these movements, building muscle and opening pathways to our higher thinking brain, until we no longer need them. These stages are defined by the automatic reflexes that our bodies exhibit, that become inhibited once they are integrated.

A good example is the stage that includes the Tonic Labyrinthine Reflex (TLR). At this stage, from in utero to about 4 months, when placed on his tummy, a child will pick his head up, even though his head is about the same length and weight as the rest of his body. Where does he get the strength? He doesn't have it – it is a reflex that he cannot control. Meanwhile, while he continues to pick his head up, he gains control, builds muscle, and develops neurodevelopmentally. Some of the symptoms of a retained TLR are poor posture, inability to cross eyes, and poor sense of time.

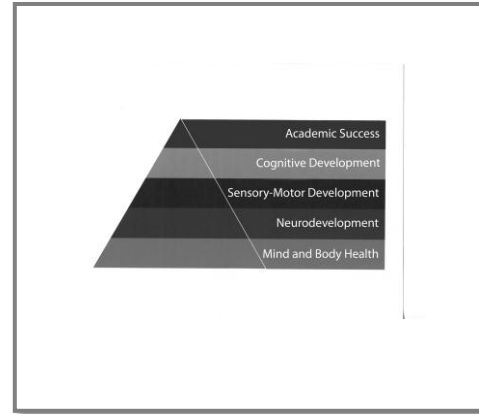
There are six primitive reflexes that are included in this curriculum, although this is just a subset of all. More information on this subject can be found in the book [Reflexes, Learning, and Behavior](#) by Sally Goddard. The names, in order by section, are Moro Reflex, Tonic Labyrinthine Reflex (TLR), Palmar Reflex, Spinal Galant, Asymmetrical Tonic Neck Reflex (ATNR), and Symmetrical Tonic Neck Reflex (STNR).

It takes just minutes a day to integrate these primitive reflexes at any age, beyond the early childhood stage. The exercises need to be done daily, or at least 5 times a week for about a month in order to see a change. Children suddenly understand math, finally are able to memorize and remember, and for the first time are able to write a paragraph on their own. One 10 year old boy, who had embarrassing bedwetting issues, had his first dry week after working on integrating the Spinal Galant.

These reflexes set up the body and mind to be able to handle and work through the sensory-motor system, the cognitive development, and finally academics.

Occasionally, due to genetics, developmental delays, or trauma, the necessary mapping has not been made. Luckily for most of us, the neurological connections can be made at any time in our lives by revisiting the stage of development necessary for opening the pathways in the brain to allow for that important cognitive development.

In the last few years, as I gave professional development workshops to parents, teachers, occupational therapists, and other educational professionals, the question at the end of the day was always the same – “How do I implement all this information?” This curriculum guide is a start. It encompasses most of the levels of the Pyramid of Potential – neurodevelopment through the primitive reflexes, auditory processing development, visual development, and cognitive development. It does not have any exercises or information about mind and body health, but more information can be found in [The Roadmap From Learning Disabilities to Success](#). In this book you can also find more information and resources on each of these areas. If you are interested in videos of the exercises plus additional exercises and cognitive training, The Pyramid of Potential Series contains these and other exercises to help the growing brain and body. Both are available on my website, www.pyramidofpotential.com.



Auditory Development

While the neurodevelopment exercises map the brain for cognitive and sensory development, additional auditory development is necessary for good reading, writing, and math achievement. Each day of the Growing Brains Curriculum includes auditory development through direct instruction of blending, segmenting, phoneme manipulation, and rapid naming. By the end of the year, most single letter sounds have been introduced and played with, so that putting the sounds and letters together into words will make the process of learning to read much easier!

Vision Development

Vision is much more than just being able to see clearly. While the neurodevelopment exercises set up the brain for good vision development, there are exercises in Growing Brains designed to help develop good vision even further. Good tracking allows us to smoothly track our eyes across a line of text, so that they don't jump over words or lines. We need good tracking for comprehension. Convergence is the ability to refocus easily from near to far and back again. We use this constantly in a classroom, when we copy from the board, or from a book to a piece of paper. Good visual attention is needed in a typical primary classroom where the room is very cheery (yet distracting) with artwork, the word wall, bulletin boards and centers. Without the ability to pay attention in a cluttered environment, a student will have difficulty finding and holding his attention on the teacher.

During the 150 days of Growing Brains, vision is being developed and worked on, just as a baby starts off in the world unable to focus further than his mother's face. By one year old, he can see across a room. This curriculum also takes the better part of a year, so if you teach a child whose vision is quite poor, you should see improvement as the year progresses. The final section concentrates on improving the vision system, so the best changes may be seen in the end.

If, after the curriculum has been completed, you see that the child still has eye strain, holds the paper too close or is very slow with copying, it is time to seek professional help.

Cognitive Development

In order to have good cognitive development like memory, we need to be able to process what we see and hear well. In order to process well, we must have good auditory and visual development. In order to have good sensory development, we must have good neurodevelopment. Each part of the pyramid relies on the development of the other levels below it. By the end of Growing Brains, you will see improvements in memory, attention, and processing speed. The students will have higher achievement in academic subjects such as reading, writing, math, and telling time. And best of all, you the teacher will find it easier to teach them, with less frustration from the students and you!

Guidelines:

1. Do all exercises listed for every day. It should take about 10 minutes. If an exercise takes more than the allotted time and you cannot allow more time for it, stop. Do what you can. This is not supposed to take up regular instruction time.
2. The best time to do the Growing Brains Curriculum is the first thing in the morning. It starts your day off with some targeted movement, and everyone will get into a routine that this is done first. It is always harder to find time later in the day once you are into your instructional periods.
3. Do the exercises at least 5 days a week. If you miss a day, add two to the end; if you miss a week, repeat the previous week before continuing.
4. All necessary instructions are included here, but if you desire videos for clarification, consider purchasing the Pyramid of Potential Series from www.pyramidofpotential.com.
5. This program is suggested for primary grades, Kindergarten through 2nd grade or for Special Education classes Kindergarten through 5th grade. It could be used for older children on an individual basis as well. It is designed for whole class, small group, or individually.
6. You may change the program to individualize, but all components are considered vital, so changes may not yield all of the desired results. However, feel free to change the words used for spelling, or numbers that are being used for math.
7. Can you do one or more exercise more than once a day? Absolutely! The more, the better. It is best to have at least 3 hours between repetitions.

You will need the following materials:

1. This curriculum guide.
2. The Growing Brains Workbook.
3. A metronome. It can be purchased on line or at a music store. Alternatively, you can download an app for your favorite electronic device.
4. A stopwatch. This you can also download an app.

Wall Chart

Keep this on your wall or refrigerator to keep track of your progress

Make copies as needed for each section each year.

Write the Day # on each block as you complete the exercises for that day. Also, if you want, write how many days left to go!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Section Overview

Section 1: Days 1 – 30

The goals for this section are to:

1. Integrate the Moro reflex. This reflex, if not integrated can result in the following problems:
 - a. Motion sickness, poor balance and coordination, physically timid
 - b. Poor stamina, hyperactivity followed by fatigue
 - c. Visual problems – fixation (unable to keep eyes on object for 10+ seconds), excessive blinking, doesn't maintain eye contact
 - d. Light or auditory hypersensitivity (hears better than others)
 - e. Hypoglycemia – hyperactive or poor concentration after eating sugary foods or 4 hours after eating (blood sugar is high or low)
 - f. Anxiety (test, separation), mood swings, difficulty accepting criticism, dislike of change, emotionally sensitive
 - g. Math difficulties
2. Start working with a metronome
3. Learn to blend
4. Improve auditory processing

Section 2: Days 31 – 60

The goals for this section are to:

1. Integrate the Tonic Labyrinthine Reflex (TLR). This reflex, if not integrated can result in the following problems:
 - a. Poor posture
 - b. Weak muscle tone
 - c. Poor sense of balance
 - d. Dislike of sports
 - e. Visual problems – convergence
 - f. Spatial problems
 - g. Poor sequencing skills
 - h. Poor sense of time
2. Integrate the Palmar Reflex. This reflex, if not integrated can result in the following symptoms:
 - a. Poor handwriting
 - b. Poor manual dexterity
 - c. Lack of “pincer grip”
 - d. Speech and articulation issues
 - e. Palm may be sensitive to touch
 - f. Makes mouth movements when writing or drawing
3. Improve auditory processing – learn to segment. This is the ability to pull individual sounds apart in a word so that the student can process or “hear” what sounds are in a word. This also helps the student to learn to spell.
4. Improve visual processing – convergence. This visual skill is the ability to quickly and easily focus near to far and far to near, which is necessary for being able to copy information from one location to another.
5. Develop core strength to aid in the ability to sit up straight at the desk
6. Develop the ability to sequence, necessary for math, spelling, sounding out words, and writing
7. Tell time and understand time.

Section 3: Days 61 – 90

The goals for this section are to:

1. Integrate the Spinal Galant reflex. This reflex, if not integrated can result in the following problems:
 - a. Fidgeting
 - b. Bedwetting
 - c. Poor concentration
 - d. Poor short term memory
 - e. Sensory integration problems
 - f. Auditory processing difficulties
 - g. Near focusing problems
 - h. Difficulty with reading
2. Improve vowel usage by learning to substitute vowel sounds quickly and easily in simple words
3. Improve tracking – the ability to easily follow a moving target with the eyes only, necessary for smooth reading
4. Develop good working memory to be able to hold and manipulate information in the brain
5. Learn and remember math facts

Section 4: Day 91 – 120

The goals for this section are to:

1. Integrate the Asymmetrical Tonic Neck Reflex (ATNR). This reflex, if not integrated can result in the following problems:
 - a. Difficulty crossing the midline
 - b. Difficulty skipping and marching
 - c. Right-left confusion
 - d. Visual-perceptual difficulties – reversals of b/d, u/n, saw/was beyond 1st grade
 - e. Convergence problems (visually difficult to focus near to far and back)
 - f. Mixed dominance
 - g. Poor Balance
 - h. Poor handwriting
 - i. Poor expression of ideas on paper
2. Improve handwriting
3. Improve ability to spontaneously write ideas
4. Improve auditory processing – phoneme deletion for better decoding
5. Cross the midline, and improve ability to use both hemispheres of the brain simultaneously and effortlessly. Schoolwork requires multitasking that draws from various parts of the brain, but this ability is not yet present in many students

Section 5: Day 121 – 150

The goals for this section are to:

1. Integrate the Symmetrical Tonic Neck Reflex (STNR). This reflex, if not integrate can result in the following problems:
 - a. Tracking problems
 - b. Convergence problems
 - c. Near focusing problems
 - d. Slow with copying tasks
 - e. Inattention
2. Improve vision for tracking, convergence and visual attention
3. Improve reading fluency – rapid naming of pictures, letter sounds and numbers
4. Increase processing speed – doing the month's activities to a metronome

Section 1

Section 1: Days 1 – 30 Overview

The goals for this section are to:

1. Integrate the Moro reflex. This reflex, if not integrated can result in the following problems:
 - a. Motion sickness, poor balance and coordination, physically timid
 - b. Poor stamina, hyperactivity followed by fatigue
 - c. Visual problems – fixation (unable to keep eyes on object for 10+ seconds), excessive blinking, doesn't maintain eye contact
 - d. Light or auditory hypersensitivity (hears better than others)
 - e. Anxiety (test, separation), mood swings, difficulty accepting criticism, dislike of change, emotionally sensitive
 - f. Math difficulties
2. Start working with a metronome
3. Learn to blend
4. Improve auditory processing

Section 1 Notes

1. The metronome work, if used consistently and progressively quicker, will result in the following cognitive changes:
 - a. Faster processing speed
 - b. Greater concentration
 - c. Better auditory attention
 - d. More work is accomplished because the child cannot work on his/her own time
2. The blending work is designed to help the student with
 - a. Learning how to blend
 - b. Being able to blend easily and quickly
 - c. Increase processing speed by blending to a metronome
 - d. Increase length of attention by blending more and more words per session
 - e. Increase auditory attention because of the distraction of the metronome
 - f. Increasing active working memory – the amount of information processed in the brain at one time – because of the ability to blend more and more sounds at once
3. Auditory processing
 - a. Many children cannot distinguish between various sounds that are similar, such as the vowel sounds, or “ffff”, “shhh”, and “chhh”. During this process, be sure to correct immediately in small group or individual sessions so that the child can learn to distinguish the sounds. Slow down the metronome if the child is having significant difficulty.
 - b. To be sure that you are saying the sounds the best way for the fastest learning, Many people say “suh” for example, instead of “ssss” when pronouncing the sound associated with the letter s. Also, to avoid confusion, just the primary sound for letters are pronounced, such as saying “k” for the letter c. For more information, read Why Our Children Can’t Read by Diane McGuinness.

Day 1

Put students' names down the left, and rate each symptom:

0=not present for this student

1=the symptom is somewhat present

2=the symptom is strong

[illegible]

Day 30 – rerate each student, and note significant changes

[illegible]

Day 1

Starfish

Using Worksheet 1.1 Starfish Breathing

4 minutes

Teach breathing for Starfish:

Show the picture of the flower to smell to breathe in

Show the picture of the candle to breathe out.



Teach left and right hand and foot:

Every day, place a sticker on the child's right hand and right knee. Tell them that the sticker side is the right side, and the non-sticker side is the left side. By day 30, most children will remember this, but some will still have difficulty until after they have completed Section 4. Developmentally, left and right is set up in the brain during the integration of the Asymmetrical Tonic Neck Reflex. The Lizard exercise is designed to integrate this in Section 4.



Starfish

1. Lie back on a bean bag or sofa with pillow under back
2. Tilt head back, arms up and out, legs out wide
3. While breathing out, to the count of 5:
 - a. Bring arms in and crossed, right over left
 - b. Bring legs in at the same time, right over left



- 4 While breathing in, to the count of 5:
 - a. Bring arms back out
 - b. Bring legs back out
- 5 While breathing out, to the count of five
 - c. Bring arms in and crossed, LEFT over Right
 - d. Bring legs in at the same time, LEFT over Right
- 6 Repeat step #4
- 7 Repeat entire cycle, steps 3 – 6, 3 times

Why do the Starfish exercise?

1. It creates the connections in the brain may have been missed in the first months of life, causing various symptoms that interfere with learning.
2. It helps the children learn some movements, like crossing midline, right vs. left, and moving arms coordinated with legs.
3. The symptoms that doing this exercise most days for 5 weeks will help remediate are:
 - a. Motion sickness, poor balance and coordination, physically timid
 - b. Poor stamina, hyperactivity followed by fatigue
 - c. Visual problems – fixation (unable to keep eyes on object for 10+ seconds), excessive blinking, doesn't maintain eye contact
 - d. Light or auditory hypersensitivity (hears better than others)
 - e. Anxiety (test, separation), mood swings, difficulty accepting criticism, dislike of change, emotionally sensitive
 - f. Math difficulties

Track progress with each of your students. Some changes will not be seen until after about 4 weeks of practicing Starfish, at which time you may see a dramatic change, like a “light bulb” moment. Others will show gradual progress.

Day 1

Metronome Play

1 minute

Set the metronome at 60 beats per minute (bpm)

Everyone claps several times to the metronome and note how well each person does. Some children have a very difficult time with this. Visual cues help, as does gently touching their arm to the beat.

Next, with the metronome going, everyone counts to 5 while clapping.

Finally, count backwards from 5 with the metronome. 5, 4, 3, 2, 1

Repeat all of the steps.

Day 1

Blending without the metronome

5 minutes

You say:

We are going to have a guessing game. Here are pictures of a dog, a cat, and a mouse. Which word am I saying, dog, cat, or mouse, when I say the sounds separately? (no right or wrong answer, just instruction on how to guess right) Do each word once. Be sure to use just the three sounds for each word:

/d/ /o/ /g/

/c/ /a/ /t/

/m/ /ow/ /s/

If they guess the wrong word, tell the right word, each time slowly pronouncing the word and repeating the sounds so that they will guess right the next time.



If you have a few who still do not understand the game, in a small group, practice the following words:



Use the 3 sounds:

/s/ /u/ /n/

/m/ /oo/ /n/

/r/ /ay/ /n/

Use Worksheet 1.2 (two pages) for pictures and words.

When the students understand how to blend with the pictures, use the following words without pictures. Tell them the three words first, then let them guess which word you are saying the individual sounds for.

jog, ham, lip
lid, mop, nut
pit, sad, mock
nun, rim, jot
pot, rip, limb
rack, pill, mom
rat, sill, pod
rib, numb, sack
sat, pop, tug
lit, tough, ram

Day 2

Starfish with breathing.

1 minute

You count out loud backwards from 5 when folding in and forwards to 5 while opening. Use the metronome. Complete 3 full Starfish exercises on each side.

Alternative to counting: You spell short words while they are breathing in; they repeat the letters while breathing out. Example: You say: “w... o ... r ... d ... word” while they are unfolding and then they repeat “w ... o ... r ... d ... word” while breathing out and folding in. Or use math fact drills: “3 times 4 is 12”

1 minute

Metronome play

4 minutes

Set metronome to 60 beats per minute

Clap and count to 5.

Clap and count backwards from 5.

Clap and count to 10.

Clap and count backwards from 10.

Practice .

Alternative – spelling or math facts while using metronome and clapping. It is important to include the physical clapping here.

Blending

5 Minutes

Next practice blending/guessing words that have the same first two sounds, but different last sounds.

Use Worksheet 1.3 Blending (2 pages)



This is more challenging than listening for words that have no sounds the same. You say:

Here are 3 pictures of a cat, a cap, and a can. (Make sure to pronounce the last sound very clearly so that they can guess right). Which word am I saying when you put these three sounds together?

/c/ /aaaa/ /t/

/c/ /aaaa/ /n/

/c/ /aaaa/ /p/

Once the students can blend easily with the pictures, practice the following words without pictures. You tell the words to choose from, and they guess the word after you have said the individual sounds.

job, jog, jot

lick, lip, lit

mop, mob, mom

nun, nut, numb

pot, pop, pod

pit, pick, pill

rat, ram, rack

rib, rim, rip

sit, sill, sick

sat, sad, sack

sun, suck, sub

tug, tough, tub

Day 3

Starfish with breathing.

1 minute

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

Metronome play

2 minutes.

Set metronome to 60 beats per minute

Clap and count to 5.

Clap and count backwards from 5.

Clap and count to 10.

Clap and count backwards from 10.

Practice .

Blending

7 Minutes

Next practice blending/guessing words that have the same last two sounds, but different first sounds.

Explain that these words rhyme.

Use Worksheet 1.4 Blending (2 pages)



This is more challenging than listening for words that have the same first two sounds. You say:

Here are 3 pictures of a cat, a rat, and a bat. (Make sure to pronounce the last sound very clearly so that they can guess right). Which word am I saying when you put these three sounds together?

/c/ /aaaa/ /t/

/r/ /aaaa/ /t/

/b/ /aaaa/ /t/

Once the students can blend easily with the pictures, practice the following words without pictures. You tell the words to choose from, and they guess the word after you have said the individual sounds.

lamb, jam, ham

Job, cob, knob

Kid, hid, lid

Bit, hit, lit

Mop, cop, hop

mock, dock, lock

rut, nut, cut

Pot, dot, rot

Rod, nod, pod

lick, pick, kick

hip, dip, rip

bad, mad, sad

luck, suck, duck

tug, rug, bug

Day 4

Starfish with breathing.

1 minute

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

Metronome play

2 minutes.

Set metronome to 60 beats per minute

Clap and count to 5.

Clap and count backwards from 5.

Clap and count to 10.

Clap and count backwards from 10.

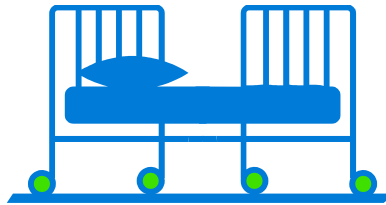
Practice .

Blending

7 Minutes

Next practice blending/guessing words that have the same first and last sounds, but different vowel sounds.

Use Worksheet 1.5 Blending (2 pages)



This is more challenging than listening for words that have the same first two sounds. You say:

Here are 3 pictures of a cat, a kit, and a cot. (Make sure to pronounce the last sound very clearly so that they can guess right). Which word am I saying when you put these three sounds together?

/c/ /aaaa/ /t/ (cat)

/c/ /iiii/ /t/ (kit)

/c/ /ahhh/ /t/ (cot)

Once the students can blend easily with the pictures, practice the following words without pictures. You tell the words to choose from, and they guess the word after you have said the individual sounds.

ban, bin, bun
 tack, tick, tock, tuck
 back, bic (pen), buck
 bill, bell, ball
 fill, fell, fall
 ham, him, hem, hum
 cob, cub, cab
 lad, led, lid
 bit, bet, bat
 lit, let, lot
 cup, cap, cop
 deck, duck, dock
 luck, lick, lock, lack
 rat, rot, rut
 net, knot, nut
 pot, pet, pit, pat, putt
 pack, puck, pick
 bed, bid, bad
 sad, said, sod
 sack, sick, sock, suck
 bag, big, beg, bog, bug

Day 5

Starfish with breathing.

1 minute

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

Metronome play

2 minutes.

Set metronome to 60 beats per minute

Clap and count to 5.

Clap and count backwards from 5.

Clap and count to 10.

Clap and count backwards from 10.

Practice .

Blending

7 minutes

Today review all the words from the last 4 days using the pictures, and practice so that all students can play the guessing game and correctly identify the word you are saying 90% of the time. If there is someone who still cannot correctly guess, play the guessing game with them individually until they reach 90% accuracy before moving on to blending with the metronome on day 6.

Day 6

Starfish with breathing.

1 minute

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

Metronome play

2 minutes.

NOTE the change!

Set metronome to 60 beats per minute

Tap your foot and count to 5.

Tap and count backwards from 5.

Tap and count to 10.

Tap and count backwards from 10.

Practice .

Blending

7 Minutes

Worksheet A.1 and A.2

Next practice blending words that have two sounds. It is very important to practice fake words to minimize guessing. Say:

Today we are going to blend sounds into words. The first several words are real, but then they are fake words. For example, the first word we will blend together is "if". With the metronome, I will say "I" "f" and you will say "if". Stop at any time.

Note: This is an auditory exercise only. Do not show the letters so that students are forced to listen closely.

Set the metronome to 60 bpm. Say the sounds one per beat and have them return with the word on the beat after. Then wait a beat before the next word. It should go:

You say: "I" "f" Beat

Students say: "if" Beat

You say: "a" "t" Beat

Students say: "at" Beat etc.

Day 7

Starfish with breathing.

1 minute

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

Metronome play

2 minutes.

Set metronome to 60 beats per minute

Set metronome to 60 beats per minute

Tap your foot and count to 5.

Tap and count backwards from 5.

Tap and count to 10.

Tap and count backwards from 10.

Practice .

Blending

7 minutes

Worksheet A.1 and A.2

Use the metronome set at 60 bpm, while you say the sounds one at a time, wait a beat, then have the students say the word back to you.

Day 8

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 60 beats per minute

Set metronome to 60 beats per minute

Tap your foot and count to 5.

Tap and count backwards from 5.

Tap and count to 10.

Tap and count backwards from 10.

Practice .

2 minutes.

Blending

7 minutes

Worksheet A.3

Use the metronome set at 60 bpm, while you say the sounds one at a time, wait a beat, then have the students say the word back to you.

Day 9

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 60 beats per minute

Set metronome to 60 beats per minute

Tap your foot and count to 5.

Tap and count backwards from 5.

Tap and count to 10.

Tap and count backwards from 10.

Practice .

2 minutes.

Blending

7 minutes

Worksheet A.3

Use the metronome set at 60 bpm, while you say the sounds one at a time, wait a beat, then have the students say the word back to you.

Day 10

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 60 beats per minute

Tap your foot and count to 5.

Tap and count backwards from 5.

Tap and count to 10.

Tap and count backwards from 10.

Practice .

2 minutes.

Blending

7 minutes

Worksheet A.4

Today start blending 3 sounds. This day, all the words will start and end with a consonant, with various vowels in the middle. Work with a metronome set at 60 bpm. This is an oral exercise only.

Day 11

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

NOTE the change!!

Set metronome to 60 beats per minute

Clap, tap and count to 5.

Clap, tap and count backwards from 5.

Clap, tap and count to 10.

Clap, tap and count backwards from 10.

Practice .

2 minutes.

Auditory Processing

Blending

Use the words from Worksheet A.4 to orally blend 3 sound words to the metronome set at 60 bpm until all students can do this easily.

7 minutes

Day 12

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 60 beats per minute

Clap, tap and count to 5.

Clap, tap and count backwards from 5.

Clap, tap and count to 10.

Clap, tap and count backwards from 10.

Practice .

2 minutes.

Auditory Processing

Blending

Use the words from Worksheet A.4 to orally blend 3 sound words to the metronome set at 60 bpm until all students can do this easily.

7 minutes

Day 13

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 60 beats per minute

Clap, tap and count to 5.

Clap, tap and count backwards from 5.

Clap, tap and count to 10.

Clap, tap and count backwards from 10.

Practice .

2 minutes.

Auditory Processing

Blending VCC words

Worksheet A.5

Today you will teach blending of 3 sound words that have two consonants next to each other. Use the list on Worksheet A.5. Use the metronome as soon as the students are ready for it.

7 minutes

Day 14

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 60 beats per minute

Clap, tap and count to 5.

Clap, tap and count backwards from 5.

Clap, tap and count to 10.

Clap, tap and count backwards from 10.

Practice .

2 minutes.

Auditory Processing

Worksheet A.5

Practice blending the VCC words from Worksheet A.5.

7 minutes

Day 15

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 60 beats per minute

Clap, tap and count to 5.

Clap, tap and count backwards from 5.

Clap, tap and count to 10.

Clap, tap and count backwards from 10.

Practice .

2 minutes.

Auditory Processing

Today you will continue to teach blending of 3 sound words. Use the lists from Worksheet A.5. Use the metronome set at 60 bpm.

7 minutes

Day 16

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

NOTE the change!

Set metronome to 120 beats per minute

Clap and count to 5, every other beat.

Clap and count backwards from 5, every other beat.

Clap and count to 10 every other beat.

Clap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Worksheet A.6

Today you will continue teaching blending of 3 sound words that have two consonants next to each other, although these start with two consonants (CCV). Use the list on Worksheet A.6. Use the metronome as soon as the students are ready for it.

7 minutes

Day 17

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Clap and count to 5, every other beat.

Clap and count backwards from 5, every other beat.

Clap and count to 10 every other beat.

Clap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Practice CCV blending again today using the list from Worksheet A.6.

7 minutes.

Day 18

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Clap and count to 5, every other beat.

Clap and count backwards from 5, every other beat.

Clap and count to 10 every other beat.

Clap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Practice CCV blending again today using the list from Worksheet A.6.

7 minutes.

Day 19

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Clap and count to 5, every other beat.

Clap and count backwards from 5, every other beat.

Clap and count to 10 every other beat.

Clap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Practice blending 3 sound words today using the lists from Worksheets A.7.

7 minutes.

Day 20

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Clap and count to 5, every other beat.

Clap and count backwards from 5, every other beat.

Clap and count to 10 every other beat.

Clap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending 4 sound words, start with CVCC words

Worksheet A.8

Blend the sounds from words on Worksheet A.8, and make sure that you make them 4 discrete sounds. Do not use blends. For example, “fast” has 4 sounds, /f/, /a/, /s/, and /t/. For some children, it is more difficult to remember all four sounds. This takes practice. For the children with auditory processing difficulties, it is better to teach them to stretch their memory for four sounds rather than teach blends like /st/. If you teach them to rely on blends, they will find it more difficult later to break the sounds apart, so do not start now. If you have a student or group of students who cannot remember all four sounds then work individually or in a small group, have them blend the first three sounds, then add on the fourth. For example, you say “/f/ /a/ /s/...” and they say “fas”. You say “/t/” ... They say “fast”.

As soon as everyone is ready, use the metronome set at 60 bpm.

7 minutes

Day 21

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

NOTE the change!

Set metronome to 120 beats per minute

Tap and count to 5, every other beat.

Tap and count backwards from 5, every other beat.

Tap and count to 10 every other beat.

Tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending CVCC words

Worksheet A.8

Continue practicing the list from Worksheet A.8 with the metronome set at 60 bpm.

7 minutes

Day 22

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Tap and count to 5, every other beat.

Tap and count backwards from 5, every other beat.

Tap and count to 10 every other beat.

Tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending CVCC words

Continue practicing the list from Worksheet A.8 with the metronome set at 60 bpm.

7 minutes

Day 23

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Tap and count to 5, every other beat.

Tap and count backwards from 5, every other beat.

Tap and count to 10 every other beat.

Tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending CVCC words

Continue practicing the list from Worksheet A.8 with the metronome set at 60 bpm.

7 minutes

Day 24

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Tap and count to 5, every other beat.

Tap and count backwards from 5, every other beat.

Tap and count to 10 every other beat.

Tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending CCVC words

Worksheet A.9

Today we start blending 4 sound words that start with two consonants, followed by a vowel and ending with a consonant, like “stop”. Once again, teach all four sounds discretely, without blends. We are working to increase the students’ ability to hold more information in their brains at one time. Use the list on the following page, and start using the metronome at 60 bpm as soon as you can.

7 minutes

Day 25

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Tap and count to 5, every other beat.

Tap and count backwards from 5, every other beat.

Tap and count to 10 every other beat.

Tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending CCVC words

Practice blending 4 sound CCVC words from Worksheet A.9 to the metronome set at 60 bpm.

7 minutes.

Day 26

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

NOTE the change!

Set metronome to 120 beats per minute

Clap, tap and count to 5, every other beat.

Clap, tap and count backwards from 5, every other beat.

Clap, tap and count to 10 every other beat.

Clap, tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending mixed number of sounds

Worksheet A.12

Practice blending from Worksheet A.12, mixed number of sounds to the metronome set at 60 bpm.

7 minutes

Day 27

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening. Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Clap, tap and count to 5, every other beat.

Clap, tap and count backwards from 5, every other beat.

Clap, tap and count to 10 every other beat.

Clap, tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending mixed number of sounds

Worksheet A.12

Practice blending from Worksheet A.12, mixed number of sounds to the metronome set at 60 bpm.

7 minutes

Day 28

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Clap, tap and count to 5, every other beat.

Clap, tap and count backwards from 5, every other beat.

Clap, tap and count to 10 every other beat.

Clap, tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending mixed number of sounds

Worksheet A.12

Practice blending from Worksheet A.12, mixed number of sounds to the metronome set at 60 bpm.

7 minutes

Day 29

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Clap, tap and count to 5, every other beat.

Clap, tap and count backwards from 5, every other beat.

Clap, tap and count to 10 every other beat.

Clap, tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending mixed number of sounds

Worksheet A.12

Practice blending from Worksheet A.12, mixed number of sounds to the metronome set at 60 bpm.

7 minutes

Day 30

Starfish with breathing.

You count out loud backwards from 5 when folding in and forwards to 5 while opening Use the metronome. Complete 3 full Starfish exercises on each side.

1 minute

Metronome play

Set metronome to 120 beats per minute

Clap, tap and count to 5, every other beat.

Clap, tap and count backwards from 5, every other beat.

Clap, tap and count to 10 every other beat.

Clap, tap and count backwards from 10 every other beat.

Is everyone doing well? Count forwards to 20.

Practice .

2 minutes.

Auditory Processing

Blending mixed number of sounds

Worksheet A.12

Practice blending from Worksheet A.12, mixed number of sounds to the metronome set at 60 bpm.

7 minutes

TODAY – be sure to fill out the chart that you found on Day 1 to see how the students improved.

Section 2

Section 2: Days 31 – 60 Overview

The goals for this section are to:

8. Integrate the Tonic Labyrinthine Reflex (TLR). This reflex, if not integrated can result in the following problems:
 - a. Poor posture
 - b. Weak muscle tone
 - c. Poor sense of balance
 - d. Dislike of sports
 - e. Visual problems – convergence
 - f. Spatial problems
 - g. Poor sequencing skills
 - h. Poor sense of time
9. Integrate the Palmar Reflex. This reflex, if not integrated can result in the following symptoms:
 - a. Poor handwriting
 - b. Poor manual dexterity
 - c. Lack of “pincer grip”
 - d. Speech and articulation issues
 - e. Palm may be sensitive to touch
 - f. Makes mouth movements when writing or drawing
10. Improve auditory processing – learn to segment. This is the ability to pull individual sounds apart in a word so that the student can process or “hear” what sounds are in a word. This also helps the student to learn to spell.
11. Improve visual processing – convergence. This visual skill is the ability to quickly and easily focus near to far and far to near, which is necessary for being able to copy information from one location to another.
12. Develop core strength to aid in the ability to sit up straight at the desk
13. Develop the ability to sequence, necessary for math, spelling, sounding out words, and writing
14. Tell time and understand time.

Section 2 Notes

1. The metronome work is continued in section 2. If it is used consistently and progressively quicker, will result in the following cognitive changes:
 - a. Faster processing speed
 - b. Greater concentration
 - c. Better auditory attention
 - d. More work is accomplished because the child cannot work on his/her own time
2. The segmenting work is designed to help the student with
 - a. Learning how to pull sounds apart in a word
 - b. Being able to segment and spell easily and quickly
 - c. Increase processing speed by segmenting to a metronome
 - d. Increase length of attention by segmenting more and more words per session
 - e. Increase auditory attention because of the distraction of the metronome
 - f. Increasing active working memory – the amount of information processed in the brain at one time – because of the ability to segment more and more sounds at once
3. Auditory processing
 - a. Many children cannot “hear” various sounds that are similar, such as the vowel sounds, or “ffff”, “shhh”, and “chhh”. During this process, be sure to correct immediately in small group or individual sessions so that the child can learn to distinguish the sounds. Slow down the metronome if the child is having significant difficulty.
 - b. Be sure you say the sounds in words correctly. Many people say “suh” for example, instead of “ssss” when pronouncing the sound associated with the letter s. Also, to avoid confusion, just the primary sound for letters are pronounced, such as saying “k” for the letter c. For more information, read Why Our Children Can’t Read by Diane McGuinness.
4. Convergence is the ability to easily and painlessly cross eyes, which is necessary for seeing well close up. If a child struggles with copying from one place to another, an inability to converge is probably the issue.
5. Sequencing is necessary for:
 - a. blending – being able to keep the sounds in order to come up with the correct word
 - b. math – counting, step-by-step procedures, and telling time
 - c. writing – spelling the letters in the correct order, telling a story from beginning to end, and keeping thoughts in order.
6. The ability to tell time and understand time is necessary for planning, time management and organization.

Day 1

Put students' names down the left, and rate each symptom:

0=not present for this student

1=the symptom is somewhat present

2=the symptom is strong

[illegible]

Day 30 – rerate each student, and note significant changes

[illegible]

Day 1

Floor time – Fly to the Moon and Crossing Crunches

Fly to the Moon

3 minutes



1. Lie on stomach with hands on floor. Lift one hand and place thumb about 2-4" from nose.
2. Move hand slowly to the side as far as possible, then slowly stretch it away. The entire time, the child is watching the thumb, while moving the head. The movement of the hand is in an L shape.
3. Slowly bring thumb back to the nose, then back to starting position.
4. Repeat with other thumb to the other side. This should take 30 seconds total.
5. Rest with chest down or in child's pose (Yoga position). Repeat steps 1-5 five more times.
6. If 30 seconds is too difficult, start with 10 seconds and work up.

Make it fun!

- Child holds an action figure
- Child has stickers on thumbs
- Child fills a bucket with blocks with one hand and empties with the other

Fly to the Moon: move hand in direction of arrows; eyes follow thumb. Then complete same action to the other side. Follow the directions on Worksheet 2.1.

Why do the Fly to the Moon exercise?

4. It creates the connections in the brain may have been missed in the first months of life, causing various symptoms that interfere with learning.
5. It helps the children develop core strength through sit-ups in combination with Fly to the Moon
6. The symptoms that doing this exercise most days for 5 weeks will help remediate are:
 - a. Poor posture
 - b. Weak muscle tone
 - c. Poor sense of balance
 - d. Dislike of sports
 - e. Visual problems – convergence and copying
 - f. Spatial problems - not understanding personal space, not having good spacing while writing, bumping into furniture
 - g. Poor sequencing skills; necessary for counting, math, blending, segmenting, spelling, writing thoughts
 - h. Poor sense of time; necessary for planning and organizing

Use the chart on Day 1 page to track progress with each of your students. Some changes will not be seen until after about 4 weeks of practicing Fly to the Moon, at which time you may see a dramatic change, like a “light bulb” moment. Others will show gradual progress.

Crossing Crunches

1 minute

These are crunches done with feet planted on the floor and knees up. Arms are crossed on chest. When crunching, touch one elbow to opposite knee (may have to raise leg), then on next crunch, use the other elbow and knee. This develops core strength while crossing the midline for brain hemisphere development.

Set the metronome for 60 bpm. Each beat is for up or down, so that 30 crunches can be completed in 1 minute once the child is up to speed and has the endurance to complete 30.

Day 1

Fingers 1-2-3

1 minute



Sequentially touch the thumb of one hand to the pointer, then the middle finger, the ring finger, and the pinky. Then go backwards from pinky to pointer. Do this 3 times with each hand.

Why do the Fingers 1-2-3 exercise?

1. This is an exercise to improve dysgraphia and integrate the Palmar Reflex
2. Symptoms of a retained Palmar reflex:
 - Poor handwriting
 - Poor manual dexterity
 - Lack of “pincer grip”
 - Speech and articulation issues
 - Palm may be hypersensitive to touch
 - Makes mouth movements when writing or drawing

Day 1

Let's Cross Our Eyes! convergence exercise

1 minute

The purpose is to help the vision system develop to be able to quickly and easily refocus near to far and far to near.

Child looks at thumb or action figure while slowly moving it from 4" away from nose to arm's length from nose, taking about 5 seconds. Next, child moves it back to about 4" from nose for another 5 seconds. This is repeated 6 times for 1 minute, unless it is painful. The child stops when it starts to hurt the eyes. No crying allowed!

Day 1

Segmenting without the metronome

Worksheet 2.2 (5 pages long)

4 minutes (you decide exactly how much time to spend on this. Feel free to spend a maximum of 4 minutes, or more if you have the time)

You say:

We have a new guessing game. I will give you a word, and you will help me guess what sound is first in that word. I will give you the choices of the 2 sounds, and you have to listen closely. The word is “up” and the letters in “up” are under the picture, but may not be in the right order. We have to put them in order according to the sounds they make.



p u



(I do not use letter names when teaching a child to read because it adds a level of complexity that I feel slows down learning. You may use the letter names if you wish)

Here I have two letters which have sounds. The first sound is /p/ and the second is /uuu/. Let's repeat each sound after me (while pointing to the letter): /p/ /u/

Good! Now, be very quiet while I say the word and point to the space down below where each sound goes.

(Here, you will say the word “up” while drawing a line with your finger under the lines corresponding to the sound as you say it. Emphasize the /uuu/ as you say it first, and quickly run your finger under the other line)

Who knows what sound I said first?

(student says /uuu/)

Great! Now everyone draw an /uuu/ on the first line of your worksheet.

Now listen for the second sound:

(here, draw your finger across the two lines, while you say a strong /p/ when your finger rests on the last line.)

Who knows the sound I said here?

(student says /p/)

Wonderful. Now everyone draw an /p/ on the second line of your worksheet.

Do you know what you just did? Now only did you guess the sounds in “up”, you just spelled it correctly just by listening! Great job! Now let’s practice with a couple more.

(use Worksheet 2.2 which is 5 pages long and you can do as many as you please. On, Ed, in and at are the words. For “at”, the bunny is looking at the carrot. Use the same process as above and take your time until each student understands the game.)

Day 2

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice. Use the clock face on the next page to illustrate.

Day 2

Segmenting without the metronome

Worksheet 2.4 (5 pages long)

3 minutes

You say:

Our guessing game is a little longer today. I will give you a word, and you will help me guess what sound is first in that word. I will give you the choices of the 3 sounds, and you have to listen closely. The word is “cat” and the letters in cat are under the picture, but not in the right order. We have to put them in order according to the sounds they make.



t

c

a

Here I have three letters which have sounds. The first sound is /t/, the second is /c/ and the third is /aaaa/. Let’s repeat each sound after me (while pointing to the letter): /t/ /c/ /a/ Good! Now, be very quiet while I say the word and point to the space down below where each sound goes.

(Here, you will say the word “cat” while drawing a line with your finger under the lines corresponding to the sound as you say it. Emphasize the /c/ as you say it first, and quickly run your finger under the other two lines)

Who knows what sound I said first?

(student says /c/)

Great! Now everyone draw a /c/ on the first line of your worksheet.

Now listen for the second sound:

(here, draw your finger across the three lines, while you say a long slow /aaaa/ in the middle of the word “cat” when your finger rests on the middle line.)

Who knows the sound I said here?

(student says /a/)

Wonderful. Now everyone draw an /a/ on the second line of your worksheet.

Finally, listen for the last sound:

(say cat one last time while drawing your finger across the word, while lingering on the last line and emphasizing the /t/)

So what is left? That’s right - /t/! Everyone draw a /t/ on the last line of the worksheet.

Do you know what you just did? Today you spelled the word “cat” correctly just by listening! Great job! Now let’s practice with a couple more.

(use Worksheet 2.4, 5 pages long and you can do as many as you please. Cat, mom, dad, dot, and cot are the words. Use the same process as above and take your time until each student understands the game.)

Day 3

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice.

Segmenting without the metronome

Worksheet 2.5 (5 pages long)

3 minutes

You say:

Today we are going to guess how to spell some more words. We do the same as we did yesterday. (Use Worksheet 2.5 for the words end, elf, and, ant, act)

Day 4

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice.

Segmenting without the metronome

Worksheet 2.6 (5 pages long)

3 minutes

You say:

Today we are going to guess how to spell some more words. We do the same as we did yesterday. (Use Worksheet 2.6, 5 pages long, for the words pro, sly, flu, ski, fly)

Day 5

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice.

Segmenting without the metronome

Worksheet 2.7 (5 pages long)

3 minutes

You say:

Today we are going to guess how to spell some more words. We do the same as we did yesterday. (Use Worksheet 2.7, 5 pages long, for the words pant, lamp, land, self, ramp)

Day 6

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Note Change!

Set the metronome speed to 80 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice.

Segmenting without the metronome

Worksheet 2.8 (5 pages long)

3 minutes

You say:

Today we are going to guess how to spell some more words. We do the same as we did yesterday. (Use Worksheet 2.8, 5 pages long, for the words slip, sled, rap, drip, spin)

Day 7

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 80 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice.

Segmenting without the metronome

Worksheet 2.9 (5 pages long)

3 minutes

You say:

Today we are going to guess how to spell some more words. We do the same as we did yesterday. (Use Worksheet 2.9, 5 pages long, for the words stand, spend, stump, plant, belts)

Day 8

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 80 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice.

Segmenting with the metronome

Worksheet A.1

3 minutes

You say:

Now that you can break apart words, we are going to practice using the metronome and listening to me. I will say a word to the beat, we let one beat go by, then you say the sounds of that word. The first word we will do is "in". It has two sounds - /iii/ and /nnnn/. So when I point to you, you say the sounds to the beat.

(Set the metronome to 60 bpm. This is an auditory exercise only. Practice the word "in" to the beat until everyone understands the game. It goes like this: beat, "in", beat, /iii/, /nnnn/, beat, next word. Do each word one after the other, so that each word takes only 5 seconds.)

Day 9

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 80 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice.

Segmenting with the metronome

Worksheet A.2

3 minutes

You say:

Now that you can break apart words that you know, today we will practice fake words using the metronome and listening to me. I will say a word to the beat, we let one beat go by, then you say the sounds of that word. The first word we will do is "ob". It has two sounds - /ah/ and /b/. So when I point to you, you say the sounds to the beat.

(Set the metronome to 60 bpm. This is an auditory exercise only. Practice the word "ob" to the beat until everyone understands the game. It goes like this: beat, "ob", beat, /ah/, /b/, beat, next word. Do each word one after the other, so that each word takes only 5 seconds.)

Day 10

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 80 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 12.

Clap and count to 60 by 5s. Do twice.

Segmenting with the metronome

Worksheet A.3

3 minutes

You say:

Now that you can break apart words, we are going to practice real and nonsense words mixed together using the metronome and listening to me. I will say a word to the beat, we let one beat go by, then you say the sounds of that word. The first word we will do is "on". It has two sounds - /ah/ and /nnnn/. So when I point to you, you say the sounds to the beat.

(Set the metronome to 60 bpm. This is an auditory exercise only. Practice the word "on" to the beat until everyone understands the game. It goes like this: beat, "on", beat, /ah/, /nnnn/, beat, next word. Do each word one after the other, so that each word takes only 5 seconds.)

Day 11

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Note Change!

Set the metronome speed to 90 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments from 1:00 to 2:00.

For example, each of the following lines is a beat of the metronome:

1

O'clock

1

Oh 5

1

10

1

15

1

20

1

25

1

30

1

35

1

40

1

45

1

50

1

55

2

O'clock

Do this twice each day. For variety, start at 1:00 in the afternoon, or 11:00 am and use this method to show what the time will be in an hour. Use the clock face on Worksheet 2.3 to show how it will look at each time that they are saying.

Segmenting with the metronome

Worksheet A.4

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.4, metronome set to 60 bpm)

Day 12

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 90 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments from 1:00 to 2:00.

Segmenting with the metronome

Worksheet A.4

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.4, metronome set to 60 bpm)

Day 13

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 90 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments from 1:00 to 2:00.

Segmenting with the metronome

Worksheet A.5

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.5, metronome set to 60 bpm)

Day 14

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 90 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments from 1:00 to 2:00.

Segmenting with the metronome

Worksheet A.5

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.5, metronome set to 60 bpm)

Day 15

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 90 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments from 1:00 to 2:00.

Segmenting with the metronome

Worksheet A.6

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.6, metronome set to 60 bpm)

Day 16

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Note Change!

Set the metronome speed to 100 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments starting from any hour.

Segmenting with the metronome

Worksheet A.6

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.6, metronome set to 60 bpm)

Day 17

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 100 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments starting from any hour.

Segmenting with the metronome

Worksheet A.7

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.7, metronome set to 60 bpm)

Day 18

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 100 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments starting from any hour.

Segmenting with the metronome

Worksheet A.7

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.7, metronome set to 60 bpm)

Day 19

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 100 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments starting from any hour.

Segmenting with the metronome

Worksheet A.7

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.7, metronome set to 60 bpm)

Day 20

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 100 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

Worksheet 2.3

1 minute

Set metronome to 60 beats per minute.

Count by 5 minute segments starting from any hour.

Segmenting with the metronome

Worksheet A.7

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.7, metronome set to 60 bpm)

Day 21

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Note Change!

Set the metronome speed to 110 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 60 by 1s.

Segmenting with the metronome

Worksheet A.8

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.8, metronome set to 60 bpm)

Day 22

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 110 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 60 by 1s.

Segmenting with the metronome

Worksheet A.8

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.8, metronome set to 60 bpm)

Day 23

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 110 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 60 by 1s.

Segmenting with the metronome

Worksheet A.9

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.9, metronome set to 60 bpm)

Day 24

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 110 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 60 by 1s.

Segmenting with the metronome

Worksheet A.10

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.10, metronome set to 60 bpm)

Day 25

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 110 bpm.

Let's Cross our Eyes!

1 minute

Telling Time

1 minute

Set metronome to 60 beats per minute.

Clap and count to 60 by 1s.

Segmenting with the metronome

Worksheet A.10

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.10, metronome set to 60 bpm)

Day 26

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Note change!

Set the metronome speed to 120 bpm.

Telling Time

Worksheet 2.10

2 minutes

Set metronome to 60 beats per minute.

Clap and count by one minute segments from 1:00 to 2:00.

Example (each line is to a beat):

1

0'clock

1

01

1

02

Etc.

Segmenting with the metronome

Worksheet A.11

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.11, metronome set to 60 bpm)

Day 27

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 120 bpm.

Telling Time

Worksheet 2.10

2 minutes

Set metronome to 60 beats per minute.

Clap and count by one minute segments from 1:00 to 2:00.

Segmenting with the metronome

Worksheet A.11

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.11, metronome set to 60 bpm)

Day 28

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 120 bpm.

Telling Time

Worksheet 2.10

2 minutes

Set metronome to 60 beats per minute.

Clap and count by one minute segments from 1:00 to 2:00.

Segmenting with the metronome

Worksheet A.12

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.12, metronome set to 60 bpm)

Day 29

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 120 bpm.

Telling Time

Worksheet 2.10

2 minutes

Set metronome to 60 beats per minute.

Clap and count by one minute segments from 1:00 to 2:00.

Segmenting with the metronome

Worksheet A.12

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.12, metronome set to 60 bpm)

Day 30

Floor Time

4 minutes

Fly to the Moon for 3 minutes.

Crossing Crunches for 1 minute.

Fingers 1-2-3

1 minute

Set the metronome speed to 120 bpm.

Telling Time

Worksheet 2.10

2 minutes

Set metronome to 60 beats per minute.

Clap and count by one minute segments from 1:00 to 2:00.

Segmenting with the metronome

Worksheet A.12

3 minutes

You say:

Today we will pull apart sounds in words to the metronome. (use the words on Worksheet A.12, metronome set to 60 bpm)

TODAY – be sure to fill out the chart that you found on Day 1 to see how the students improved.

Section 3

Section 3: Days 61 – 90 Overview

The goals for this section are to:

1. Integrate the Spinal Galant Reflex. This reflex, if not integrated can result in the following problems:
 - a. Fidgeting
 - b. Bedwetting
 - c. Poor concentration
 - d. Poor short term memory
 - e. Sensory integration problems
 - f. Auditory processing difficulties
 - g. Near focusing problems
 - h. Difficulty with reading
2. Auditory processing: Improve vowel usage by learning to substitute vowel sounds quickly and easily in simple words
3. Visual processing: Improve tracking – the ability to easily follow a moving target with the eyes only, necessary for smooth reading
4. Develop good working memory to be able to hold and manipulate information in the brain
5. Follow multi-step directions
6. Learn and remember math facts (Addition facts, 1st and 2nd graders)

Section 3 Notes

1. The metronome work is continued in section 2. If it is used consistently and progressively quicker, will result in the following cognitive changes:
 - a. Faster processing speed
 - b. Greater concentration
 - c. Better auditory attention
 - d. More work is accomplished because the child cannot work on his/her own time
2. The vowel substitution work is designed to help the student with
 - a. Remembering the short vowel sounds quickly and easily
 - b. Increase processing speed by substituting to a metronome
 - c. Increase length of attention by substituting more and more words per session
 - d. Increase auditory attention because of the distraction of the metronome
 - e. Increasing active working memory – the amount of information processed in the brain at one time – because of the ability to segment more and more sounds at once
 - f. To make the best use of this time and so the students can easily hear themselves, purchase an inexpensive listening device or make one for each student. Your choices:
 - i. <http://whisperphone.com/> Whisperphone
 - ii. <http://www.learning-loft.com/products/toobaloo> Toobaloo
 - iii. http://www.candlfoundation.com/pages/p_how_it_works.php Phonics Phone
 - iv. <http://www.righttrackreading.com/phonicsphones.html> How to make, activities to use them
3. Auditory processing: The Spinal Galant reflex is responsible for setting up auditory processing. If you have students still struggling in this area, they should be able to process sounds much more easily by the end of the year. Once they have integrated the Spinal Galant reflex, their auditory processing abilities will stick!
4. Visual processing: Tracking is the ability to smoothly and efficiently follow a moving object. If you currently have students who jump over words or lines when reading or stay on the same line by mistake, they have tracking problems. The exercise will train the eyes to follow better, resulting in better reading ability.
5. Working memory is the type of memory that allows us to do complex cognitive work by holding many pieces of information in our heads. A child with working memory issues cannot do math that requires many steps (like multi-digit multiplication) even though they understand the concepts, know the facts, and know the steps. They cannot do all at the same time. Writing a piece with correct spelling, capitalization, and punctuation at the same time is also difficult.
6. Math facts: although we are starting with addition, feel free to use whatever math facts you are currently using. You can adapt the sheets for your best use.

Day 1

Put students' names across the top, and rate each symptom:

0=not present for this student

1=the symptom is somewhat present

2=the symptom is strong

[illegible]

Day 30 – rerate each student, and note significant changes

[illegible]

Day 1

Floor Time: Slow Angels

3 Minutes

Why do the Slow Angels exercise?

7. It creates the connections in the brain may have been missed in the first months of life, causing various symptoms that interfere with learning. This integrates the Spinal Galant Reflex.
8. The symptoms that doing this exercise most days for 5 weeks will help remediate are:
 - a. Fidgeting
 - b. Bedwetting
 - c. Poor concentration
 - d. Poor short term memory
 - e. Sensory integration problems
 - f. Auditory processing difficulties
 - g. Near focusing problems
 - h. Difficulty with reading

Use the chart on the previous page to track progress with each of your students. Some changes will not be seen until after about 4 weeks of practicing Snow Angels, at which time you may see a dramatic change, like a “light bulb” moment. Others will show gradual progress.



1. Lie on back with legs closed and hands at the side.
2. Very slowly do the movements of a snow angel, by bringing the arms up and opening the legs as wide as possible. This should take 30 seconds. Ask what has to move faster, the arms or the legs.
3. Now, for 30 seconds, close the legs and bring the arms to the starting position.
4. Repeat 2 more times. If the process took less than a minute, repeat for a total of 3 minutes, going slower each day until 1 a minute is achieved.

Day 1

Vowel Sound Substitution

Worksheets 3.1 and A.1

2 minutes

1. Set metronome to 120 beats a minute. Work will be done every other beat, essentially 60 beats a minute.
2. Using the vowel page on Worksheet 3.1 and the words on Worksheet A.1 have the children replace the vowel sound in the word with the short vowel sound corresponding to each letter. The students look at the vowel page only, while the teacher reads from the word page. This is an auditory exercise. For example, the vowel page has a, e, i, o, and u. The first word on the word page is "in".
 - a. Teacher: "in"
 - b. Beat
 - c. Student: "an"
 - d. Beat
 - e. Student: "en"
 - f. Beat
 - g. Student: "in"
 - h. Beat
 - i. Student: "on"
 - j. Beat
 - k. Student: "un"
 - l. Beat
 - m. Continue with the next word.
3. Support the vowel work as necessary, giving the correct vowel sound whenever needed. In a few sessions, all students will be able to do this exercise to the metronome without difficulty.

Day 1

Tracking the Pencil

2 Minutes

1. Students pair up, and the teacher can pair up with any single student.
2. One student holds up a pencil, action figure or other object for the other student to follow with eyes only.
3. Guidelines:
 - a. Follow with eyes, not head
 - b. Move the target slowly so that the other child can easily follow
 - c. The target should be about 2 feet away so that it is not uncomfortable for the one following with the eyes
 - d. Any pattern is OK – circles, lines, etc
 - e. Change to the other person after 1 minute

Day 1

Simon Says for Working Memory and Following Directions

Worksheet 3.2

3 minutes

- You will need to make copies of Worksheet 3.2 for each student.
- Each student will also need 3 crayons – yellow, blue and red.
- On the first day, you are assessing to see how many directions each student can remember.
- This is the starting point – it may be only 2. The goal is by the end of the month, all of the students can remember at least 5. Give all of the instructions at once to see how many they can remember.
- After the first day, you will stretch the students by giving only 1 more instruction than the student with the poorest memory could remember the day before. For example, if on the first day the best that any student could remember was 5 directions, but the worst was 2, you will give 3 directions each day until every student can remember 3 directions. Once all of the students reach 3, you will give 4 the very next day.
- Practice up to 3 sets of directions a day

First sets of instructions:

Using the first set of symbols and the blue crayon only:

1. Color in the heart
2. Put a circle in the cloud
3. Color the smiley face eyes
4. Cross out the star
5. Put a big circle around the heart

Using the second set of symbols and the yellow crayon only:

1. Circle the smiley face
2. Cross out the heart
3. Put a square in the cloud
4. Color in the star
5. Put a line in the cloud

Using the third set of symbols and the red crayon only:

1. Put a square in the heart
2. Cross out the cloud
3. Color in the smiley face
4. Put a line in the star
5. Circle the star

Day 2

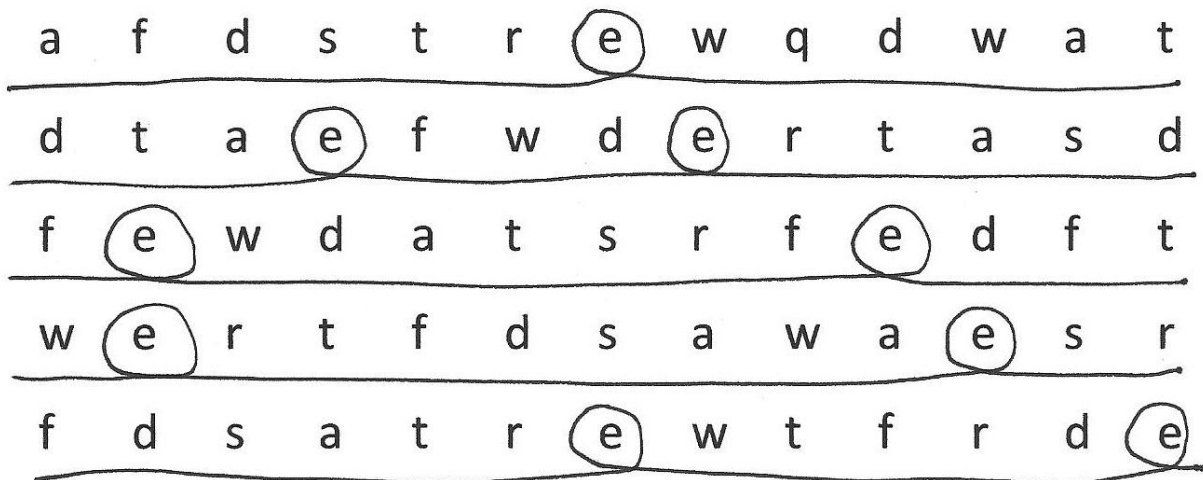
Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.1
2 minutes

Simon Says
Worksheet 3.2
3 minutes

Tracking the Letter!
Worksheet 3.3
2 minute

Use Worksheet 3.3. Each student has a copy to mark up. You choose a letter that exists on the page, and the student must loop each occurrence of that letter quickly. In order to encourage good tracking, the student must always go left to right and trace a line under the line of letters while scanning across. When an occurrence of the letter is found, stop the line, circle the letter, then resume the line. If there is time, do twice.



Day 3

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.2
2 minutes

Tracking the Pencil! (see Day 1)
No worksheet
2 minutes

Simon Says
Worksheet 3.2
3 minutes

Day 4

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.2
2 minutes

Tracking the Letter!
Worksheet 3.3
2 minutes

Simon Says
Worksheet 3.2
3 minutes

Day 5

Floor Time
Snow Angels
3 minutes

Tracking the Pencil!
No worksheet
2 minutes

Simon Says
Worksheet 3.2
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.3
2 minutes

Day 6

Floor Time
Snow Angels
3 minutes

Tracking the Letter!
Worksheet 3.3
2 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.3
2 minutes

Simon Says
Worksheet 3.4 and instructions below
3 minutes

Simon Says

Worksheet 3.4 Instructions

Using the blue crayon on the first set of pictures:

1. Make an x inside the cross
2. Color in the can
3. Put a big dot in the sun
4. Circle the arrow
5. Put a line under the can

Using the red crayon on the second set of pictures:

1. Color in the cross
2. Circle the sun
3. Put a big dot in the can
4. Make an x in the sun
5. Put a line under the arrow

Using the yellow crayon on the third set of pictures:

1. Circle the can
2. Put a big dot in the arrow
3. Put a line under the cross
4. Make an x in the can
5. Color in the sun

Day 7

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.3
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Simon Says
Worksheet 3.4
3 minutes

Day 8

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.3
2 minutes

Tracking the Letter!
Worksheet 3.3
2 minutes

Simon Says
Worksheet 3.4
3 minutes

Day 9

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.4
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Simon Says
Worksheet 3.4
3 minutes

Day 10

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.4
2 minutes

Tracking the Letter!
Worksheet 3.3
2 minutes

Simon Says
Worksheet 3.4
3 minutes

Day 11

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.4
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Simon Says
Worksheet 3.5 and Instructions below
3 minutes

Simon Says

Worksheet 3.5 Instructions

Using the blue crayon on the first set of pictures:

1. Color in the square
2. Put a circle in the triangle
3. Put a line under the star
4. Draw a face in the circle
5. Cross out the star

Using the red crayon on the second set of pictures:

1. Color in the triangle
2. Put a circle in the star
3. Put a line under the circle
4. Draw a face in the star
5. Cross out the square

Using the blue crayon on the first set of pictures:

1. Put a circle in the square
2. Put a line under the triangle
3. Draw a face in the star
4. Cross out the circle
5. Color in the triangle

Day 12

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.5
2 minutes

Tracking the Letter!
Use Worksheet 3.6 through Day 20
Circle a letter as was done in the previous worksheet, but to increase working memory, have the children count to 10 over and over again to a metronome set at 60 bpm. They do not have to circle the letters to the metronome, only count while circling as quickly as possible. Until the counting is automatic, you can count with them to help them stay on the beat and remember to go back to 1 once they reach 10.
2 minutes

Simon Says
Worksheet 3.5
3 minutes

Day 13

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.5
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Simon Says
Worksheet 3.5
3 minutes

Day 14

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.5
2 minutes

Tracking the Letter!
Worksheet 3.6
2 minutes

Simon Says
Worksheet 3.5
3 minutes

Day 15

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.6
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Simon Says
Worksheet 3.5
3 minutes

Day 16

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.6
2 minutes

Tracking the Letter!
Worksheet 3.6
2 minutes

Simon Says
Worksheet 3.7 and instructions below
3 minutes

Simon Says

Worksheet 3.7 Instructions

Using the red crayon on the first set of letters and numbers:

1. Circle the A
2. Cross out the 6
3. Color in the B
4. Put a square around the 3
5. Underline the B

Using the yellow crayon on the second set of letters and numbers:

1. Color in the A
2. Circle the 6
3. Cross out the B
4. Underline the 3
5. Put a square around the B

Using the blue crayon on the third set of letters and numbers:

1. Underline the B
2. Put a square around the A
3. Cross out the 3
4. Circle the 6
5. Color in the 6

Day 17

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.6
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Simon Says
Worksheet 3.7
3 minutes

Day 18

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.7
2 minutes

Tracking the Letter!
Worksheet 3.6
2 minutes

Simon Says
Worksheet 3.7
3 minutes

Day 19

Floor Time
Snow Angels
3 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Simon Says
Worksheet 3.7
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.7
2 minutes

Day 20

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.7
2 minutes

Tracking the Letter!
Worksheet 3.6
2 minutes

Simon Says
Worksheet 3.8 and instructions below
3 minutes

Simon Says

Worksheet 3.8 Instructions

Using the yellow crayon on the first set of letters:

1. Circle the C
2. Underline the E
3. Cross out the A
4. Put a square around the D
5. Put a line above the B

Using the blue crayon on the second set of letters:

1. Circle the B
2. Underline the D
3. Cross out the E
4. Put a square around the A
5. Put a line above the C

Using the red crayon on the third set of letters:

1. Circle the A
2. Underline the C
3. Cross out the E
4. Put a square around the B
5. Put a line above the D

Day 21

Floor Time
Snow Angels
3 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Math Memory (next page for older children) or Simon Says with Worksheet 3.8
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.8
2 minutes

Math Memory for First and Second Grade (Alternate exercise for Kindergarteners and others is Simon Says)

3 minutes

A progressive working memory exercise to improve:

1. Math fact memory
2. Amount of information each student can hold in the brain at one time (active working memory)
3. Auditory memory

Using the table below, teacher says the first number in the left column, followed by the second number. The students add the two together to make the first number in the second column. For example, in the first block below,

Teacher:	1
Teacher:	2
Student:	3

Then the teacher says only the next number in the first column, in this example, 4. The student must add the 4 to the previous one that the teacher had said (2) to come up with the new sum (6). With each new sum, the student is required to remember the previous number that the teacher had said. In the following table, the student will be doing addition of 1's and 2's. For the first day, 1 set of 5 numbers may be enough, to understand the process and work on memory. For some people, this is extremely challenging, but over time repeating this exercise can open up working memory well for the person to be able to learn much more easily. Use the first worksheet as long as you need to according to your students. Repeat the same 5 facts until it is easy before moving on.

Example of 1st set of numbers:

Teacher:	1
Teacher:	2
Student:	3
Teacher:	4
Student:	6
Teacher:	1
Student:	5
Teacher:	7
Student:	8
Teacher:	2
Student:	9

Day 21

Math Memory

Addition facts 1's and 2's

T: S:

1

2 3

4 6

1 5

7 8

2 9

2

8 10

1 9

5 6

1 6

4 5

T: S:

2

5 7

1 6

9 10

2 11

8 10

1

7 8

2 9

9 11

1 10

4 5

T: S:

2

1 3

3 4

1 4

6 7

2 8

2

3 5

1 4

2 3

6 8

1 7

Day 22

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.8
2 minutes

Tracking the Letter!
Worksheet 3.9

Have the children circle 2 letters that you choose. At first you may let them write the letters on the top of the page that they will be circling, but stop that crutch as soon as you can so they have to remember them, therefore increasing working memory. While circling, they must count to 10 to a metronome set at 60 bpm, as before. Continue using these directions through Day 30.

2 minutes

Math Memory Addition 1's and 2's or Simon Says Worksheet 3.8
3 minutes

Day 23

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.9
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Math Memory Addition 1's and 2's or Simon Says Worksheet 3.8
3 minutes

Day 24

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.9
2 minutes

Tracking the Letter!
Worksheet 3.9
2 minutes

Math Memory Addition 3's and 4's (next page) or Simon Says Worksheet 3.8
3 minutes

Math Memory

Addition facts 3's and 4's

T: S:

3

1 4

4 5

6 10

3 9

2 5

3

4 7

4 8

3 7

3 6

2 5

T: S:

2

4 6

8 12

3 11

4 7

4 8

7

3 10

6 9

4 10

5 9

3 8

T: S:

4

9 13

3 12

5 8

4 9

7 11

4

9 13

3 12

8 11

4 12

7 11

Day 25

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.10
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Math Memory Addition facts 3's and 4's or Simon Says Worksheet 3.8
3 minutes

Day 26

Floor Time
Snow Angels
3 minutes

Tracking the Letter!
Worksheet 3.9
2 minutes

Math Memory Addition facts 3's and 4's or Simon Says Worksheet 3.10 and instructions below
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.10
2 minutes

Simon Says

Worksheet 3.10 instructions

Using the red crayon with the first set of numbers:

1. Loop the 4 and 5
2. Underline the 1 and 2
3. Put a square around the 3
4. Color in the 4
5. Cross out the 1

Using the blue crayon with the second set of numbers:

1. Underline the 2 and 3
2. Cross out the 1
3. Put a line above the 5
4. Put a square around the 2
5. Loop the 1 and 2

Using the yellow crayon with the third set of numbers:

1. Cross out the 3
2. Underline the 2 and 3
3. Loop the 3 and 4
4. Put a square around the 5
5. Put a line above the 1

Day 27

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.11
2 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Math Memory Addition facts 5's and 6's (next page) or Simon Says Worksheet 3.10
3 minutes

Math Memory

Addition facts 5's and 6's

T: S:

5

1 6

6 7

6 12

5 11

2 7

5

4 9

6 10

3 9

5 8

2 7

T: S:

2

6 8

8 14

5 13

4 9

6 10

7

5 12

6 11

6 12

5 11

5 10

T: S:

6

9 15

5 14

5 10

6 11

7 13

6

9 15

5 14

8 13

6 14

7 13

Day 28

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.11
2 minutes

Tracking the Letter!
Worksheet 3.9
2 minutes

Math Memory Addition Facts 5's and 6's or Simon Says Worksheet 3.10
3 minutes

Day 29

Floor Time
Snow Angels
3 minutes

Tracking the Pencil!
No Worksheet
2 minutes

Math Memory Addition Facts 7's, 8's, and 9's (see the page after the Substitution page)
or Simon Says Worksheet 3.10
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.12
2 minutes

Math Memory

Addition facts 7's, 8's, and 9's

T:	S:	T:	S:	T:	S:
7		6		8	
1	8	8	14	7	15
8	9	3	11	9	16
5	13	9	12	6	15
9	14	9	18	7	13
2	11	7	16	4	11
7	9	4	11	8	12
6	13	8	12	1	9
1		5		8	
9	10	7	12	1	9
2	11	4	11	9	10
8	10	8	12	7	16
8	16	6	14	7	14
2	10	9	15	8	15
9	11	8	17	6	14
5	14	8	16	9	15

Day 30

Floor Time
Snow Angels
3 minutes

Vowel Sound Substitution
Worksheets 3.1 and A.12
2 minutes

Tracking the Letter!
Worksheet 3.9
2 minutes

Math Memory Addition Facts 7's, 8's, and 9's or Simon Says Worksheet 3.10
3 minutes

TODAY – be sure to fill out the chart that you found on Day 1 to see how the students improved.

Section 4

Section 4: Day 91 – 120 Overview

The goals for this section are to:

6. Integrate the Asymmetrical Tonic Neck Reflex (ATNR). This reflex, if not integrated can result in the following problems:
 - a. Difficulty crossing the midline
 - b. Difficulty skipping and marching
 - c. Right-left confusion
 - d. Visual-perceptual difficulties – reversals of b/d, u/n, saw/was beyond 1st grade
 - e. Convergence problems (visually difficult to focus near to far and back)
 - f. Mixed dominance
 - g. Poor Balance
 - h. Poor handwriting
 - i. Poor expression of ideas on paper
7. Improve handwriting
8. Improve ability to spontaneously write ideas
9. Improve auditory processing – phoneme deletion for better decoding
10. Cross the midline, and improve ability to use both hemispheres of the brain simultaneously and effortlessly. Schoolwork requires multitasking that draws from various parts of the brain, but this ability is not yet present in many students

Section 4 Notes

1. The vowel deletion work is designed to help the student with being able to quickly reorder phonemes to come up with the correct word
2. Handwriting starts with gross motor and ends with fine motor. The exercises will force the child to use the entire arm to make the loops and figures. Watch to be sure that the children don't only move from wrist and fingers.
3. The ability to take ideas from the head to paper requires use of both hemispheres of the brain. The left hemisphere provides the language while the right hemisphere provides the creativity – required for every writing task except for dictation. Although integrating the Asymmetrical Tonic Neck Reflex will help this, as will the exercises to cross the midline, daily practice will cement the new skill in place. Keep the first day sample writing and compare with the 30th day writing piece.
4. The midline is an invisible line that separates a person's right and left side of their body. While teaching the children the exercises to cross the midline, do not be surprised that some children have difficulty with this. Patience and practice will help them so that eventually marching using opposite hand and foot is no longer an issue!

Day 1

Put students' names across the top, and rate each symptom:

0=not present for this student

1=the symptom is somewhat present

2=the symptom is strong

[illegible]

Day 30 – rerate each student, and note significant changes

[illegible]

Day 1

Floor Time: Lizard

2 Minutes

Why do the Lizard exercise?

1. It creates the connections in the brain may have been missed in the first months of life, causing various symptoms that interfere with learning. This integrates the Asymmetrical Tonic Neck Reflex.
2. The symptoms that doing this exercise most days for 5 weeks will help remediate are:
 - a. Difficulty crossing the midline
 - b. Difficulty skipping and marching
 - c. Right-left confusion
 - d. Visual-perceptual difficulties – reversals of b/d, u/n, saw/was beyond 1st grade
 - e. Convergence problems (visually difficult to focus near to far and back)
 - f. Mixed dominance
 - g. Poor Balance
 - h. Poor handwriting
 - i. Poor expression of ideas on paper

Use the chart on the previous page to track progress with each of your students. Some changes will not be seen until after about 4 weeks of practicing Lizard, at which time you may see a dramatic change, like a “light bulb” moment. Others will show gradual progress.



1. Lie on floor with left arm down at side, left leg straight
2. Head is pointed right, right arm is bent, thumb at nose, right leg is bent
3. Turn head to left
4. Right arm, with palm down, scrapes the floor until it reaches the knee
5. Straighten the right leg, pushing the foot along the floor, until the body is straight
6. Wait 10 seconds
7. Bring left knee up to the left hand
8. With palm to the floor, bring left hand to the nose
9. Wait 10 seconds
10. Turn head to right
11. Straighten left arm, pushing palm
12. Straighten left leg, pushing foot
13. Wait 10 seconds
14. Bring right knee up to the right hand
15. With palm to the floor, bring right hand to the nose
16. Wait 10 seconds
17. Repeat steps 3 through 16 two more times
18. Action should look like a lizard pushing himself through the sand

Day 1

Drop the Sound

Worksheet A.1

2 minutes

Using the word page on the worksheet A.1, have the children delete the consonant sound, leaving only the vowel sound. This is an auditory exercise. For example, the first word on the word page is “in”. Do not use the metronome, as this is more difficult than the previous auditory exercises. To help the students understand the game, use Worksheet 4.1 for illustration of the sounds. The vowel is represented by the green card and the consonant is represented by the red card. As you say “in”, point to the cards as you say the sounds. Then, as you say “without the nnnn”, put your hand over the red card, leaving only the green card exposed.

- a. Teacher: “say in without the nnnn”
- b. Student: “iii”
- c. Teacher: “say at without the t” (use the sound, not the letter name)
- d. Student: “aaa”
- e. Continue with the words one at a time for 2 minutes

Day 1

Criss Cross March (to cross midline)

2 minutes

1. With the children standing, have them put their arms out like an airplane. Rotate to the right (point to the side). Now touch the right hip with the left hand. Hold while you make sure that they have the correct hand touching.
2. Now arms out again and back to center.
3. Next, rotate to the left. Once fully rotated, touch the left hip with the right hand. Hold until everyone has it correct.
4. Repeat 5 times.
5. With the children still standing, have them march first using the right hand and right leg together, as if they are pulling up a puppet's leg with a string. Alternate right and left sides for 4 more steps.
6. Now, have them take a step in place with the right hand and left leg together. This may be difficult for some, but will improve with practice, so go slowly at first. Then take a step in place with left hand and right leg together. Alternate for 4 more steps.
7. Repeat 5 times.

Arm Writing (prepare for writing)

Worksheet 4.7

1 Minute

4. Student uses Worksheet 4.7 and for 1 minute, using the whole arm, draws a line within the lines starting at point A and ending at point A. Follow the direction of the green arrow, and have the blue arrow pointing at the belly button (to force the child to cross midline)
5. When done, go back to the beginning and do it again and again until the 1 minute is up.
6. Be sure that no one touches the table with their arm – pretend the table is lava or a dirty river!

Be an Author

Worksheet 4.7

3 Minutes

To practice spontaneous generation of ideas, have the children prepare for writing for 1 minute. While they are thinking about what to write about, you can turn on some quiet music or give them ideas. Then, they write for 2 minutes on the back of the Worksheet 4.7 page. If they cannot think of any ideas or are too young to write words, they can practice the alphabet or their name. The purpose of this exercise during the beginning of the month is not to get stories from them, but rather to create a habit of writing something that includes letters and language. It is best if they are not copying exactly, however, if they are unable to write without copying, start there. Language is generated in the left brain and creativity is in the right. Until the time that they have access to both hemispheres, this may be very difficult. With practice, however, they will improve. This is why the marching exercise and Arm Writing are done first. Keep this initial worksheet to compare handwriting and idea generation from the beginning of the 30 days to the end.

Day 2

Floor Time: Lizard
2 Minutes

Drop the Sound
Worksheet A.1
2 minutes

Criss Cross March
2 minutes

Arm Writing
Worksheet 4.7
1 Minute

Be an Author
3 Minutes

Day 3

Floor Time: Lizard
2 Minutes

Drop the Sound
Worksheet A.1
2 minutes

Criss Cross March
2 minutes

Arm Writing
Worksheet 4.7
1 Minute

Be an Author
3 Minutes

Day 4

Floor Time: Lizard
2 Minutes

Drop the Sound
Worksheet A.2
2 minutes

Criss Cross March
2 minutes

Arm Writing
Worksheet 4.7
1 Minute

Be an Author
3 Minutes

Day 5

Floor Time: Lizard
2 Minutes

Drop the Sound
Worksheet A.2
2 minutes

Criss Cross March
2 minutes

Arm Writing
Worksheet 4.7
1 Minute

Be an Author
3 Minutes

Day 6

Floor Time: Lizard

2 Minutes

Drop the Sound,

Worksheet A.2

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.8

1 Minute

1. Student uses Worksheet 4.8 and for 1 minute, using the whole arm, draws a line within the lines starting at point A and ending at point A. Follow the direction of the green arrow, and have the blue arrow pointing at the belly button (to force the child to cross midline)
2. When done, go back to the beginning and do it again and again until the 1 minute is up.
3. Be sure that no one touches the table with their arm – pretend the table is lava or a dirty river!

Be an Author

3 Minutes

Day 7

Floor Time: Lizard
2 Minutes

Drop the Sound
Worksheet A.3
2 minutes

Criss Cross March
2 minutes

Arm Writing
Worksheet 4.8
1 Minute

Be an Author
3 Minutes

Day 8

Floor Time: Lizard
2 Minutes

Drop the Sound
Worksheet A.3
2 minutes

Criss Cross March
2 minutes

Arm Writing
Worksheet 4.8
1 Minute

Be an Author
3 Minutes

Day 9

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first consonant

Worksheet A.4

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.8

1 Minute

Be an Author

3 Minutes

Day 10

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first consonant

Worksheet A.4

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.8

1 Minute

Be an Author

3 Minutes

Day 11

Floor Time: Lizard

2 Minutes

Drop the Sound,, drop the last consonant

Worksheet A.4

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.9

1 Minute

1. Student uses Worksheet 4.9 and for 1 minute, using the whole arm, draws a line within the lines starting at point A and ending at point A. Follow the direction of the green arrow, and have the blue arrow pointing at the belly button (to force the child to cross midline)
2. When done, go back to the beginning and do it again and again until the 1 minute is up.
3. Be sure that no one touches the table with their arm – pretend the table is lava or a dirty river!

Be an Author

3 Minutes

Day 12

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the last consonant

Worksheet A.4

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.9

1 Minute

Be an Author

3 Minutes

Day 13

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the last consonant

Worksheet A.5

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.9

1 Minute

Be an Author

3 Minutes

Day 14

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the last consonant

Worksheet A.5

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.9

1 Minute

Be an Author

3 Minutes

Day 15

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first consonant

Worksheet A.6

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.9

1 Minute

Be an Author

3 Minutes

Day 16

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first consonant

Worksheet A.6

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.10

1 Minute

1. Student uses Worksheet 4.10 and for 1 minute, using the whole arm, draws a line tracing the ovals starting at point A and ending at point A. Follow the direction of the green arrow, and have the blue arrow pointing at the belly button (to force the child to cross midline)
2. When done, go back to the beginning and do it again and again until the 1 minute is up.
3. Be sure that no one touches the table with their arm – pretend the table is lava or a dirty river!

Be an Author

3 Minutes

Day 17

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first or last consonant only (not the middle)

Worksheet A.7

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.10

1 Minute

Be an Author

3 Minutes

Day 18

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first or last consonant only (not the middle)

Worksheet A.7

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.10

1 Minute

Be an Author

3 Minutes

Day 19

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the last consonant

Worksheet A.8

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.10

1 Minute

Be an Author

3 Minutes

Day 20

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the last consonant

Worksheet A.8

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.10

1 Minute

Be an Author

3 Minutes

Day 21

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first consonant

Worksheet A.9

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.11

1 Minute

1. Student uses Worksheet 4.11 and for 1 minute, using the whole arm, draws a line tracing the lines starting at the star. Follow the direction of the green arrow, and have the blue arrow pointing at the belly button (to force the child to cross midline)
2. When done, go back to the beginning and do it again and again until the 1 minute is up.
3. Be sure that no one touches the table with their arm – pretend the table is lava or a dirty river!

Be an Author

3 Minutes

Day 22

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first consonant

Worksheet A.9

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.11

1 Minute

Be an Author

3 Minutes

Day 23

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first or last consonant only (not middle)

Worksheet A.10

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.11

1 Minute

Be an Author

3 Minutes

Day 24

Floor Time: Lizard

2 Minutes

Drop the Sound, drop the first or last consonant only (not middle)

Worksheet A.10

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.11

1 Minute

Be an Author

3 Minutes

Day 25

Floor Time: Lizard

2 Minutes

Drop the Sound, Challenge: drop middle consonant

Worksheet A.5

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.11

1 Minute

Be an Author

3 Minutes

Day 26

Floor Time: Lizard

2 Minutes

Drop the Sound, Challenge: drop middle consonant

Worksheet A.5

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.12

1 Minute

1. Student uses Worksheet 4.12 and for 1 minute, using the whole arm, draws a line tracing the lines starting at the star. Follow the direction of the green arrow, and have the blue arrow pointing at the belly button (to force the child to cross midline)
2. When done, go back to the beginning and do it again and again until the 1 minute is up.
3. Be sure that no one touches the table with their arm – pretend the table is lava or a dirty river!

Be an Author

3 Minutes

Day 27

Floor Time: Lizard

2 Minutes

Drop the Sound, Challenge: drop middle consonant

Worksheet A.5

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.12

1 Minute

Be an Author

3 Minutes

Day 28

Floor Time: Lizard

2 Minutes

Drop the Sound, Challenge: drop middle consonant

Worksheet A.5

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.12

1 Minute

Be an Author

3 Minutes

Day 29

Floor Time: Lizard

2 Minutes

Drop the Sound, Challenge: drop middle consonant

Worksheet A.5

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.12

1 Minute

Be an Author

3 Minutes

Day 30

Floor Time: Lizard

2 Minutes

Drop the Sound, Challenge: drop middle consonant

Worksheet A.5

2 minutes

Criss Cross March

2 minutes

Arm Writing

Worksheet 4.12

1 Minute

Be an Author

3 Minutes

TODAY – be sure to fill out the chart that you found on Day 1 to see how the students improved.

Section 5

Section 5: Day 121 – 150 Overview

The goals for this section are to:

5. Integrate the Symmetrical Tonic Neck Reflex (STNR). This reflex, if not integrate can result in the following problems:
 - a. Tracking problems
 - b. Convergence problems
 - c. Near focusing problems
 - d. Slow with copying tasks
 - e. Inattention
6. Improve vision for tracking, convergence and visual attention
7. Improve reading fluency – rapid naming of pictures, letter sounds and numbers
8. Increase processing speed – doing the month's activities to a metronome

Section 5 Notes

1. The Symmetrical Tonic Neck Reflex is extremely important for vision development and should not be overlooked. Children with a retained STNR typically wear glasses as their development did not include this stage in which near point acuity, tracking and convergence is developed.
2. The “Say it fast” activity is a rapid naming activity, which helps tremendously with fluency. Even though we are using a metronome, fluency with reading will be increased, allowing for improved inflection.
3. This is the first time we work on most of the sounds of the language. In order to be sure that you are using the sounds as this program was written, please use the following pronunciations:
 - a. a as in ant
 - b. e as in Ed
 - c. i as in in
 - d. o as in on
 - e. u as in up
 - f. b without the uh – as short as possible
 - g. c as in cat
 - h. g as in go
 - i. h is whispered
 - j. p is whispered
 - k. r is short as possible, not errrrrr
 - l. t without the uh – as short as possible
 - m. no q because it is actually two sounds – kw
 - n. no y because it has so many sounds – eeu, ee, l
4. In the future if you want to expand on this rapid naming lesson, you can make sheets with blends and digraphs.
5. Additional time is the number one accommodation given to children to help them be able to show what they know. Yet it holds them back once they graduate: in the ability to find and secure a job, or to meet the demands of college. By working this section with a metronome and increasing it slowly, you are helping the children well beyond the academics that are completed during this work!
6. Many children have attention issues. This section every time you work with a metronome you are also working on auditory attention. The Pay Attention activities are all designed to improve visual attention. The letters start large and become increasingly smaller, the pictures are more and more cluttered, and there is more and more visual stimuli on each page. If you find that the children are not ready to move on from one activity because it was too hard, stay on that activity for 3 minutes each day until it is almost mastered. Otherwise, you may find frustration is created, and then their brains are no longer improving.

Day 1

Put students' names across the top, and rate each symptom:

0=not present for this student

1=the symptom is somewhat present

2=the symptom is strong

[illegible]

Day 30 – rerate each student, and note significant changes

[illegible]

Day 1

Floor Time: Get Pumped Up

1 Minute

Why do the Get Pumped Up exercise?

1. It creates the connections in the brain may have been missed in the first months of life, causing various symptoms that interfere with learning. This integrates the Symmetrical Tonic Neck Reflex.
2. The symptoms that doing this exercise most days for 5 weeks will help remediate are:
 - a. Tracking problems (eyes jump over words and lines)
 - b. Convergence problems (difficulty refocusing near to far to near)
 - c. Near-point focusing problems
 - d. Slow with copying tasks
 - e. Inattention

Use the chart on the previous page to track progress with each of your students. Some changes will not be seen until after about 4 weeks of practicing Get Pumped Up, at which time you may see a dramatic change, like a “light bulb” moment. Others will show gradual progress.



Get Pumped Up

1. Start from a hands and knees table position, weight on arms.
2. Rock back until the head is down between the knees.
3. Slowly rock back up to the beginning point.
4. It should be done one for every two seconds; complete 30.

Day 1

Say It Fast!

Worksheet 5.1

4 minutes

The purpose of “Say It Fast!” exercises is to increase reading fluency. Feel free to adjust the content of this exercises to match the material that your students are working on. This activity starts easy and increases in difficulty, but if the activity is too difficult for the students you are working with, feel free to stop, back up, and proceed more slowly.

Working with a metronome works well with this activity to help the student stay on task, work at a constant speed, increase the processing speed of the activity over time, and eventually sets in place the rapid naming skill that is necessary for good reading progress. You can even do choral reading to a metronome to increase fluency – just be sure to start at a speed that is not too fast, then slowly increase day after day, never speeding up before the student is ready. Do any choral reading in addition to this easier but fundamental work.

Today, start with the pictures on Worksheet 5.1. Set the metronome to 100 beats per minute. It sounds very fast, but you will be working every other beat, which is only 50 beats per minute, slower than a resting heart beat. The reason to use the metronome in this way is so that the students have a cue in between each time they name the picture.

Say: We will be working with the metronome and saying the name of the picture on the worksheet, every other beat. To help you, I will be like a conductor of an orchestra, and when I point to you like this, that is when you say the name. Let me demonstrate:

(in the example, do not say “beat”, just let the metronome click for you.)

Beat, cat, beat, dog, beat, rat, beat, bird...

Practice one line of the pictures at a time until the entire class can repeat the line with you in beat and without mistakes. It is OK if they memorize it. At that point, you can go to the next line. Continue until 4 minutes is up. The goal is to extend the length of time that everyone is able to keep the beat. Some may only be able to keep the beat for 3 words at first. It will increase as the 30 days go by.

If you find that everyone is easily going well with the metronome speed set at 100, you may increase it to where it is a slight challenge. Do not make it hard for everyone; we are increasing the speed daily for this worksheet.

Day 1

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Purpose: this game has two purposes: to practice convergence, which is the ability to easily and quickly refocus our eyes from near to far and back again. We need this ability in school so that we can copy easily. The second purpose is to teach the children to wait. Since some children can copy easily and quickly, they may be tempted to shout out the number, but then the children who need this exercise do not get the benefit of refocusing each time. So there is a waiting period for each number of a few seconds.

Preparation:

Make a copy of Worksheet 5.7 and tape to a wall in front of the classroom.

Copy Worksheet 5.8 for everyone in the class. Cut out the rectangle on each sheet. This is a window through which the children will look at the sheet in front of the room.

Pull one child aside who has had difficulty copying off the board. Have this child say out loud the first number on the Near worksheet. Instruct the child to look through the rectangle (it does not have to be next to the child's face; keep it a comfortable distance away). When the child is ready, have him/her say the first number from the Far worksheet. Notice how long it takes the child to refocus. You may have the child then read the next set of numbers off the Near worksheet followed by the Far worksheet. Once again notice the length of time it takes to refocus. You will start with this length of time before playing Near and Far with the entire class.

Pass out the prepared worksheets. Have the children hold the Near worksheet a comfortable distance away from their face where they can read the numbers on the Near sheet, but also look through the sheet and read the numbers from the Far sheet. Say the following:

Today we are playing a waiting game while we play Near and Far. In this game, I will tell you what number to read, but you have to wait until I say "Go".

Now look at the first number on the first row of the Near page. Wait until I say "go" to tell me the number. Ok, go!

(The children will say 3. Watch to be sure that everyone got it and correct as necessary)

Now look at the Far sheet in the front of the room.... Go! (The children should say 9; correct as necessary)

Next look at the second number of the Near... Go! (5) The second number of the Far...Go (6).

The third number of the Near... Go (8), Far ...Go (1), Near...Go (1), Far...Go (8), Near... Go (6), Far...Go (2). Very good!

Day 1

Pay Attention Worksheets

Worksheet 5.9

Word search 1

Set timer to 3 minutes, collect and see how many words were found

3 Minutes

Day 2

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.1.

Set metronome to 105 bpm, every other beat.

4 minutes

Near and Far

Worksheets 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.10

Maze 1

3 Minutes

Day 3

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.1

Set metronome to 110 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.11

Find the yellow blue and green squares 1

3 Minutes

Day 4

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.1

Set metronome to 115 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.12

Find the A's 1

Set timer for 3 minutes, collect and see how many A's were found

3 Minutes

Day 5

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.1

Set metronome to 120 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.13

Color by numbers 1

Set metronome to 100 bpm, say the numbers then say the colors every other beat.

For example, everyone says:

Beat 6, beat, 3, beat, 9, beat, 7, beat, 1, beat, 0

Give a break, then say the colors of the next line. For example,

Beat, blue, beat, red, beat, green, beat, red, beat, green, beat green

After a short break, read the numbers on the third line, the colors on the fourth line, etc.

Stop after 3 minutes.

If the class has troubles with this activity:

1. Slow down the metronome
2. Or eliminate the metronome only until they can do the exercise
3. Say only the color rather than going back and forth
4. Saying only the numbers is easier, but it duplicates other activities of this month
5. Repeat this page instead of moving to color by numbers 2 in the next week

3 Minutes

Day 6

Floor Time: Get Pumped Up
1 Minute

Say it Fast! Worksheet 5.2
Set metronome to 100 bpm.
4 minutes

Near and Far
Worksheet 5.7 and 5.8
2 minutes

Pay Attention Worksheets
Worksheet 5.14
Word search 2
3 Minutes maximum

Day 7

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.2

Set metronome to 105 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.15

Maze 2

3 Minutes

Day 8

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.2

Set metronome to 110 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.16

Find the yellow blue and green squares 2

3 Minutes

Day 9

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.2

Set metronome to 115 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.17

Find the A's 2

3 Minutes maximum

Day 10

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.2

Set metronome to 120 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.18

Color by numbers 2

Set metronome to 105 bpm

3 Minutes

Day 11

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.3

Set metronome to 100 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.19

Word search 3

3 Minutes maximum

Day 12

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5. 3

Set metronome to 105 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.20

Maze 3

3 Minutes

Day 13

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.3

Set metronome to 110 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.21

Find the yellow blue and green squares 3

3 Minutes

Day 14

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.3

Set metronome to 115 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.22

Find the A's 3

3 Minutes maximum

Day 15

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.3

Set metronome to 120 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.23

Color by numbers 3

Set metronome to 110 bpm

3 Minutes

Day 16

Floor Time: Get Pumped Up
1 Minute

Say it Fast!
Worksheet 5.4
Set metronome to 100 bpm.
4 minutes

Near and Far
Worksheet 5.7 and 5.8
2 minutes

Pay Attention Worksheets
Worksheet 5.24
Word search 4
3 Minutes maximum

Day 17

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.4

Set metronome to 105 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.25

Maze 4

3 Minutes

Day 18

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.4

Set metronome to 110 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.26

Find the yellow blue and green squares 4

3 Minutes

Day 19

Floor Time: Get Pumped Up
1 Minute

Say it Fast!
Worksheet 5.4
Set metronome to 115 bpm.
4 minutes

Near and Far
Worksheet 5.7 and 5.8
2 minutes

Pay Attention Worksheets
Worksheet 5.27
Find the A's 4
3 Minutes maximum

Day 20

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.4

Set metronome to 120 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.28

Color by numbers 4

Set metronome to 115

3 Minutes

Day 21

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.5

Set metronome to 100 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.29

Word search 5

3 Minutes maximum

Day 22

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.5

Set metronome to 105 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.30

Maze 5

3 Minutes

Day 23

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.5

Set metronome to 110 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.31

Find the yellow blue and green squares 5

3 Minutes

Day 24

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.5

Set metronome to 115 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.32

Find the A's 5

3 Minutes maximum

Day 25

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.5

Set metronome to 120 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheets 5.9.1

3 Minutes

Pay Attention Worksheets

Worksheet 5.33

Color by numbers 5

Set metronome to 120 bpm

3 Minutes

Day 26

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.6

Set metronome to 100 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Is this now easy for everyone? If not, continue as is. For a challenge, have them do their math facts. For example, instead of saying the number on the sheets, say the number as if it had 3 added to it, or whatever number facts you are working with – addition or multiplication.

Pay Attention Worksheets

Worksheet 5.34

Word search 6

3 Minutes maximum

Day 27

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.6

Set metronome to 105 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.35

Maze 6

3 Minutes

Day 28

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.6

Set metronome to 110 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.36

Find the yellow blue and green squares 6

3 Minutes

Day 29

Floor Time: Get Pumped Up
1 Minute

Say it Fast!
Worksheet 5.6
Set metronome to 115 bpm.
4 minutes

Near and Far
Worksheet 5.7 and 5.8
2 minutes

Pay Attention Worksheets
Worksheet 5.37
Find the A's 6
3 Minutes maximum

Day 30

Floor Time: Get Pumped Up

1 Minute

Say it Fast!

Worksheet 5.6

Set metronome to 120 bpm.

4 minutes

Near and Far

Worksheet 5.7 and 5.8

2 minutes

Pay Attention Worksheets

Worksheet 5.38

Color by numbers 6

Set metronome to 120 bpm

3 Minutes

TODAY – be sure to fill out the chart that you found on Day 1 to see how the students improved.

All Sections Word Lists

A.1 Two Sound Real Word List

in	day
at	tie
on	we
am	my
in	low
up	two
at	say
of	he
um	lie
Ed	no
it	new
add	ray
ill	see
us	pie
ab	bow
ap	moo
an	lay
Al	
ma	

A.2 Two sound nonsense words:

ob
av
ek
id
om
ud
af
eb
im
op
uk
ak
ep
ig
ot
uf
aj
el
ip

ok
uf
kay
lee
voe
roo
zay
jee
kie
koe
foo
tay
dee
jie
poe
loo
vee

A.3 Two sound words, real and nonsense

on	am	bow	moo
ob	av	lay	ek
lee	voe	eb	im
roo	in	ot	op
up	at	uk	jee
of	um	kie	ok
Ed	it	uf	loo
Add	vee	ip	koe
Aj	el	foo	tay
Ill	us		
Ab	ap		
An	Al		
Ma	day		
Ep	dee		
Jie	poe		
ig	tie		
we	my		
low	two		
id	om		
ud	af		
say	he		
lie	no		
ak	uf		
kay	zay		
new	ray		
see	pie		

A.4 Three sound words: consonant, vowel, consonant (CVC)

cat	jit
lit	fam
bet	cas
mom	neb
not	vip
pan	boc
duck	gan
rid	het
fed	dup
got	lim
jack	mof
hum	pag
limb	reb
pep	nup
mud	sib
sob	bon
nap	dat
cot	ruk
let	jed
bill	fim
mat	cos

A.5 Three sound words: vowel , consonant, consonant (VCC)

act	eft	and	ast
imp	oct	alp	elp
opt	emb	old	ift
asp	ust	ask	ont
ump	imd	elk	upt
asp	amb	elm	alm
ink	est	else	emp
end	ild	its	isp
amp	ond		
ant	uct		

A.6 Three sound words: consonant, consonant, vowel (CCV)

pro	stee	tree	stee
sty	prue	grey	glie
try	glay	fry	snay
grow	cree	stow	prue
free	trow	glee	spoe
stay	clie	clay	clee
pry	gree	cry	cray
glow	smay	play	ploe
snow	pree	true	dray
glue	troe	fray	scoe
prey	grie	glow	swue
stew	frue	dry	dree
tree	stee	flu	glie
prey	grie		
stew	frue		

A.7 Three sound words: mixed

pro	stee	stew	frue
sty	prue	asp	amb
opt	emb	tree	stee
asp	ust	prey	grie
try	glay	stew	frue
grow	cree	not	vip
bet	cas	pan	boc
mom	neb	duck	gan
free	trow	tree	stee
stay	clie	grey	glie
pry	gree	fry	snay
alp	elp	elk	upt
old	ift	elm	alm
ask	ont	else	emp
glow	smay	stow	prue
snow	pree	glee	spoe
glue	troe	clay	clee
act	eft	cry	cray
imp	oct		
prey	grie		

A.8 Four sound words: CVCC

fast	lect	kissed	rast
list	mabs	cost	luft
camp	poct	pump	bift
risk	bost	meant	nemp
lost	riks	gaps	momp
bump	sest	vast	gant
lent	gups	picked	gusk
naps	hast	mist	fesk
mast	dimp	wrecked (/r/ /e/ /c/ /t/)	
lacked	wobs	wilm	
fist	lesk		
lamp	cust		

A.9 Four sound words: CCVC

stop	trib	crib	trem
trip	clud	brag	clid
clap	glan	glum	slal
glad	gris	clock	gron
grip	brcl	blood	brub
bran	crom	scan	preb
crab	blad	trek	skik
bled	sluk	skin	plam
sled	swip	plop	dron
swum	twet	drag	twup
twin	pron	twig	prel
prop	dral		
drop	plub		
plum	stig		

A.10 Four sound words: mixed CVCC and CCVC

stop	trib	meant	nemp	
trip	clud	gaps	momp	
list	mabs	swum	twet	
camp	poct	twin	pron	
risk	bost	vast	gant	
clap	glan	picked	gusk	
glad	gris	prop	dral	
lent	gups	drop	plub	
naps	hast	plum	stig	
grip	brcl	mist	fesk	
bran	crom	wrecked (/r/ /e/ /c/ /t/)		wilm
lacked	wobs	crib	trem	
fist	lesk	brag	clid	
lamp	cust	glum	slal	
crab	blad	clock	gron	
bled	sluk	blood	brub	
kissed	rast	scan	preb	
sled	swip	trek	skik	
pump	bift			

A.11 Five sound words: CCVCC

blessed	smast	spend	speld
stintskulf	plund	blond	plisk
crimp	bromt	spent	snomt
grand	frosk	tramp	brask
gland	crump	frost	spunt
plant	clisp	drift	plent
bland	premt	tracked	prift
pressed	blant	crest	skuld
slant	stolt	crossed	flomp
print	swust	blunt	clant
blacked	bults	brunt	drint
primp	trind	snacked	premp
stomp	twest	trump	blont
trend	spald		
blend	bront		
stamp	pruts		
crimp	climp		
crust	blosk		
stump	snald		
trekked	blept		
cracked	brump		
friend	plimp		
draft	bromt		
cramp	flast		
tricked	truft		

Growing Brains Curriculum

A.12 Mixed words from previous lists

odd	off
ox	up
let	jed
asp	amb
ink	est
bill	fim
us	af
fed	dup
got	lim
jack	mof
eb	id
oc	ug
blessed	smast
stintskulf	plund
mom	neb
not	vip
crimp	bromt
end	ild
amp	ond
ant	uct
grand	frosk
gland	crump
pan	boc

duck	gan
rid	het
plant	clisp
and	ast
alp	elp
hum	pag
limb	reb
es	ip
ot	ud
bland	premt
pressed	blant
pep	nup
slant	stolt
print	swust
blacked	bults
primp	trind
old	ift
ask	ont
mud	sib
sob	bon
elk	upt
stomp	twest
trend	spald
nap	dat
cot	ruk
blend	bront
stamp	pruts
elm	alm

Growing Brains Curriculum

else	emp
its	isp
crimp	climp
crust	blosk
id	oc
ug	av
stump	snald
trekked	blept
cracked	brump
off	ox
up	us
af	eb
friend	plimp
draft	bromt
let	jed
bill	fim
mat	cos
cramp	flast
tricked	truft
ill	in
is	odd
spend	speld
blond	plisk
spent	snomt
egg	edge
am	ap