



# Opportunity Education

"Educating Children Around the World"  
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Partner School Newsletter  
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Developmental Learning Principals

Teaching Tips for Primary Learners  
Teaching Tips for Upper Grade Learners

## 12 Principles of Child Development and Learning

1. All areas of development and learning are important.
2. Learning and development follow sequences.
3. Development and learning proceed at varying rates.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged.
12. Children's experiences shape their motivation and approaches to learning.

*["Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8"](#) (PDF), adopted in 2009.*

1. Create a caring community of learners
2. Teach to enhance development and learning
3. Plan curriculum to achieve important goals
4. Assess children's development and learning
5. Establish reciprocal relationships with families

### Active Learning Principles

1. Engagement with materials, actions and events, and/or ideas
2. Opportunities to make choices and decisions when appropriate
3. Communication with others (gestural, spoken, and written; words, sounds, and images; in-person and electronic)
4. Support from the teacher, other adults, and peers

## Engaging Primary Learners

***Young children learn best through active, multi-sensory learning experiences. Here are some examples of teaching strategies that will make learning meaningful and enjoyable.***

- Provide a well-organized environment and a consistent daily routine.
- Begin with a song and community building activity or sharing.
- Read a book to your students every day.
- Whenever possible, use real, hands-on materials.
- Model skills and concepts first, then give guided practice, and finally follow with independent work.
- Post visuals of words (Word Wall), skills, concepts around the room.
- Walk around to interact with your students, observe their work, ask questions about what they are doing, help them when necessary and give encouraging comments and suggestions.
- Use music and movement throughout the day-for greetings, transitions and skill practice (alphabet, rhyming words, spelling and sounding out words, writing letters and stories, English grammar rules, days of the week, months of the year, counting, math operations, science concepts and more)

***Good Morning, Good Morning, Good Morning to You. (2 times)***  
***The day is beginning, there's so much to do.***  
***Good Morning, Good Morning, Good Morning to YOU!***

***Rise and shine and welcome to school today!***  
***(3 times)***  
***We're so glad you're here.***

### **Macarena Math**

**It's Macarena Math time. Everybody dance!**

**One, two, three, four, Five, six, seven, eight, Nine, ten, eleven, twelve,  
We can count by ones.**

By twos... By threes...By fives... By tens...

(Dance the *MACARENA* as you count. Directions for the dance are under "Macarena Months" on DR. JEAN AND FRIENDS.)

*Engaging students in learning is fundamental at all grade levels, in all classrooms, on every continent. This list serves as an inspiration to help you get the New Year started off with a burst of energy for a productive semester with your students.*

**Visual learning:**

- Students illustrate vocabulary words and post around the room to share.

**Auditory learning:**

- Think-pair-share;  
Ask students to think about a problem or summarize a concept you have taught, then ask them to share it with another student.  
Sometimes just saying, "Tell your neighbor..." is enough to help the students cement the concept in their brain.

**Kinesthetic learning:**

- Make actions for concepts if possible. For example: act out parts of a letter – Touch head for heading, button up shirt for closing, etc. Kids are good at coming up with actions to help them remember vocabulary words. If they make up the actions, they will remember the word.
- When reviewing skills, put review questions in cups or envelopes in different parts of the room and allow students to walk around the room to answer questions as they record answers on paper or allow them to pair-share answers with a friend as they walk around the room reviewing questions together.

**Teacher monitoring learning**

- After teaching a concept, ask students to raise their fists in the air. You can quickly assess how much they understand by the number of fingers they are showing. If they really understand the concept and are ready to move on, they show 5 fingers. If they need the concept reviewed or explained again they hold up just their fist or 1 finger. As a teacher you can decide if students are ready to move on to the next concept depending on their response of 1-5 fingers raised. You can also use a thumbs up or thumbs down to help assess student learning.
- **Chunking**; Students learn best with small chunks of information. Review each chunk before moving on.
- Pneumonic devices; Word associations or acronyms help students remember key concepts
- **10-27-7**; Review initial learning within 10 minutes, within 24 hours and in 7 days to move concepts from short term memory to long term memory.
- **"Hook em"** Build lessons to encourage students to listen so they can hear the punch line at the end. Make it interesting and compelling so they are on the edge of their seat anxious to find out how it turns out.
- **Celebrations**; Celebrate learning every day, every lesson. Ask students to make affirmations after learning concepts such as asking them to; "kiss your brain" "give your neighbor a high 5" "do a happy dance" etc. Students can help you make a list of celebrations they want to use.
- **Make it relevant**; Students buy into learning if they know how and when they will be using the skill in real life. Give concrete examples of the skill as it will help students in the real world.
- **End of day review**; Ask students to journal daily learning or even just verbally share what they have learned with a neighbor. This can be done at the end of each class or at the end of the day. If students know they will be accountable for sharing what they learned, it gives meaning as well as helping to move the concept from short term memory to long term memory.

### **The Continents**

(Tune: "He's Got the Whole World In His Hands")

We've got the whole globe in our hands. We've got the whole globe in our hands. We've got the whole globe in our hands. We've got the whole globe in our hands.

We've got North and South America In our hands.

We've got Europe, Asia, Africa

In our hands.

We've got Australia and Antarctica

In our hands.

We've got the whole globe in our hands. (Extend arms in a circle as if a globe)

### **Alphabet Chant (say letter sounds and make up actions for each letter)**

**A** for apple a-a-a

**C** for cut c-c-c

**E** - elbow e-e-e

**G** - gallop g-g-g

**I** - itch i-i-i

**K** - kick k-k-k

**M** - munch m-m-m

**O** - opera o-o-o

**Q** - quite qu-qu-qu

**S** - sew s-s-s

**U** - upside u-u-u

**W** - wiggle w-w-w

**Y** - yawn y-y-y

**B** for bounce b-b-b

**D** for dig d-d-d

**F** - fan f-f-f

**H** - hop h-h-h

**J** - jump j-j-j

**L** - love l-l-l

**N** - nod n-n-n

**P** - pat p-p-p

**R** - run r-r-r

**T** - talk t-t-t

**V** - volley v-v-v

**X** - x-ray x-x-s

**Z** - zigzag z-z-z

**Letter sounds are all you need.  
Put them together and you can read!**

Find Songs by Dr. Jean on YouTube and search for Dr. Jean lyrics on internet  
[This and many more teaching tips on our Pinterest page](#)



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