Get ’em up, Get ’em moving:

Tactile/Kinesthetic Activities to Engage Students in Their Learning

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Presented by
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This session is designed to be interactive. After a brief overview of the benefits of tactile/kinesthetic activities, especially for children with dyslexia, the presenter will engage the audience in a variety of activities such as the following:

- alphabetize a list of names, terms or places by arranging participants in a line
- stand on a compass rose to teach directionality
- list historical events on index cards and attach to a string as a timeline
- have students become points and lines on a Cartesian plane or grid of latitude and longitude.

Other projects relate to specific areas of study, such as making a piñata when studying Mexico, or grinding wheat into flour and baking bread in the context of pioneer life. Brief slideshows and video clips will show students participating in some of these activities. Time will also be allotted for audience members to share ideas. Whenever possible, the connection will be drawn between kinesthetic activities and paper and pencil tasks.

Tactile/kinesthetic strategies are integral to the success of some children’s education. Children with learning disabilities or Attention Deficit Disorder especially benefit from kinesthetic or hands-on approach. The benefits are many: “Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.” (http://www.ldpride.net/learningstyles.MI.htm) Rae Pica refers to active, kinesthetic learning as “authentic” and praises it over simple rote learning of facts. She also notes how physical activity stimulates the brain and facilitates learning: “While sitting increases fatigue and reduces concentration, movement feeds oxygen, water, and glucose to the brain, optimizing its performance.” (Pica) Eric Jensen confirms “it is just as important for students to move around in content classes as it is for them to count in physical education classes.” (Jensen, 2008) These strategies are also inherent in a multisensory curriculum. (Moates, 2005) The more avenues that are available for learning, the more likely children will learn more deeply.

Sources:
Social Studies

Name: ______________________________

Date: ______________________________

Day: ______________________________

** Number the rivers in abc order.

   ____ Madeira
   ____ Orinoco
   ____ Mississippi
   ____ Ganges-Brahmaputra
   ____ Yenisey
   ____ Rio Negro
   ____ Amazon
   ____ Lena
   ____ Chang Jiang (Yangtze)
   ____ Zaire (Congo)

** Copy in abc order in cursive.

   1. ______________________
   2. ______________________
   3. ______________________
   4. ______________________
   5. ______________________
   6. ______________________
   7. ______________________
   8. ______________________
   9. ______________________
  10. ______________________

*** BONUS for research

11. Which of these rivers is the largest? __________________________
Electoral College Game
by Mr. Miller

Materials:
- US map with states outlined
- Scorecard: grid with list of states and columns to record votes
- Coin or other disk (quarter with green and yellow stickers)
  optional: calculator to total votes

Procedure:
In groups of three or four, taking turns, each player:

1. selects a state

2. flips the disk to determine whether green or yellow “won” the state

3. on the map, colors in the state with the winning color

4. on the scorecard, records the correct number of electoral votes for that
   state in the green or yellow column

Then the turn passes to the next player.
When all states and the District of Columbia have been awarded, the group totals the number
of electoral votes to see whether green or yellow won.

Variations:
Add a third color party.
Toss multiple disks for each state and have a player keep track of the “popular” vote.
<table>
<thead>
<tr>
<th>State</th>
<th>Electoral votes</th>
<th>green</th>
<th>yellow</th>
<th>State</th>
<th>Electoral votes</th>
<th>green</th>
<th>yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>9</td>
<td></td>
<td></td>
<td>Nebraska</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaska</td>
<td>3</td>
<td></td>
<td></td>
<td>Nevada</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>11</td>
<td></td>
<td></td>
<td>New Hampshire</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td>6</td>
<td></td>
<td></td>
<td>New Jersey</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>55</td>
<td></td>
<td></td>
<td>New Mexico</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>9</td>
<td></td>
<td></td>
<td>New York</td>
<td>29</td>
<td></td>
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<td>15</td>
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<td></td>
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<tr>
<td>Delaware</td>
<td>3</td>
<td></td>
<td></td>
<td>North Dakota</td>
<td>3</td>
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<td>29</td>
<td></td>
<td></td>
<td>Ohio</td>
<td>18</td>
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<td>Georgia</td>
<td>16</td>
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<td></td>
<td>Oklahoma</td>
<td>7</td>
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<tr>
<td>Hawaii</td>
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<td></td>
<td>Oregon</td>
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<td>Pennsylvania</td>
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<td>Illinois</td>
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<td>Indiana</td>
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<td>South Carolina</td>
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<td>Iowa</td>
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<td>Kentucky</td>
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<td>Texas</td>
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<td></td>
<td>Utah</td>
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<td>Maine</td>
<td>4</td>
<td></td>
<td></td>
<td>Vermont</td>
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<tr>
<td>Maryland</td>
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<td></td>
<td>Virginia</td>
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<td></td>
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<td>Massachusetts</td>
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<td>Washington</td>
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<td>Michigan</td>
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<td></td>
<td>West Virginia</td>
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<td>Minnesota</td>
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<td></td>
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<td>Wisconsin</td>
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<tr>
<td>Mississippi</td>
<td>6</td>
<td></td>
<td></td>
<td>Wyoming</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>10</td>
<td></td>
<td></td>
<td>Washington, D.C.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On Election Day, use the scorecard on page 28 to track which candidate wins each state, and then tally the electoral votes. Next, fill in this map, using a blue pencil for the states won by the Democratic candidate and a red pencil for the states won by the Republican.

Alaska and Hawaii are not drawn to scale or placed in their proper geographic positions.

WASHINGTON 12
OREGON 7
IDAHO 4
nevada 6
CALIFORNIA 52
Arizona 11
NEW MEXICO 7
COLORADO 9
KANSAS 6
NEBRASKA 5
IOWA 6
illinois 20
Missouri 10
MISSOURI 10
ARKANSAS 6
TENNESSEE 8
GEORGIA 16
ALABAMA 9
Mississippi 6
LOUISIANA 8
TEXAS 38
WYOMING 3
SOUTH DAKOTA 3
MINNESOTA 10
MICHIGAN 16
VERMONT 3
NEW YORK 29
RHODE ISLAND 4
CONNECTICUT 4
NEW JERSEY 17
DELAWARE 3
MARYLAND 10
WASHINGTON, D.C. 3
FLORIDA 29
NEW HAMPHIRE 4
MAINE 4
MASSACHUSETTS 11
CONN. 4
NEW YORK 29
RHODE ISLAND 4
CONNECTICUT 4
NEW JERSEY 17
DELAWARE 3
MARYLAND 10
WASHINGTON, D.C. 3
"WASHINGTON, D.C., has no senators or voting representatives in Congress but has three electoral votes.

KEY
55 = Number of electoral votes
Please take one penny from the container.
Record the date of your penny: ________________ and its letter (if any): ________
“Hide” your penny in a location in the room.
Draw a map on this page that reveals your penny’s location. **No words allowed on the map—only pictures or symbols.**
Later we will exchange maps and use these to locate the penny indicated on an unfamiliar map.