

Growing Brains Everyday Sample

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Growing Brains Curriculum

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

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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.

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Day 3

Starfish with breathing.

1 minute



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

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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

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Why do the Starfish 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 learn some movements, like crossing midline, right vs. left, and moving arms coordinated with legs.
6. 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.

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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 .

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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

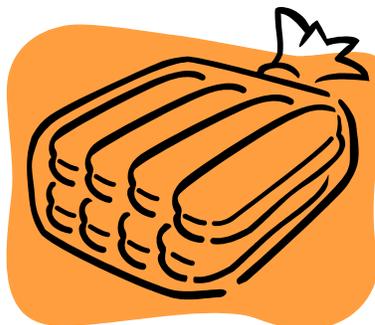
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Worksheet 1.4 Blending



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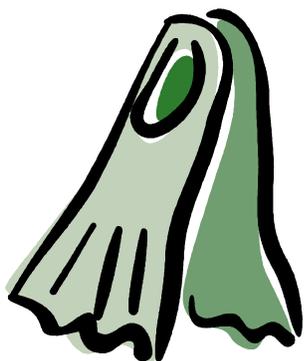
Practice with the following words until everyone can do this exercise easily.



Sun, run, bun



tack, back, sack



Fin, bin, pin



hill, bill, fill