

**CAL Solutions**  
PreK-12 ELL Education

## Reenergizing the Brain: Integrating Language with Art, Physical Education, and Music in the Home

**CAL Webinar**  
May 8, 2020

CAL Professional Development Team  
solutions@cal.org  
@CAL\_Linguistics  
#languageapplied

**CAL** CENTER FOR APPLIED LINGUISTICS

## Participation in Today's Webinar

- Make sure you also set up for computer audio, so can best hear us.
- Please keep your mics on **MUTE**.
- Enter your questions/chat participation in the Questions box.
- We will respond to as many as possible to make them visible to all.

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## Webinar Series Registration

<http://cal.org/resource-center/freeresources>

The Center for Applied Linguistics (CAL) is offering **FREE** resources so that you can continue your practice, get some ready-to-use ideas, or just learn a new skill. Whether you're a teacher, administrator, policy-maker, or a student-teacher...

**UP NEXT: Register for all of our upcoming live discussions:**

- CAL Policy One Takes: Virtual Instruction  
Thurs., May 7 – 1:00 PM - 1:30 PM EDT
- Reenergizing the Brain: Integrating Language with Art, Physical Education, and Music in the Home  
Fri. May 8, 2020 3:00 PM - 4:00 PM EDT
- Foundations of Dual Language Education  
Tues., May 12, 2020 – 3:00 – 4:30 PM EDT
- The World Around Us: Social Studies, Geography and Language in the Home  
Fri. May 15, 2020 – 3:00 PM - 4:00 PM EDT
- Fostering Spanish Language and Literacy Development  
Tues., May 19, 2020 – 3:00 - 4:30 PM EDT
- CAL SIDP for Dual Language Programs: A Focus on Scaffolding for Students Learning in Two Languages  
Tues., May 26, 2020 – 3:00 - 4:30 PM EDT
- Family and Community Wellness: Supporting Health and Learning in Summer 2020  
Fri. May 29, 2020 – 3:00 PM - 4:00 PM EDT

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## Archived Webinars

**WATCH NOW:**  
Click the topics below to watch the video. Handouts and PowerPoints are included in the descriptions.

- Cómo fomentar el desarrollo de la lengua y la lecto-escritura en español (Coming Soon)
- Assessing Development and Providing Feedback: Language Assessment in a Virtual Environment
- World Language Assessment: Adapting to a Virtual Environment
- Engaging Culturally and Linguistically Diverse Students and Families: Social-emotional Wellness in the Home
  - Breathing Exercises for Kids (PDF) 562.14 KB
  - Life Sizes Activity (PDF) 143.51 KB
  - Daily Reflection - A. Pineda (PDF) 264.95 KB
  - Social Emotional Wellness at Home (PDF) 1.31 MB
- Kitchen Chemistry and Backyard Biology: Language and Science in the Home
  - Handout: Language and Science Activities for the Home 1.28 MB
  - Webinar PPT: Language and Science Activities in the Home 1.39 MB
- 9 Ways to Put "Social" in #SocialDistancing: Language Learning Activities at Home
  - Handout: 9 Ways to Put Social in Social Distancing 2.28 MB
  - Webinar PPT: 9 Ways to Put Social in Social Distancing 1.39 MB
- 12+ Reading & Writing Activities to Promote Literacy in Your Home
  - Handout: Promoting Literacy in the Home 1.25 MB
  - Webinar PPT Promoting Literacy at Home 1.68 MB
- Beyond Numbers: Language and Math in the Home
  - Handout: Beyond Numbers 4.02 MB

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## Poll #1

I am joining today's webinar today *primarily* as a:

- Parent
- ESL Teacher
- Other educator
- Administrator
- Researcher/CAL colleague

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## Introductions

- The arts foster creativity, diligence, expression, patience, and teamwork.
- Arts education includes fine arts, drama, music, movement, and computer arts.
- Since we last met, name one way that you ignite that spark of creativity.
- How do you express your creativity?

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## Introductions

I love adult coloring! The more complex the design the better. My family really likes the pictures I create, so this week I'm making one per person that matches their personalities.

1. These webinars!  
2. Arranging for family games online.

**Annie Duguay**


I made my son's birthday cake and shirt.

**Dr. Kate Moran**

I love to play games:  
1. Settlers of Catan  
2. Candy Crush - Level 1643

**Maria Cieslak**

**Marybelle Marrero-Colón**



## Introductions



- Since we last met, name one way that you ignite that spark of creativity.
- How do you express your creativity?

**Chat**



## Agenda

- Introductions
- Brain breaks
- Primacy Recency Effect
- Arts Integration
- Brainstorming session



## Goals and Objectives

- Content objectives
  - We will brainstorm resources and activities that integrate language with art, physical education and music in the home.
- Language objectives
  - We will talk and chat about how to promote language by exploring ways to express yourself creatively in the home.






## Poll #2

- When the mid-afternoon energy slump rolls around, I:
  - 1) Exercise
  - 2) Eat chocolate
  - 3) Power nap
  - 4) Drink some coffee/cola
  - 5) Go for complex carbs

## Brain Breaks


- Brain breaks are short, energizing bursts of activity that boost blood flow, send oxygen to the brain, and help kids better retain information.
- Simple 1-5 minute mind and body challenges
- Refresh your students' minds through a controlled exercise break
- Excellent for regaining focus or giving hard working students a quick brain relaxing period where they do NOT have to think about instructional materials

## Benefits of Brain Breaks

**Increase in productivity:** Hitting pause long enough to give the Prefrontal cortex reprieve allows it to return to the task with renewed mental resources, increased creativity and motivation to refocus attention.

**Improved learning:** Simple rest period allows for the hippocampus to review and ingrain recent knowledge to memory.



**Provides oxygen to the brain:** Oxygen is vital to an active brain. 90% of the oxygen in our brain and body is stale until we take a deep breath or get up to move our bodies.

**Energizes mood:** Brain breaks promote stretching, laughing, listening to music, meditation and positively interacting with peers, all of which increase restorative neurotransmitters like dopamine (a.k.a the happiness hormone).

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Williamson, B. (2020). *Brain Breaks for the Classroom at Every Grade Band*. Retrieved from Everfi.com

## Types of Brain Breaks

- **Relaxation and breathing brain breaks** - designed to change the breathing pattern and facilitate oxygenation of the brain as well as calm the students.
- **Highly physical brain breaks** - designed to get the children up and moving vigorously to facilitate oxygenation of the brain and release tense muscles.
- **Mathematics related activities** - designed to promote a divergent thinking.
- **Imaginary and creative play** - Makerspaces, Genius Hour, and art projects to boost student's imaginations

Westake, A., & Christian, B. J. (2015). Brain breaks: Help or hindrance? *TEACH COLLECTION of Christian Education*, 1(1), 38-46.  
Terada, Y. (2018). Research-tested benefits of breaks. *Edupia*. Retrieved from <https://www.edupia.org/articles/research-tested-benefits-of-breaks>.

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## Brain Breaks Resources

- [Fit.sanfordhealth.org](http://Fit.sanfordhealth.org)
  - [FitBoost-Activity](#)
  - [FitFlow Yoga for Kids](#)
- [Family.gonoodle.com](http://Family.gonoodle.com)
- [Gonoodle.com/for-educators](http://Gonoodle.com/for-educators)
- [Movetolearnms.org](http://Movetolearnms.org)



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## Brain Breaks Recommendations

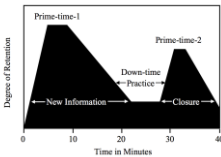
- Explore a range of brain breaks to determine which is best suited to your students
- Weigh up the advantages and disadvantages of high enjoyment/high physical activities against the total time lost out of the lesson before implementing brain breaks of this nature
- Establish a routine of brain breaks in your classroom over an extended period of time before making judgements on their effectiveness

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## Primacy/Recency Effect

- The **Primacy/Recency Effect** is the observation that information presented at the beginning (**Primacy**) and end (**Recency**) of a learning episode tends to be retained better than information presented in the middle.
- During a learning episode, we tend to remember best that which comes first, and second best that which comes last.
- We tend to remember least that which comes just past the middle of the learning episode

Retention During a Learning Episode



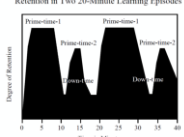
Sousa, David. (2006). *How the Brain Learns*. Thousand Oaks, CA: Corwin.

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## Primacy/Recency Effect

- Rather than trying to fill an entire block period with one learning episode, a block can be divided into **multiple learning episodes** with brief breaks in between to maximize the proportion of prime-times to down times.
- New concepts or skills should be taught at the beginning of a lesson during prime learning time. Practice of the new material should occur during the down-time to help the learner organize it for further process.
- Closure should take place during prime-time 2 to provide students the opportunity to make sense and meaning of new learning.

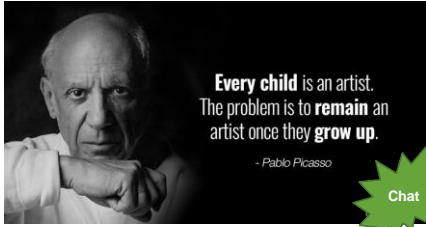
Retention in Two 20-Minute Learning Episodes



Sousa, David. (2006). *How the Brain Learns*. Thousand Oaks, CA: Corwin.

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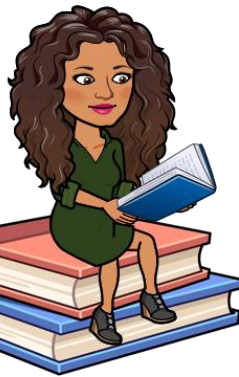
### What does this quote mean to you?



In October 1976, the quotation was attributed to Pablo Picasso in *Time* magazine.



## VOICES FROM THE FIELD AN INTRODUCTION TO THE TOPIC



### Isela Ortega

- Pathways TOA
- Department of Multilingual Program and Services
- Fontan Unified School District

## Art & Music

- Art and music can be used to give all students the opportunity to showcase their:
  - individual personalities
  - voice
  - creativity
  - understanding
- A combination of both or independently allows teachers to target all four domains of language development through engaging lessons and activities.
- Language should be taught as a whole and not in isolation so, "why not use music and art?"
- Giving students options that include music and or art to develop language increases the amount of language production and participation on assignments by students.
- To engage, our students we must be creative and willing to go outside the normal teaching comfort zone.



<https://wke.lt/w/s/vYLrIW>


### Calendario de actividades en español e inglés para junio

Espeñ - Leer en inglés	martes - Artes	miércoles - Música	jueves - Lengua	viernes - Idioma	sábado - Domingo - Micro-actividad
1 Sight Words Act 1	2 Practicar palabras de color	3 How Far It Go	4 Star Fall	5 Los días de la semana	6-7
8 I can read	9 Leer, contar y colorear aves.	10 I Just Can't Wait to Be King	11 Station	12 Los meses del año	13-14
15 I can read and draw.	16 Leer, contar y colorear los peces.	17 Los Phillips Discs	18 Happy Numbers	19 Las estaciones.	20-21
22 I can read and match.	23 Dibujar un selfie	24 Taborin Bata	25 Station	26 011 NÚMEROS 1-100	27-28
29 Sight Words kinder	30 Dibujar tu cone favorita.				31 Click on each item. Haga clic en cada elemento.



## The Benefits of Coloring for All Ages

- Relaxed states can lead to more discussion of important topics. If you're a parent, why not try coloring together as a family and experiencing the relaxation benefits that are to be had? In addition, you may just find that these sorts of moments lend themselves to conversation and connection you hadn't planned on (Wendy Young, LMSW, BCD, 2019).
- For English learners, this is a great opportunity to have open discussions and utilize social language to describe personal thinking and ideas, talk about their drawings and text-to-self connections, or to describe procedures and color choices.



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## Coloring

- Young children have known for years that coloring is a fun way of relaxing and enjoying oneself.
- Benefits of Coloring for Kids:
  - Prepares them for school through the development and use of Tier 1 & 2 vocabulary
  - Opens venues for discussion and oral language development
  - Improves fine motor skills
  - Helps learn about boundaries, structure and spacial awareness
  - Teaches color awareness, recognition and discernment
  - Improves focus and hand to eye coordination
  - Improves confidence and self esteem
  - Helps self-expression and stimulates creativity
  - Contributes to better handwriting




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Dena Przybyla (2019) Psychology of Color

## Adult Coloring

- For older students & adults, coloring has a great many benefits
- The adult coloring book trend has spread nationwide, with some even popping up on bestseller lists. With the countless health benefits of coloring for adults, it might be time to pull out the crayons, colored pencils and markers!
  1. **Reduce stress and anxiety**
    - Coloring has the ability to relax the fear center of the brain, the amygdala. It induces the same state as meditating by reducing the thoughts of a restless mind. This generates mindfulness and quietness, which allows your mind to get some rest after a long day at work.
  2. **Improve motor skills and vision**
    - Coloring goes beyond being a fun activity for relaxation. It requires the two hemispheres of the brain to communicate. While logic helps us stay inside the lines, choosing colors generates a creative thought process.




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Beaumont Hospital Group, Dearborn Michigan

## Adult Coloring

3. **Improve sleep**
  - We know we get a better night's sleep when avoiding engaging with electronics at night, because exposure to the emitted light reduces your levels of the sleep hormone, melatonin. Coloring is a relaxing and electronic-free bedtime ritual that won't disturb your level of melatonin.
4. **Improve focus**
  - Coloring requires you to focus, but not so much that it's stressful. It opens up your frontal lobe, which controls organizing and problem solving, and allows you to put everything else aside and live in the moment, generating focus.




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Getty Images

## Adult Coloring

- **Improves communication**
  - As coloring reduces stress, it can also lower the affective filter that prevents second language learners from communicating effectively. While coloring, older students can utilize oral language skills to:
    - Speak with peers and adults about social and media topics while engaged in the activity
    - Focus on the artistic aspects of their activity in regards to lighting, shadows, perspectives
    - Use art based vocabulary when discussing their task
    - Connect their coloring with their culture and traditions



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## Family Samples



- These are some samples from my family from ages 7-60.




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### Puzzles



<http://puzzlemaker.discoveryeducation.com/>




### Art and Language: “Simon Says” Drawing

- Give learners simple drawing commands
  - Draw a square in the center of your paper
  - Draw a triangle on top of the square. Make sure the base or bottom of the triangle is the same width as the top side of the square.
  - Draw a small rectangle in the center of the square. The short side of the rectangle should touch the bottom of the square.
- After some commands, show your drawing and ask, “Does your drawing look like mine?”
  - How is it the same?
  - How is it different?
  - Why did you draw it that way?
- For a challenge, add the “Simon says” component


### Art and Language: “Simon Says” Drawing

- Practice and reinforce listening skills
  - Directional language: *left, right, up, down, top, bottom, side, center*
  - Prepositions and prepositional phrases: *on top of, beneath, over, above, around*
  - Shapes, sizes: *small triangle, large square*
  - Comparative language: *smaller than the square, the same size as the square on the left, similar to the one on the top*
- Give a student a chance to be “Simon”
  - Practice giving commands
  - Give students an image to use with sentence frames
  - Practice the language before playing the game




### Art and Language: You’re in the painting!

- Show learners some paintings of landscapes or scenes.
  - You can use famous paintings they might be familiar with.
  - Brainstorm vocabulary related to the painting before the activity
  - Pre-teach any vocabulary they might need
  - Choose a painting that corresponds to your lesson/unit topic to recycle and review content concepts and vocabulary
    - a time period in history
    - an art concept or style
    - a familiar topic or experience



### Art and Language: You’re in the painting!

- Have learners imagine that they are in the painting.
- Why are they there?
- What do they see?
  - create a Flipgrid video with their ideas
  - have a dialogue with another learner via text about the same image
  - write a story from their perspective within the painting
- Provide supports like a word bank or sentence frames/stems:
  - I am \_\_\_\_\_ because \_\_\_\_\_. Looking around, I notice \_\_\_\_\_.
  - I feel \_\_\_\_\_ because \_\_\_\_\_. Something else I see is \_\_\_\_\_.



### Art and Language: You’re in the painting!








## Upcoming Topics

Date	Topic
May 12, 2020	<i>Foundations of Dual Language Education</i>
May 15, 2020	<i>The World Around Us: Social Studies, Geography and Language in the Home</i>
May 19, 2020	<i>Foundations of Dual Language Education</i>
May 26, 2020	<i>CAL SIOP for Dual Language Programs: A Focus on Scaffolding for Students Learning in Two Languages</i>



<http://cal.org/resource-center/freeresources>

## Other Online Learning Opportunities

- CAL's self-paced asynchronous courses:
  - Academic Literacy Development for English Learners
  - Foundations of Literacy: The Nature of Reading
  - Fundamentals of Sheltered Instruction: Featuring the SIOP Model
  - **Register now! Building Background and Comprehensible Input: CAL SIOP Essentials**

<http://www.cal.org/what-we-do/online-courses>

- All courses are ~ 5 hours of course time
- After completion, participants receive a *CAL Certificate of Completion* that can often be used to obtain continuing educational credits from your school or district.



## Thank You

- View this webinar and download the handouts on our [CAL Resources](http://www.cal.org/resource-center/freeresources) page: <http://www.cal.org/resource-center/freeresources>
- Join us next week, Friday, May 15, 3-4pm EDT
  - Next week's topic: *The World Around Us: Social Studies, Geography and Language in the Home*
  - <https://attendee.gotowebinar.com/register/7838517756745611021>



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