



ANGELA RUSS JUST DON'T BORE THEM

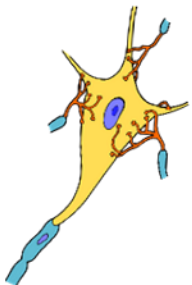
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“Build a Bridge” To: “If You’re Happy & You Know It”
♪ *Smart Moves 1 & Smart Moves 2* CDs

Build a Bridge
“If You’re Happy and You Know It”

- Physical Science
- Scale & structure

 Bridge Una puente	 Tunnel Un tunel	 Road Una calle
 Cave Una cueva	 Tower Una torre	 Wall Una pared



CONNECTIONS IN THE BRAIN:

In early childhood, the brain undergoes rapid development and forms a complex network of pathways and connections that lay the foundation for cognitive, emotional, and sensory processing. These pathways and connections are crucial for learning, memory, and overall brain function.

The more we move to learn, the more synapses are stimulated to connect and contain more information. Nurturing relationships and physical activity both play powerful roles in shaping the brain’s development. Warm, responsive interactions help strengthen neural pathways, supporting emotional regulation, learning, and memory. At the same time, movement and exercise increase blood flow and stimulate the growth of new connections between brain cells. Together, these experiences build a stronger, more adaptable brain that supports overall well-being.

THE POWER OF MUSIC & MOVEMENT:

Any activity that stimulates the brain helps increase its overall functionality. Music is one of the few activities that stimulates both sides of the brain. Music and movement can help young children make abstract concepts become concrete.

Length:

Stepping long
Stepping short
Standing still

Directionality:

Moving forward
Moving backward
Standing still

Force & Motion:

Pushing up
Pulling down
Turn around

Sizes (circles):

Make it big (arms)
Make it smaller (hands)
Make it tiny (fingers)

CROSSING MIDLINES is the ability to move a part of the body, such as a hand, foot, or eye, into the space of the other hand, foot, or eye across imaginary lines. When we cross the midlines of the body, the two hemispheres of the brain communicate across the Corpus Callosum. Neurons and synapses are firing and attempting to connect!

▶ Left / Right ▶ Top / Bottom ▶ Back / Front

TRACKING: The left-to-right tracking ability is necessary for the brain to be ready to read and write effectively.

VESTIBULAR SYSTEM: The vestibular system processes incoming sensory data. When you move your head or spin around, changing your body’s orientation, the liquid in your inner ear canals moves too. Research shows that activities such as twisting, swinging, rolling, and rocking stimulate inner-ear motion and can lead to significant gains in attention and reading.

CLAPPING GAMES: Age-appropriate clapping games can engage brain circuitry, cross midlines, improve fine motor control, improve social-emotional qualities, engage language and memory skills, introduce rhythmic musical patterns, sequences, and timing, promote pattern extension, relieve boredom, and have other wonderful benefits for ALL AGES!

“HIGH, LOW, PICCOLO” Song “Alto, Bajo, Medio”

Clapping Games and Chants CD

My name is high, low, Piccolo
Piccolo, high, low
High, low, Piccolo
Piccolo, “Hello!”

OPEN-ENDED QUESTIONS:

The teaching style most conducive to bringing out creativity in children is one that presents problems with multiple solutions, rather than a single “right” answer. Use open-ended inquiry and intentional “serve and return” experiences that allow for a variety of creative solutions. Probe with questions that require explanations and elaboration.

“How did you decide to...?”

“How else could you...?”

“What if you...?”

“Why do you think...?”

- Allow flexibility in the way that your instructions are interpreted.
- Avoid strict methodology and assigning projects that are completed in a step-by-step format with explicit instructions.
- Allow children to create or design their own activity, give input, and solve their own problems.
- Maintain a non-judgmental attitude, no matter how far-out or unrealistic their ideas or solutions may be.
- Acknowledge and praise original and creative ideas during the execution of the task, as well as when the project is completed.
- Provide a variety of novel, whimsical, and unexpected objects to spark a child’s imagination.
- Create a stimulating environment with art and craft projects and supplies at children’s eye level.

MAKE CONNECTIONS:

When different topics, domains, foundations, and experiences are connected throughout the day, it helps children's brains organize, understand, and remember what they learn. Expand on topics they show an interest in and link those topics to REAL LIFE! If they are interested in plants, for example, connect learning about plants to different early childhood domains

- **Approaches to Learning** – Encourage curiosity, questioning, and persistence as children experiment and observe plant growth over time.
- **Language & Literacy** – Read books about plants, introduce vocabulary (seed, stem, roots), and encourage children to describe what they observe.
- **Science (Cognition)** – Explore how plants grow by planting seeds, observing changes, and discussing what plants need to survive.
- **Mathematics** – Count seeds, measure plant growth over time, compare sizes of leaves, and sort seeds or plants by type or color.
- **Physical Development (Motor Skills)** – Digging, planting, watering, and picking leaves help develop both fine and gross motor skills.
- **Social-Emotional Development** – Caring for plants teaches responsibility, patience, and empathy as children nurture living things.
- **Visual and Performing Arts** – Use leaves, flowers, and stems for art projects, nature prints, or imaginative play inspired by gardens. Represent plants using different materials.
- **Health & Nutrition** – Connect plants to healthy eating by exploring fruits and vegetables, tasting activities, and discussing where food comes from.
- **History & Social Science** – Understand that people work in restaurants and on farms to make a living, and food is purchased with money.

CREATE SONGS

Using songs you already know and love, change the lyrics to support the learning of a subject you are teaching. Find a tempo you like and follow the rhythm, then match the syllables in every verse. Use words that teach a concept or fit a theme, then match them to actions that keep kids moving and engaged in mental processing. They will wonder what comes next. Ask them to make a guess or prediction.

PROPS & EQUIPMENT encourage action using simple new activities. Introduce interesting props and equipment. Encourage children to manipulate their props in such a way that they integrate different domains and foundations:

- Examine their props.
- Describe their props: colors, shapes, characteristics, quantities, etc.
- Count their props. Compose and decompose to recount.
- Identify what is the same or different. Compare & contrast.
- Match, sort, or classify
- Identify letters and letter sounds.
- Build words.
- Identify numerals they make.
- Name the numbers, shapes, colors, or objects such as body parts, food, natural things, animals, and insects.

- Name numbers, shapes, and colors in another language.
- Explore emotions, the human body, and how it works.
- Measure what they make or use their props to measure.
- Change the sizes of what they make.
- Team up and make changes to what they make.
- Explore lines and pathways.
- Make and extend patterns.
- Incorporate fine and gross motor skills.
- Explore directionality and positions in space.
- Pretend play
- Make predictions.
- Recall past experiences that relate to what they make.
- Name and tell a story about objects they make.
- Make charts, graphs, or maps.
- Create games.
- Journal what they do.

WARNING: If using shoelaces, remove the aglets (ends) and knot the ends. Laces are also a strangulation hazard. Constant supervision is required.

INTEGRATING ACTION BOOKS

Read books that help solidify an idea or a concept in a way that can be interpreted through movement, or in a way that promotes imaginative play.

3 THINGS THAT STIFLE CREATIVITY

Reward systems: In studies, children have been shown to modify their behavior in ways that restrict their ability to think creatively and uniquely when they expect to earn rewards for “correct” answers.

Expectations: If you let a child know they will be judged or graded on their work before they complete a project, it can limit their creativity.

Observation: Children are more likely to express uninhibited creativity when they are not closely watched while working.

HOW ADULTS CAN HINDER BRAIN DEVELOPMENT:

- Neglect: Lack of attention, emotional support, and interaction
- Hurtful labels with negative connotations
- Stressful environments and constant fear
- Speaking harshly and yelling
- Inconsistent or severe discipline

With these hindrances, their little bodies release high levels of stress hormones like cortisol, which can interfere with the formation of healthy neural connections.

Test your brain again!



**Thank you for listening, and
welcome to the CLUB!**

Approaches to Learning

- **Motivation to Learn:**
Curiosity, Initiative, Engagement, Perseverance
- **Executive Functioning:**
Working Memory (follows instructions, understands language), Impulse Control, Flexible, Adapts, Pays Attention
- **Goal-Oriented Learning:**
Plans, Reflects, Analyzes, Problem-Solves, Collaborative Effort

Mathematics

- **Counting and Cardinality:** Recognizes Numerals & Quantities, One-to-One Correspondence, Counting, Subitizing, Cardinality (size of a set)
- **Operations and Algebraic Thinking:** Adds, Subtracts, Divides (shares), Composes ($2+1=3$) & Decomposes Numbers, Patterns
- **Measurement:** Compares Measurable Attributes, Sorts/Orders/Classifies, Interprets & Represents Data
- **Geometry and Spatial Thinking:** Identifies & Composes 2-D & 3-D Shapes, Positions & Directions in Space

Physical Development

- **Fundamental Movement Skills:**
Balance, Gross Motor, Fine Motor, and Manipulative Skills
- **Perceptual–Motor Skills and Movement Concepts:** Body Parts, Directional & Spatial Awareness, Object Location, Sensory Integration (process & respond)
- **Active Physical Play:**
Participation, Cardiovascular Endurance, Strength, Flexible

Language & Literacy Development

- **Listening & Speaking:** Vocabulary, Grammar, Language Use, Asks Questions, Explains, Links Words to Actions, Uses Size & Location Words, Converses, Constructs Narratives
- **Foundational Literacy Skills:** Identifies Letters, Phonological Awareness (sounds, blends, rhymes), Concept of Print
- **Reading:** Interested in & Understands Stories
- **Writing:** Writing Motor Skills, Writing Name, Writing to Communicate & Represent Sounds

Social & Emotional Development

- **Self:** Confident, Understands Emotions in Self & Others, Regulates Emotions—Behaviors—Stress, Empathetic, Sees Other Perspectives, Manages Routines & Transitions
- **Interactions and Relationships w/ Adults:**
Reciprocal Interactions with Adults, Seeks Support or Comfort, Copes with Departures
- **Interactions and Relationships with Peers:**
Cooperation, Conflict Resolution, Fairness & Respect, Develops Friendships

Sciences

- **Science and Engineering Practices:** Observes, Compares, Questions, Predicts, Experiments, Documents, Adapts
- **Physical Science:** Properties of Nonliving Things—changes, force, motion, light, sound, gravity, etc.
- **Life Science:** Properties of Living Things—bodily processes, habitats, growth, life cycle, needs, etc.
- **Earth Science:** Earth Materials, Space, & Natural Objects—sky, land, weather, conservation, etc.
- **Engineering, Technology, and Applications of Science:** Engineering & Design Process, Use of Digital Devices

Health

- **Understanding Health and Wellness:** Identifies & Names Body Parts, Communicates Health Needs, Recognizes Boundaries (unwanted touches, biting, hitting, high 5s), Understands Role of Health Care Providers, Nutrition (identifies foods), Body's Response to Physical Activity, Sleep
- **Health and Safety Habits:** Basic Hygiene, Handwashing, Brushing Teeth, Sun Safety, Injury Prevention, Rules for Safety



History-Social Science

- **Social Inquiry Skills:** Observes & Asks Questions, Uses Evidence, Communicates Ideas about Their World, Creates Representations (drawings, models, stories)
- **Self & Social Systems:** Aware of Self-Identity (race, identity, linguistics, religion, etc.), Follows Social Rules
- **Civic Mindedness:** Includes Peers, Contributes to Group, Collaborative Problem-Solving, Offers to Help
- **Time, Continuity, and Change:** Understands Time, Uses Time Words, Recalls Past Events, Describes Personal Changes
- **Sense of Place and Environment:** Navigates, Identifies Locations, Draws/Maps/ Builds, Gives Directions, Cares for the World
- **Economic Systems:** Awareness of People at Work, Understands Exchange (costs of goods, supply & demand)

Visual & Performing Arts

- **Visual Arts:** Engages, Develops Skills, Creates (mixes colors, describes creations, 2-D & 3-D), Invents, Expresses Oneself
- **Music:** Notices, Responds to, Develops Skills (singing, sounds, beat, etc.), Creates, Expresses Oneself, Vocal Expression, Explores Instruments
- **Drama:** Engages, Understands Plot, Develops Skills (shows emotion, acts out, role-play), Creates (uses props), Invents, Expresses Oneself
- **Dance:** Engages, Develops Skills (spatial awareness, coordination), Creates (uses props), Invents, Expresses Oneself

Link:

<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

This is a summary or general overview of the foundations by the CA Dept. of Ed.
Please refer to the above website for details and examples.

Courtesy of: AbridgeClub.com

Movement Charts

Fundamental Movement Skills			
Balance Skills	Locomotor Skills	Fine Motor Manipulative Skills	Object Control Manipulative Skills
Pushing / Pulling	Walk/March	Grasp / Hold	Roll
Bending / Stretching	Run/Jog	Move / Adjust	Toss
Twisting / Turning	Hop	Tear / Cut	Throw
Swinging / Swaying	Jump	Draw / Paint	Catch
Sinking / Rising	Gallop	Scribble / Write	Bounce
Small / Big	Skip	Stack / Build	Dribble
Wide / Thin	Side-slide	Lace / Thread / Weave	Kick
Standing / Kneeling	Leap	Use Utensils	Strike
Shaking	Climb	Zip / Button / Snap	Trap
<Both stationary & while moving>	Crawl		

Movement Concepts				
Space	Pathways	Levels	Tempo	Direction
Personal	Straight	Low	Slow	In place
General	Curvy	Medium	Fast	Forward / Backward
	Zigzag	High	Half-speed	Left / Right
Body Parts Force & Flow of Movement (smooth/sharp)	Wavy		Speeding up/ down	Over, under, around, beside, to the side, in front/back of, on top of, between, near, far

Skill Progression				
Individual	▶	Individual w/ Manipulative	▶	Partner ▶ Group

Courtesy of AbridgeClub.com

In cooperation with Patty Kimbrell, M. Ed.