



Pathways for Parents

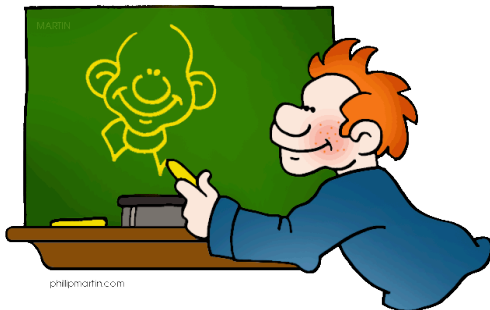
Helping Your Child Succeed in School



By Mary Giovanazzi
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Home & School

This final quarter's issue of *Pathways* will focus on using nonlinguistic representations as a strategy to help children learn. Studies show that nonlinguistic representations not only stimulate learning, but they also increase the activity of the brain. Students achieve more when they have opportunities to learn with nonlinguistic representations.



Nonlinguistic Representations

Knowledge is stored in the brain in two main ways: linguistically (reading, listening and speaking) and nonlinguistically (visual, kinesthetic/movement). While classrooms of the past tended to focus on those linguistic approaches to learning (reading, writing, lecture), classrooms and teachers today know the value of incorporating nonlinguistic approaches to teaching and learning.

Using tools such as visual images and student movement, teachers encourage students to do more active thinking that enhances the brain's ability to make connections with concepts/knowledge they already possess.

Nonlinguistic representations add to knowledge, enabling easier recall and greater depth of understanding. Thus, the more students use both systems of representing knowledge (linguistic and nonlinguistic), the more they are able to achieve.



Websites to Use at Home

[The National Library of Virtual Manipulatives](#)
Online manipulatives for math

[Online Mind Maps](#)
Create mind maps (graphic organizers) online. The site requires registration.*

[Online Cartoons at ToonDoo.com](#)
Create cartoons online and use other visual tools through this site.*

[NCES Kids' Zone: Create a Graph](#)
This government website lets kids construct mathematical graphs online.

[Read * Write * Think for Parents and Students](#)
This is a terrific site for language arts activities with online interactive tools and other resources.

*These sites are not specifically designed for students, so you will want to closely monitor your child's activities if using them.



In the Classroom, It May Look Like.....

Modeling and applying graphic organizer tools such as concept maps and idea webs.

Performing dramatizations using Reader's Theater scripts and other plays.

Creating and performing movements, dances and/or songs that correspond to concepts taught in class. For example, students can create or learn a song about frog life cycles then put movements to the song while singing.

Generating mental pictures and constructing images when performing linguistic tasks like reading and writing.

Using nonlinguistic forms of note taking including sketches, graphs, and symbols.

Utilizing simulations (computer and role-play) to give students an opportunity to "experience" a scientific or mathematical concept or historical event.

Using graphs, charts, maps and other visual representations to understand concepts.

Assigning product options to students that incorporate visual or kinesthetic representations such as posters, models, and videos.

At Home, It May Look Like....



Reinforcing your child's use of graphic organizers. For instance, have your child construct an idea web for ways to celebrate Memorial Day.

Reading aloud poems with your child and encouraging him/her to create and perform actions to go along with the poem.

Participating in extra curricular activities (at school or through the park district) that foster visual and kinesthetic learning such as art, drama, dance or music classes.

Generating mental pictures and constructing images when reading with your child.

Reviewing class notes with your child to reinforce concepts and encourage good study habits.

Visiting museums and other facilities or events that allow children to experience these things. (Check out the Summer 2009 issue of *Pathways*.)

Using newspapers and other periodicals that show "real life" examples of graphs, charts, and maps with your child and asking questions that allow your child to interpret their meaning.

Assisting your child as needed with the development of those products that demonstrate their learning.