I. Dominance Information
   a. Check the eye, hand, and foot dominance of each student
      i. Eye – give them a toilet paper tube, hold it at the midline of their body and tell them to look at you through the tube. Write down the eye they look at you with.
      ii. Ear – have them stand in front of you and tell them you have a secret to tell them. Write down the ear they turned to you
      iii. Hand – give them a crayon at the midline of the body and tell them to write their name in the air. Write down which hand they used.
      iv. Foot – tell them to pretend to kick a ball. Write down what foot they use.
      v. Use this information to seat students in the classrooms.
         1. right dominance – sits on the left side of the room
         2. left dominance – sits on the right side of the room
         3. mixed dominance – sits in the middle of the room

II. Kinesthetic spelling
   a. Using lower case letters only-
      b. a, c, e, i, m, n, o, r, s, u, v, w, x, z- are called "in the house" and the students touch their chest with both hands and say the letter
      c. letters, b, d, f, h, k, l, t are called "in the attic" and the students stretch their arms up over their head as far as they can and say the letter
      d. g, j, p, q, y are called "in the basement" and the students touch their toes as they say the letter.
         capital letters are in the attic.

III. Patterning Sequences
   Sit facing a partner. Each person will repeat the same pattern.
   The pattern is:
   - clap together
   - clap R (or L) hand
   - clap L (or R) hand
   - clap
   - Shoulder
   - clap
   - Shoulder
   - Clap
   - Knee
   - Clap
   - Knee
• Clap
• Toe
• Clap
• Toe
• Repeat from the beginning
  When the students can repeat the pattern 5 times without a problem, start with the opposite hand going first.

Alphabet Clap
• Sitting facing a partner with their hands on up on their knees
• One person starts the alphabet by placing his/her right (L) hand on the partner’s right hand and say “a”.
• Left hand to the partner’s L hand and say “b”
• The partner now does the same thing and says “c”.
• Continue this until the alphabet is completed.
• Start over and allow the other person to start the alphabet.
• Different challenges-
  o spell work study words
  o each partner picks a four letter word. They spell the word 2 letters at a time and then they have to tell each other what the word is.

Number Clap
• Do the same thing as the alphabet clap using numbers.
• Older students can skip count.

Cup Stacking
• Introduce 3-6-10

IV. Cross Lateral Activities:
Jump the Line
• Non-readers have difficulty jumping with their feet together

Bear Crawl
• Non-readers have difficulty crawling in opposition – R hand with L foot. They crawl R hand and R foot.

Criss-Cross Walk
• Have the students stand on a line on the gym floor.
• Have them walk crossing their feet over the line.
• Non-readers will have trouble with this.

Galloping with dominant foot then with non-dominant foot
• The Non-reader will have difficulty with the non-dominant foot.

Letters
• Have the students walk around the room.
• Step on a letter and say the letter.
• Students can do different locomotor skills and spell their names.
• Have them spell word study words.

Letters with ropes
• Give each student a letter and a rope.
• Have them recreate the letter.
• The students who cannot recreate the letters, do not know their letters.

Balancing Activities;
• Use balance boards.

Scarves
• Practice the pattern for juggling.

Ball Activities
• Bounce and catch with the same hand
• Bounce and catch with both hands

V. Activities that cross the midline of the body.

Thumb and index finger
Ear and Nose Touch
Draw a circle on the floor with your foot while writing your name in the air.

Hook-ups
• Dominant body parts will be on top.
• After the students can hold this for 1 minute, have them place the non-dominant body parts on top.

References:
Hubert, Bill, Bal-a-Visix
Jensen, Eric, 2000, Learning with the Body, Brain Store, San Diego, CA.
Madigan, Jean Blaydes, 2000, How to Make Learning a Moving Experience, Richardson, Texas, Action Based Learning Company.
Miller, Susan, 2003 Southern District Teacher of the Year, Perceptual-Motor Skills, A Missing Link to Reading, Handout.