

Invention of the Post-it Notes

By: Lenae Crandall, Certified Soma®RPM provider

www.heedrpm.com



March 2017

HISTORY LESSON

TEACH: Today we are talking about **Post-it notes**.

ASK: So, we are talking about? *(student spells POST-IT NOTES)*

SKILL: *(place post notes in front of student)* Now let's see, here are some post it notes. Let's practice aiming at things. Take the pencil and point at the Post-it notes. *(hand the student the pencil. After student points, take back the pencil—to make more difficult you can add one or two more items—you'll likely need to motor model then)* Now, pick them up with your hand. *(student grabs the post-it notes)*

TEACH: Dr. Spencer Silver was a **scientist** at **3M**.

ASK: Dr. Silver is a? *(student spells SCIENTIST)*

EXPAND: Now, let's think about scientist...Give me a word that makes you think of scientist. *(student gives a word that connects with scientist)*

EXPAND: Now let's use that word in a sentence. Go ahead. *(student writes the word in a sentence)*

EXPAND: If you were a scientist, what would you like to study about? *(student writes his/her opinion...Teacher and student can briefly continue a discussion on this topic)*

TEACH: Dr. Silver **intended** to invent an extremely **strong adhesive**, however he did the **opposite**.

ASK: Now tell me the thing Dr. Silver was trying to invent? *(student spells STRONG ADHESIVE)*

EXPAND: We are thinking about the word 'adhesive' now. Let's think of the meaning of adhesive. *(student gives a definition...you may need to give examples of adhesives or use it in a sentence to help your student to successfully use reasoning skills to give a definition.)*

EXPAND: Intentions are an interesting thing. Dr. Silver had an intention and did the opposite. Go ahead and tell me some things you intend to do. *(student spells thing he/she)*

intends to do.) (briefly discuss the student's intentions: such as "Now I think you can accomplish these," etc.)

TEACH: So, he **developed** a very **weak** adhesive which could stick to paper and **peel** off without harming it.

ASK: So now if you are going to describe in a word the actual type of adhesive he invent you would spell *(student spells WEAK or a similar word).*

SKILL: Let's spell PEEL and DEVELOPED because Dr. Silver developed something that **peels off**. *(student spells both of those words. This is a nice chance to have your student hold the board and spell, or spell with it flat on the table, etc.)*

TEACH: The thing is, Dr. Silver **persisted** to get his **managers** to listen. They didn't feel his adhesive on paper would **sale** very well.

ASK: Did his managers believe his product could sale well? *(student should spell NO)*

EXPAND: Let's spell a word that means 'persist' *(Depending on the age, you may need to help the student look at the word in context of the sentence to figure it out)*

EXPAND: What is something worth persisting in? Make a list of three things *(students makes a list of three things worth persisting in. Discuss them briefly.)*

TEACH: A **colleague** of Dr. Silver, Art Fry, disliked that his **bookmarks** fell out of his **hymnbook**. He had an idea in which he used the adhesive and paper as bookmarks which wouldn't fall out.

ASK: Art Fry was a? *(student should spell something like COLLEAGUE)*

EXPAND: Use 'colleague' in a sentence. *(Student should use 'colleague' in a sentence.)*

TEACH: 3M then did some **trial** runs of the post-it note idea in four states. It had **mixed results**.

ASK: What was mixed? *(Student spells RESULTS)*

EXPAND: Let's talk about results. The result of anger toward a friend is? *(student spells a possible result. Discuss briefly).* The result of studying for a test is? *(student spells a possible answer to studying for a test. Discuss briefly)* And what if you, steal from another, what will be the result? *(student spells an answer. Discuss briefly.)*

TEACH: Later Post-it Note **samples** were given to people in **Boise, Idaho**. 90% said they buy it.

ASK: So, they gave out samples in? (*student spells IDAHO or BOISE.*) And was it a success? (*student spells YES*)

SKILL: Now let's see, how about we point to Idaho on a map. (*Us a real map, draw one, or use the one attached.*) *See look here, (point at Idaho on a US map. You may need to bring up map to student's eyes or trace their finger on it to help them "look.")* there is Idaho. Now you touch Idaho (*student should point to Idaho. You may need to have the student point with the pencil*).

TEACH: From then on out Post-it notes are common **offices supplies**, beginning around 1977 to the present---over **10 years** since Dr. Silver discovered the adhesive.

ASK: where will you find Post-it Notes? (*student spells OFFICE*)

EXPAND: Let's think of other office supplies. Why don't you list three. (*Student spells out three different office supply items.*)

AFTER LESSON SKILL BUILDING

TEACH SAYS: Now we are going to practice our (*pick one your student is working on: handwriting, speed, Student holding the own letterboard, student spelling on a flat board. You will need to change the language and add instruction based off the task you are doing*) skills.

First you will *spell 'POST'* (*student does so*).

More words:

NOTES

PAPER

STICKY

STATE

GEOGRAPHY

PREP BEFORE LESSON: Find a TOPOGRAPHICAL MAP of Idaho and print out, have post-it notes available, map of Idaho, map of USA.

TEACH: Remember, we **discussed** about post-it notes and how the **samples** had good results in **Boise, Idaho**.

ASK: We are remembering the samples were successful where? *(student spells BOISE, IDAHO)*

TEACH: Let's learn some things about Idaho. Idaho is a **state** that is located in the **Rocky Mountains**.

ASK: Which mountain range is Idaho located in? *(students spells ROCKY MOUNTAINS)*

EXPAND: Now you're going to tell me one thing about mountains in a sentence *(Student spells a sentence about mountains. Discuss briefly.)*

TEACH: If you look at a **topographical map** you can see which areas are higher **elevation** and which ones are lower OR **vertical** and **horizontal dimensions**.

ASK: Topographical maps show *(student spells ELEVATION)*

SKILL: Take a look at this map of Idaho. *(Help the student focus on the map and talk about it. You may need to take the students hand if he/she can't point and help to scan with finger. Talk about the map as you scan-higher and lower elevation, where are the Rockies, etc.)* Ok now, touch the Rocky Mountains. *(student touches the Rocky Mountains.)* Now let's trace our finger horizontally on some lines. *(you may need to motor model and then have the student do it by self)* Then we are going to trace our finger vertically. *(Help the student move vertically on the map first if needed and then have them do it independently.)*

SKILL: Now because the topographical map shows vertical and horizontal dimensions, we would want to make sure we can do that so we can point to and get things we need. Let's feel what it is like to move our hand vertically on a table (or in the air). *(student moves hand from starting up and pulling down...you may need to motor model first before independent practice.)* Let's now feel what it is like to move our hand horizontally across the table (or in the air). *(student moves hand from left to right. Again, many will need a motor model first before independently doing it.)*

TEACH: Remember, the other day we found Idaho on the map. Boise is the **capital** of Idaho and we will locate that on the map.

ASK: We are going to locate which place on a map? *(student spells BOISE)*

ASK: And what is Boise to Idaho? *(student spells CAPITAL)*

SKILL: Let's practice pointing to Idaho on a map. *(student points to Idaho on a map of the USA)* Now look at this map *(teacher shows map of Idaho)* Ok, we should find Boise. Where will we find Boise? *(student spells IDAHO.)* Ok now find Boise on the map. Scan with your eyes and finger *(student finds Boise on the map).*

STATE: Now let's remember why we are talking about Idaho.

ASK: We are talking about Idaho because _____ were given as a sample and the results were positive. *(student spells POST-IT NOTES)*

SKILL: *(Lay the map of Idaho down and the post-it notes next to it)* Because the post-it notes were successful in Idaho before the spread to the world place the post-it notes on Idaho. *(student should pick up post-it notes and place on Idaho. You may need to motor model first.)*

READING

TEACH: We are going to **practice reading**. We have to get our eyes use to reading things.

ASK: So, if someone were to ask you what skill you were doing today, you'd say? *(student spells READING)*

SKILL: Now we are going to spell 'practice' because we are practicing *(student spells PRACTICE)*

TEACH: We are going to point to and read this sentence. *(teacher should write it down big on a full sheet of paper).* **'The Post-it notes were blue.'**

SKILL: Let's point as I read. *(Have the student should point as you read. If the student is able to, the student can read with you. You may need to motor model pointing to words as you read.)*

ASK: Now tell me the color of the post-it notes. *(student spells 'blue')*

TEACH: We are going to point to and read this sentence now. *(teacher should write it down big on a full sheet of paper.)* **'I see pink Post-it notes on my book.'**

SKILL: Let's point as I read. *(Have the student should point as you read. If the student is able to, the student can read with you. You may need to motor model pointing to words as you read.)*

ASK: Where are the pink post-it notes? *(student spells BAG)*

EXPAND: If you were to use a post-it note for a bookmark, what color would you choose? *(student spells the color they'd choose.)*

TEACH: We are going to point to and read this sentence now. *(Teacher should write it down big on a full sheet of paper.)* **'At dusk the sky is pink too'**

SKILL: Let's point as I read. *(Have the student should point as you read. If the student is able to, the student can read with you. You may need to motor model pointing to words as you read.)*

EXPAND: Tell me some words that go with dusk. Tell me three *(student spells words that go with dusk)*

EXPAND: What types of activities do we do at dusk. List three. *(student list activities. Teacher discusses.)*

TEACH: Let's **tape** (or staple) this book together, because we want to practice placing a **bookmark** in it so when we can read large books we can have the skills to save our place.

ASK: We want to practice placing in a? *(student spells bookmark.)*

EXPAND: So, let's give the book a title even though it is a small silly book. How about you think of it. *(student spells out a title and the teacher writes it down big on a full sheet of paper)*

SKILL: Ok now I will read the title and you point. *(Have the student point and the student can read if they are ready to practice.)*

STATE: I am going to tape (staple) this together. *(Teacher does so and can involve the student to keep the focus. Make it so it can open like a book so it is easy to place a bookmark in it. I would tape pages on outside and inside to make it so there is space/air between pages making it easier for the student to open it.)*

STATE: Now I am going to **number** the pages. The title will be 1 and then the other pages will follow.

ASK: How many pages will I label? *(student spells FOUR and then teacher numbers the pages)*

(teacher labels the pages. She can have the student do it to keep them involved if the student easily can and wants to.)

STATE: Remember, **Art Fry** used the post-it note in his hymn book since it would **stick** without damaging the book. We are going to practice pointing the post-it note into a book.

ASK: So, we are practicing putting a post-it note into a? *(student spells book)*

STATE: Ok, so first we must open the book. We lift up here *(teacher lifts from the corner or the top/ wherever it will be easiest for the student.)* and pull it all the way open.

SKILL: Ok now you open the book. *(you will need to motor model in many cases, then have the student do it independently. It may be best to bend a corner if the student is having great difficulty to make it successful or put a sticky note in for the student to pull from.)*

EXPAND: Let's analyze our work. Opening the book was _____ *(enters a word or phrase describing experience.)*

STATE: Now we need to place the post-it note in the book. Let's put the color you preferred in if we have it.

SKILL: Put the post-it note on the top of the page so we could find our place if we wanted to come back and read again. *(teacher motor models how and then requires the student to do it independently.)* There now you can read it.

State: Now let's close the book.

ASK: What will we do now? (*student spells CLOSE THE BOOK*).

SKILL: Ok close the book by lifting here and turning it over (*show, then motor model if needed and have the student then do it by self.*)

PICTURE: RETRIEVAL

STATE: Now we are going to work on a skill that will help us with **visual memory** and **retrieval**. You are going to look at this picture and then I will turn it over for you to tell me whatever you can remember of it.

ASK: What skills will we be developing? (*Student spells VISUAL MEMORY and RETRIEVAL*)

(Teacher presents the picture and ask the student to look. Teacher will help the student to scan. Do not say the names of the items otherwise students will rely on what you said verses what they see. Say things like "look up there in the corner, now look down here and in the center. What is here?" You can point to the picture, help the student scan with finger or help their eyes to focus. In reality you are also training scanning skills as this is what the task is.)

STATE: Now that we looked at the **picture** I am turning it over and you can tell me what you remember.

ASK: Now tell me what you remember. Just any item or color you can remember. (*student should spell anything they remember seeing. Some students really struggle with this task at first because they didn't pay much visual attention, plus for most of us there is actually quite a lot we won't recall specifically.*)

STATE: Ok well done. Let's look at the picture again. (show the picture again and talk about it.) We will keep **practicing**.

EXPAND: Analyze your experience of scanning. (*student should analyze the experience of scanning. This is a type of journaling to also work on retrieval.*)

EXPAND: Analyze your experience of retrieving. (*student should analyze the experience of retrieving. This is a type of journaling to also work on retrieval.*)

WRITING: INSTRUCTIONAL (USING PICTURES, THEN OBJECTS)

STATE: Now we are going to learn how to **write instructions** clearly so people can look at things with us or find things for us.

ASK: Why are we doing this task? *(student should give a reason.)*

EXPAND: Let's think of experience when we would use this skill. *(student should come up with 2 or three situations of when the skill could be used. Discuss briefly.)*

TEACH: Let's look at this picture again *(teacher shows the same photo)*. Let's look at where this pencil is *(point to a pencil)*

ASK: And now what is next to it to the right of the pencil? *(student can tell what is to the right of the pencil you pointed to. Write what is to the right of the pencil.)*

TEACH: So, we would say, '**The** *(whatever was to the right of the pencil)* **is to the right of the pencil.**'

EXPAND: Now you pick something and tell me what it is in relation to another item. *(student does so. Teacher writes what the student says).*

EXPAND: OK, now let's look over here *(point to a different spot)*. Tell me where one of these things is in relation to other items. *(Student does so. Teacher writes what the student says).*

STATE: Ok now we will do the same thing with these **objects**. *(organize post-it notes and a few other objects on the table.)* Let's take a look.

SKILL: Point to the post-it notes *(student should point with finger or pencil.)* Then do the same things with other objects.

EXPAND: Ok now go ahead and tell me where the post-it notes are in relation to the *(say one of the other objects)*. *(Student writes a sentence and teacher writes it down.)*

EXPAND: Alright, so how about you tell me about where the *(name another object)* is at in relation to other objects. Like how you would explain it to someone else who

didn't know where it was when they walked in the room. *(Student describes where object is at and teacher writes it down.)*

TEACH: See, so now you know how to explain to someone **how to** find something for you.

ASK: So, we learned how to _____? *(student spells EXPLAIN or something correct).*

MATH: CALCULATING PERCENT

STATE: When they **gave** the sample Post-it Notes to the people, **90%** of the people liked them. Let's talk about **percentage**.

ASK: Today we are going to talk about? *(student spells PERCENTAGE)*

EXPAND: Use percent in a sentence. *(student uses percent in a sentence and the teacher writes it down.)*

TEACH: If I have 10 people and 9 don't like ice cream. I could say 90% don't like ice cream. We're going to talk about why.

ASK: What percent don't like ice cream? *(student points out 90 PERCENT)*

TEACH: So now, percent is based off of **100**. So, if at all there are **85 people out of 100** who don't **pink Post-it Notes**. We would say **85%** don't pink Post-it Notes.

ASK: So then, how much don't pink Post-it Notes? *(student points out 85 PERCENT.)*

EXPAND: But what if 8 people out of 10 like blue Post-it Notes? In this case, we multiply both by 10 to make it out of 100. So, then what percent like blue Post-it Notes? *(student spells out 80 PERCENT.)*

EXPAND: Let's keep going, how about 7 out of 10? Or 6.5 out of 10? *(student answers. Break it down if there seems to be a struggle.)*

TEACH: But sometimes we aren't dealing with 10. If at all I have 15. I spend 1.25 dollars on Post-it Notes. We would want to know what percent I have left for more Post-it Notes.

ASK: So now we are dealing with? *(student spells DECIMALS, FRACTIONS or SOMETHING CORRECT)*

TEACH: Then, we will take the **original number**, **subtract** the amount spend, **divide** by the **original** and **multiply** it by 100.

ASK: So, what is our original number? *(student points out 15.)*

ASK: Now the we subtract what from the original? *(student points out 1.25)*

ASK: Let's subtract and we have *(student points out 13.75)*

ASK: Now we divide by 15 and we'll use a calculator. *(teacher holds up calculator or puts on table depending on student's needs and student types in problem. Teacher writes the answer.)*

ASK: Ok so 91.66 forever times 100 is? *(Student puts 91.66 PERCENT)* So we know 91.66% is left for use to buy other things.

(You can expand with more problems.)

SCIENCE: ANATOMY

TEACH: Today in science we are going to use the **Post-it Notes** to help us **label** different parts of the body with **scientific names**. This is call **anatomy**.

ASK: When we label parts of the body it is call? *(student spells ANATOMY)*

EXPAND: When you hear anatomy, what do you think of? *(student spells connecting words with anatomy)*

EXPAND: Use anatomy in a sentence. *(student uses anatomy in a sentence and the teacher writes down what the student says.)*

TEACH: Let's take a look at your **hand**. *(teacher somehow directs the student's attention to their hand by pointing, tracing the hand, etc.)* Usually you call these *(point to the fingers)* **fingers**. But, scientist call the **bones** that make up fingers and toes **Phalanges**. *(write phalanges on a Post-it Note.)*

SKILL: Spell PHALANGES

SKILL: Now put this Post-it Note on your phalanges (*Student will put the Post-it note on a finger. Motor modeling might be necessary. Some students will do best if you have point first to phalanges on body and then place the Post-it Note.*)

ASK: To make sure we remember, what part of the body is called phalanges?
(*student spells BONES OF FINGERS or something like that.*)

TEACH: Now take a look at the back of your hand (*Somehow draw attention to the back of the hand*) where the **bones leading** to the fingers are. See those bones (*point out the bones*) Those are your **metacarpals**. (*write metacarpals on the Post-it Note.*)

SKILL: Spell METACARPALS

SKILL: Here (*hand the post-it note to the student*) place this on your metacarpals.
(*student should place on the metacarpals. May need to motor model or have the student point to them first on the hand.*)

ASK: Where are the metacarpals? (*student spells something about bones leading to the fingers.*)

TEACH: OK two more. Place your **left palm** on the table (*student should do so and teacher can help*) and look to the left side of the **forearm** (*help the student look there or feel it*). That bone is your **ulna** (*indicate and write on a Post-it Note*). On the right is your **radius** (*indicate where and write it on a Post-it Note*).

ASK: Which bone is on the left side? (*Student spells ULNA*)

ASK: Which bone is on the right side? (*student spells RADIUS*)

SKILL: Place this label of ulna on the ulna (*student should do so. Teacher may need to motor model and the student may need to point before placing the label.*)

SKILL: And place this label of radius on the radius (*student should do so.*)

TEACH: See if you can **aim** well at your hand, you can get the **dirt off** or **indicate pain** there well. Like 'mom my metacarpals are hurting.' Haha!

EXPAND: Try out your own sentence using metacarpals or phalanges. *(student writes a sentence using metacarpals or phalanges.)*

ART: POST-IT NOTE MOSAIC

TEACH: Did you know that Dr. Spencer Silver did **art** with Post-it Notes! He did. He made **mosaics** out of Post-it Notes.

ASK: He made? (student spells MOSAICS)

TEACH: A mosaic is an **image** created by **assembling** materials like **stone** or **glass** in a pattern.

ASK: Describe what a mosaic is? *(student should describe what a mosaic is.)*

EXPAND: So, let's think where there might a mosaic *(student should list a few places a mosaic could be and the teacher will write it down)*

SPELL: Let's spell a few of the materials a mosaic might be made out of. *(student should spell things like 'glass')*

TEACH: Today we are going to make a mosaic of Post-it Notes ourselves. Let's first make sure we can **reach** and pick up a Post-it Note. *(Teacher places grid sheet in front of student and lays out 2 to 4 colors of post-it notes.)*

ASK: What will we be making ourselves? *(student spells Post-it Notes)*

SKILL: OK so first let's get use to pointing at the colors. Let's practice. Touch *(list a color of Post-it Notes there.)* Ok now touch *(list another color of Post-it Notes there and so on.)*

TEACH: OK so now tell me the **number** you want to put a Post-it Note in and the **color**. Then you will aim at the note, **lift** it and place it one the paper. (Teacher should label the grid with numbers starting with 0 on up for the student to point to on the board or the actual paper.)

SKILL: Let's begin. *(Teacher says to do each step. Student should point to a number. Next, should spell out the color unless the aim on the table is good and then the student can point directly to the notes. Then student should lift the post-it Note and place on the paper. Motor*

modeling might be necessary for most students. Don't worry about perfect. Worry about try. Continue until the task is complete commenting while you go.)

STATE: *(teacher gives a sincere complement.)*

EXPAND: *What would you like to title your piece of art? (student should spell a title and the teacher comment on the title.)*

