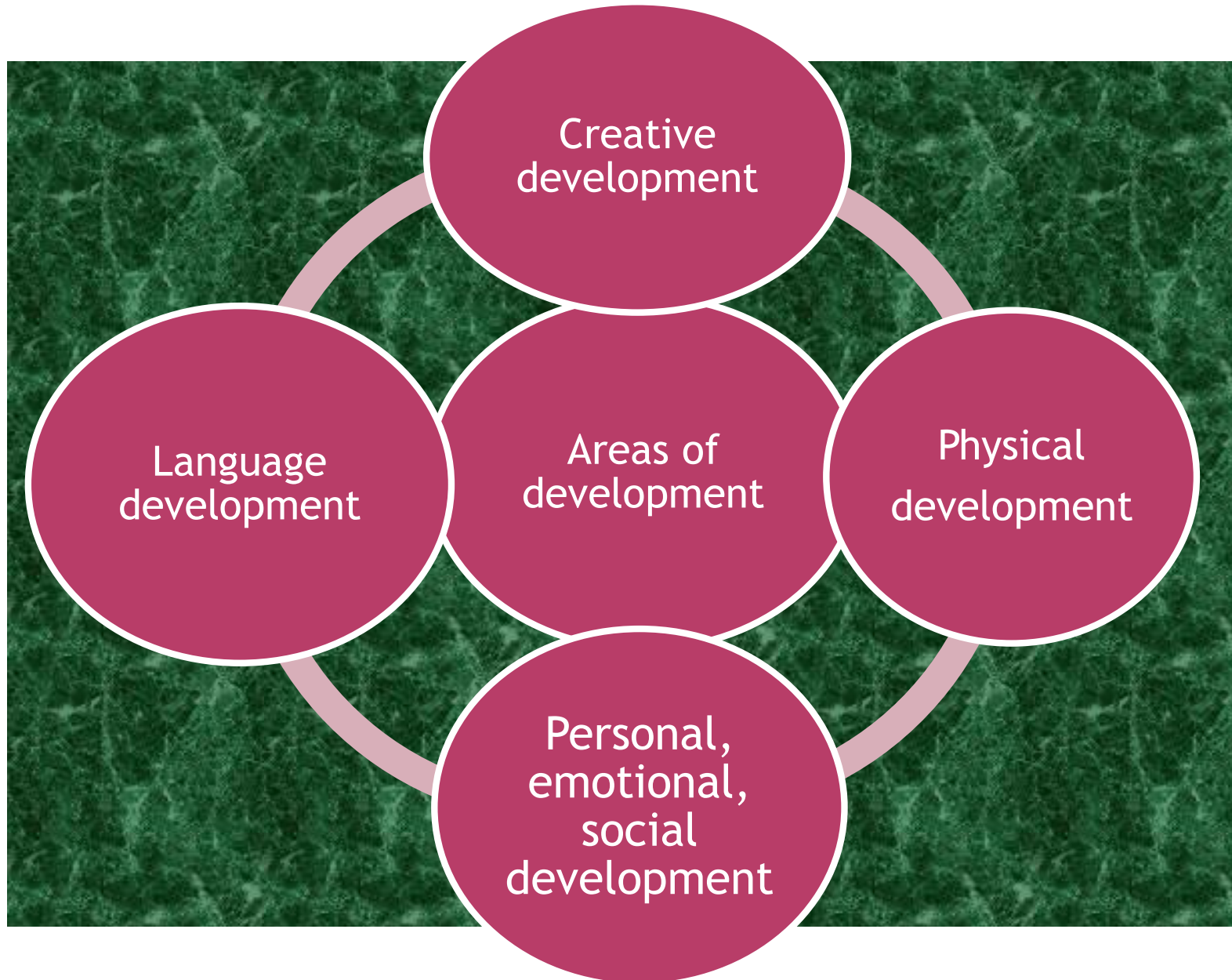


TEACHING METHODOLOGY

1. Areas of development
2. Classroom Strategies
3. Classroom Ideas for Transition
4. Behaviour Management
5. Goal setting
6. Assessment for learning
7. Teacher - Student interaction



1. AREAS OF DEVELOPMENT



➤ CREATIVE DEVELOPMENT



ART & CRAFT:

- ENOUGH SPACE SHOULD BE CREATED FOR THE CHILD TO SIT COMFORTABLY AND WORK.
- EMPHASIZE THE PROCESS, NOT THE END PRODUCT, AVOID ASKING “WHAT IS IT?” OR “TELL ME ABOUT IT?”.
- NEVER INSTRUCT A CHILD TO WHAT TO CREATE OR WHAT COLOURS TO CHOOSE.
- GIVE CHOICE AND OPTION TO THE CHILD TO EXPLORE THE MATERIALS.



music & movement



Music & Movement:

- Know the lyrics and tune of the rhyme well before you sing for the students
- Use a lot of actions, sing with a smile and be animated
- If you enjoy, your children will too
- Encourage the child to be a part of the rhythm



Activities for :

ART & CRAFT

- SAND ART
- PLAY DOUGH
- PAINTS
- TEXTURES
- PAINT STAMPS
- 2D AND 3D FORMS
- MESSY PLAY
- LEAF PRINTING
- INTRODUCING DIFFERENT TEXTURES LIKE WOOL, COTTON, HAY, CLOTH, ETC

MUSIC & MOVEMENT

- PLAYING MUSICAL INSTRUMENTS
- SINGING RHYMES
- MOVING TO MUSIC
- RHYTHMIC PATTERNS
- MAKE YOUR OWN MUSICAL INSTRUMENT
- ACTION SONGS
- FINGER PLAYS
- COORDINATION GAMES

➤ PHYSICAL DEVELOPMENT

GROSS MOTOR DEVELOPMENT

GROSS MOTOR SKILLS ARE MOVEMENTS THAT INVOLVES MOVEMENT OF LARGE MUSCLES OF THE BODY.

FINE MOTOR DEVELOPMENT

FINE MOTOR SKILLS ARE ACHIEVED WHEN CHILDREN LEARN TO USE THEIR SMALLER MUSCLES, LIKE MUSCLES IN THE HANDS, FINGERS, AND WRISTS.



ACTIVITIES FOR:

GROSS MOTOR DEVELOPMENT

- BALL GAMES
- MUSIC & MOVEMENT
- HULA LOOP PLAY
- HOPSCOTCH
- FOLLOW THE LEADER
- BALANCING ACTIVITIES

FINE MOTOR DEVELOPMENT

- SAND TRACING, PLAY DOUGH
- CRAYON SCRIBBLING
- BEADING & LACING
- PAINTING
- FINGER RHYMES
- PAPER TEARING
- CLOTHES PIN
- DROPPING COINS IN THE KIDDIE BANK

Personal, social & emotional development (PSED)

Self help
skills

Social
skills

Emotional
skills



➤ Personal, social & emotional development

Personal, social and emotional development (PSED) supports child to learn to get on with others and make friends, understand and talk about feelings, learn 'what is right' and 'what is wrong', develop self dependency and ultimately feel good about themselves.

PSED ACTIVITY IDEAS



Self help skills

Working independently, circle time, involving in tidy up time ,throw rubbish in the bin, tie shoes etc..



Social skills

Offers or asks help, teach magic words, star chart for good behaviour, create class rules sharing things etc..



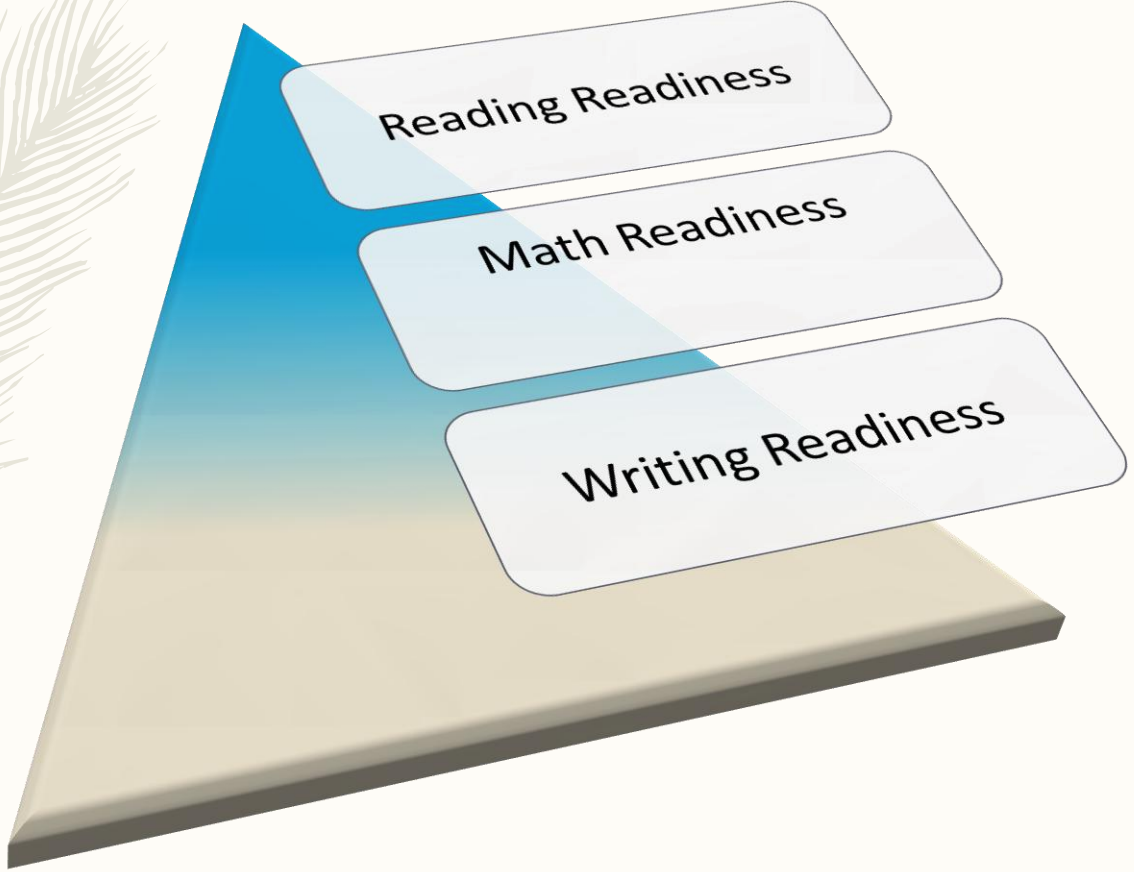
Emotional Skills

How are you feeling today?, stories, understands that there are different types of emotions, dramatic play etc..

➤ LANGUAGE DEVELOPMENT

- The development of language skills in children is a multi-step process that is both fascinating and complex.
- First, children must hear the words repeatedly and become familiar with those particular sounds.
- Second, they must make an association with the familiar words and what those words represent.
- Finally, once they are able to recognize the sounds, the people or objects those sounds represent, children can begin experimenting with the same words.

Skills for Language development



Reading Readiness

Math Readiness

Writing Readiness

READING READINESS

- 1. Development of language skills**
Recognizes shapes, letters, patterns, sounds etc..
Enjoys stories.
- 2. Auditory perception**
- 3. Visual perception**
- 4. Audio - Visual perception**
- 5. Directionality**
Being able to turn a page
Understanding left to right/top to bottom
- 6. Concept of print**
Holding book properly
Attempts reading
Attempts writing



MATH READINESS

1. Number sense

- Understanding that numbers represent amounts of objects
- Counting objects up to 10
- Expressing numbers in correct sequence

2. Understanding spatial awareness

- Positions
- Directions

3. Identifying and creating shapes

4. Creating patterns

5. Being able to sort and classify a range of objects

6. Being able to estimate and measure



WRITING READINESS

1. Fine motor strength
2. Thumb position
3. Crossing the midline
4. Pincer grip
5. Finger isolation
6. Eye-hand coordination (tracing)
7. Hand arches
8. Bilateral coordination(tricycle)
9. Upper body strength
10. Dominant hand use



ACTIVITIES FOR LANGUAGE DEVELOPMENT

- **LISTENING**
- **SPEAKING**
- **READING**
- **WRITING**

Listening

- Stories
- Rhymes
- Circle time
- Picture talk
- Nature walk
- Exploring musical instruments
- Theme related sounds e.g. Animal sounds

Speaking

- Story telling
- Sing a rhyme
- Circle time
- Free conversation
- Sharing experiences
- Bring an object to school

Reading

- Sight words
- Displays and charts
- Labels
- Name tags
- Alphabet puzzles
- Word hunt
- Books
- Worksheets - spot the difference
- Flash cards

Writing

- Tracing
- Maze
- Play dough letters
- Chalk & slate
- Writing books
- Air tracing
- Joining the dots to create a picture

STORY TELLING - GUIDE LINES

- ◉ Use a short story
- ◉ Use props wherever possible viz., flash cards, puppets, etc.
- ◉ Use voice modulation, be expressive
- ◉ Be loud and clear
- ◉ Use large props such that it is easily visible to a class
- ◉ Use A3 flash cards

2. CLASSROOM STRATEGIES

- ◉ Behaviour chart
- ◉ Angry birds posters
- ◉ Quiet corner
- ◉ Establish routines
- ◉ Give students choice



3. CLASSROOM IDEAS FOR TRANSITION

Transitions	Activity
Gathering for circle time	Ring, ring, ring the bell So everyone can hear. Time to gather round Circle time is here
Clean up	It's time to clean up now We'll put our things away, Ready for another day, We'll put our things away.

Lining up

Place tape on the floor to show children where to stand when waiting in line at the door

1-2-3

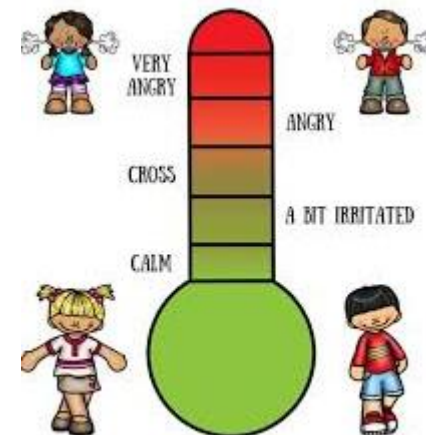
Look at me ,
Show me a line ,It's time to leave.

Getting child's attention

Get the child's attention by counting numbers loudly, up to 10. Before you begin counting, tell them what they are required to do.

4. BEHAVIOURAL MANAGEMENT

Behaviour management is a process that guides people to change their actions within a specific context and is usually used to change unexpected behaviours and habits such as those that occur in education and behavioural health.



➤ WHY DO CHILDREN MISBEHAVE?

- They want to test whether teachers will enforce rules.
- They experience different sets of expectations between school and home.
- They do not understand the rules.
- They want to declare themselves and their independence.
- They feel ill, bored, hungry or sleepy.
- They have been previously “rewarded” for their misbehaviour with adult attention.
- They copy the actions of their parents.
- They feel inadequate, afraid or threatened.

➤ RULES OF BEHAVIOURAL MANAGEMENT

- Avoid criticism and lecturing
- Avoid yelling
- Be respectful
- Explain the reason behind the rule
- Be a role model
- Work with parents too
- Consistency:
 - Apply the same technique each time
 - Apply the same technique to each child

WHO ARE YOU ?



Water bottle

Soda bottle



SODA BOTTLE - REACTIVE WATER BOTTLE - PROACTIVE

Reactive

When a person is reactive , there is no relationship between what is happening to her and how she responds.

Proactive

A proactive person creates the space between she needs to choose the best response to the situation.



**□ CHILD'S
MISBEHAVIOUR
DOES NOT CALL
FOR YOUR
MISBEHAVIOUR**

**□ Positive
reinforcement has a
better and long
lasting impact on
child than negative
reinforcement**

5. Goal setting



- Involving child in the goal-setting process is an excellent way to encourage him/her to take ownership of his/her learning.
- In the early stages, goal setting needs to be done in a very clear and simplistic way – for example, frequent two-way conversations with child about his/her progress in specific areas.
- Teachers can further facilitate goal setting through the use of organizers, anchor charts and similar aids.
- In general, helping a child reach his/her goal calls for teachers to provide specific, frequent feedback as well as ample time for self-reflection.

6. ASSESSMENT FOR LEARNING

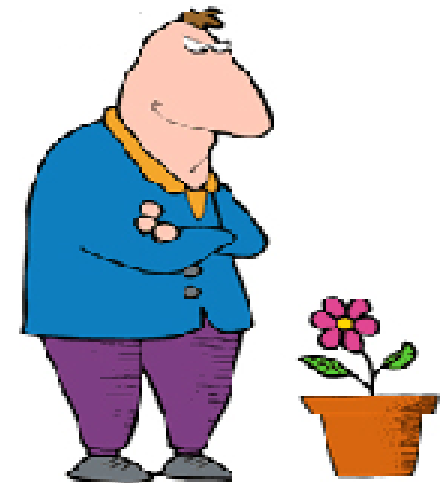
- ◉ We assess a child to promote his/her learning and development.
- ◉ It must be with a purpose, support and extend learning.
- ◉ It should be comprehensive and continuous, it is a part of the child's learning process and hence stress should not be created.
- ◉ Teachers can monitor how the child is learning as they teach, using observations, questioning strategies, class discussions, learning logs and slate work, among other methods..

The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality



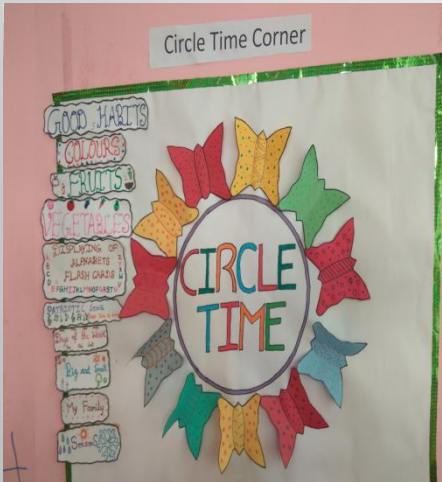
Teacher-Student Interaction



Group work, discussion and questioning helps the students to enhance their communication skills and to express their views on emotional, physical, spiritual, positive climates.

Introduction of concepts

- Some of the pics related to the introduction of concepts such as ascending or descending order, story telling, hopscotch of letters and numbers etc... And please find the videos below.....





Thank

You