

# **Paper-5**

## **Pedagogy of Early Childhood Education (Theory & Material Development)**



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## PAPER-5A

### UNIT-1: DIFFERENT CURRICULAR APPROACHES/ MODELS IN PRESCHOOL EDUCATION

#### 5.1 Objectives:

- Develop an insight into Montessori Method of Teaching
- Understand the essential principles of Reggio approach
- Enable them to understand the advantages and challenges of Waldorf approach
- Know the significance of Eclectic approach
- Develop an understanding about progressive and thematic approach

#### 5.2 Introduction

**Preschool education** is education that focuses on educating children from the ages of infancy until six years old. The system of preschool education varies widely, with different approaches and practices. Researches on Pre School education have shown that children taught at an early age usually have improved social skills and fewer behavioral problems. Self confidence gained by learning in a playful manner adds to the personality development of the child.

**Pre Primary Education/ Preschool Education** can be defined as “the content and organization of the preschool programme including all daily activities, transitions and routines which have an impact on the child’s physical, social, emotional, intellectual and language development. What to look for in the preschool curriculum

**There are certain criteria that should be met when working for the best Preschool program:**

- Curriculum needs to meet the child’s needs.
- Suited to the developmental level of the child.
- Provide support and training for the teacher
- Appealing to children

There are several curriculum model approaches that are used in preschool classrooms worldwide, each is dependent upon the preschool philosophy and programme needs. Now lets look into these models.

## 5.1 Montessori Method: origin, essential principles, methods and materials (didactic apparatus) learning environment, role of the teacher, advantages and challenges.

5.3.1 Origin: Madam Maria Montessori's (1880-1952) great love and affection, keen sensitiveness, artistic imagination, exceptional sympathy for children have given a new touch to the theory and principles of early childhood. She was an Italian lady doctor who later on became one of the prominent educationist of the world. She originated the Montessori Method. Montessori discovered that children by nature are curious and wish to learn, she also discovered that given the appropriate environment and materials children will choose to apply themselves to learning.

**Philosophy of Education** according to Maria Montessori " child is a body which grows and a soul which develops- these two forms physical and psyche, have one eternal front, life itself"

### 5.3.2 Essential principles underlying her philosophy:

**1. Principle of development from within** - she believed that education of a child is from within. The child has a body which grows and a soul which develops. She is of the opinion that education must help in the complete unfolding of the child's individuality, suitable environment should be provided so that the child may grow and develop the potentialities that he has within him

**2.Principles of freedom or liberty** - her belief is that freedom is the birth right of every individual and she advocates the spontaneous development of the child through full liberty .The school must permit the free natural manifestations of the child, if he is to be studied in a scientific manner.

**3. Principle of no material rewards and punishments** - according to her, they are incentives unnatural or forced effort and the development that comes with their help will also be unnatural

**4. Principle of individual development** -each child is a separate individual and there should be helped and guided in a manner that helps him in his proper growth and development

**5. Principle of self education** - Montessori has shifted the emphasis from teaching to learning .She believed that self education or auto education is the only true education. She has devised didactic apparatus which attracts the attention of the children, keeps them busy and leads them towards learning.

**6. Principle of sense training** - Montessori asserts that our senses are the gateways of knowledge, she pointed out that the senses are very active between the ages of 3 and 7 and that a lot of learning takes place during this period and sensory training is the key to intellectual development.

**7. Principle of muscular training** - she has given importance to muscular training as a part of the early education of children. She believed that muscular training facilitates other activities like writing, drawing, speaking etc.

**8. Principle of no fairy tales** - there is no place for fairy stories in the curriculum of young children. Since these tend to confuse children and to hinder them in the process of adjusting themselves to the real world.

5.3.3 Methods and Materials :

There are three types of exercises that are provided in the Montessori Method of teaching

1. Exercises in practical life
2. Sense training exercise
3. Didactic exercises for teaching language and arithmetic

**1. Exercises in practical life :** According to Dr. Montessori these exercises are called exercises in practical life. The children are required to sweep their room, dust and clean the furniture and arrange it as they like. They learn dressing and undressing and washing themselves. The children learn how to wash their hands, learn how to use their own soap and towels, comb their hair etc. The main purpose is to give children training in self-reliance and liberty and also to be independent.

**Motor Education:** These practical life exercises are considered to be very helpful for motor education. The care of the child's own body, managing the household affairs, gardening and manual work and rhythmic movements provide motor education.

**2. Sensory Education:** Madam Montessori stressed that the senses are the gateways of knowledge. Various materials are employed to develop sensory training. The following will explain the method of sensory training.

Purpose	Apparatus
1. For perception of size	1. series of wooden cylinders varying in height, blocks varying in size and rods of regularly varying lengths
2. For perceptions of colour	2. pink cubes, brown prisms, green, red

3. For perception of 'form'	and blue rods and coloured tablets etc
4. For discrimination of 'weight'	3. Geometrical insets , a chest of drawer with insets etc
5. For discrimination in 'touch'	4. Tablets of wood similar in size but difference in weight
6. For discrimination in 'sound'	5. Rectangular tablets with rough and smooth surface etc
	6. Cylindrical boxes containing different substances.

**3. Didactic Apparatus** for teaching language and arithmetic Madam Montessori is of the opinion that muscular skill in children is very easily developed and therefore, the teaching of writing should precede the teaching of reading

**(a) Teaching of writing** - there are three factors involves in writing

- i. Movements which help in reproducing the forms of letters
- ii. Manipulation of the pen
- iii. Use of sandpaper

The didactic apparatus for teaching language and arithmetic consists of the following

- Two sloping desks and various iron insets
- Cards on which are placed sandpaper letters
- Two alphabets of coloured card board of different sizes
- A series of cards on which are pasted sandpaper fingers (1,2 and 3 etc)
- A series of large cards with same figures in smooth paper for the numbers above ten.
- Two boxes with small sticks for counting
- The volume of drawings belonging specially to the method and coloured pencils
- The frames for lacing, buttoning etc. which are used for motor education of the hand



**(b) Teaching of reading** – Montessori is not in favour of reading the sentence aloud. The child is given a card on which the names of the familiar objects are written, the child begins to learn the letter sounds slowly and then he is asked to read faster. After some practice the child learns the correct pronunciation of word. Then the child is asked to attach the cards with the objects lying there.

**(c) Teaching of numbers** – A long stair is used for the teaching of numbers. It consists of rods varying in length from 1 to 10 decimeters. It is divided into parts painted red and blue. The child learns first to arrange the rods of size and then he counts the red and blue division and names the rods as one, two, three etc.

5.3.4 Learning environment : -'House Children "- is the name given to a school by Dr.Montessori. This house provides all the requirements of a good family house.

**A picture of the children's house** -there are many rooms in the children's house. The main room of the building is a study room. Smaller rooms – common room, lunch room , rest rooms, rooms for manual work. A gymnasium is attached to this main room. The rooms are well equipped according to the needs of the children. They keep the didactic apparatus in the cupboard and their things in a little drawer.

The black boards are fixed in the walls on which children draw or paste pictures. The children are provided with their own little shelves in the drawing room where they keep their soap and towel for washing. There is a small garden also which is looked after by the students themselves; the directress of the children's house moves about slowly and silently supervising the children whenever needed.

5.3.5 Role of a teacher :

1. **Teachers as gardener** - A teacher should care for the child like a gardener who cares for the plant so that the natural growth of the child is properly guided.
2. **Knowledge of each child** - The teacher should have knowledge of each child's development
3. **The directress and not the teacher** - Dr. Montessori has replaced the word teacher by the word 'Directress'. The primary duty of the directress is to direct and not to teach. She insists that the Directress should have knowledge of psychology and laboratory technique

4. **Doctor cum scientist cum missionary** - The Directress should be partly doctor, partly scientist and completely religious to serve the child
5. **Faith in the personality of the child** - she should provide children with suitable opportunities to think for themselves and allow them to grow according to their inner potential
6. **Moral qualities**- the soul of the child which is pure and very sensitive requires her most delicate care. Her motto should be " I must diminish to let you grow'

#### 5.3.6 Advantages and challenges of Montessori Method :

##### **Advantages of the Montessori Method**

1. **Sense training** - the Montessori method aims at educating the children through the sense training .It is based upon the maxims " proceed from concrete to abstract" and "general to abstract "
2. **Unique method of reading and writing** - special importance to the learning of writing has been provided in the methods
3. **Learning through living** - she has provided practical exercise in her school which enable children to learn good habits of cleanliness. Children learn the dignity of labour and self help skills
4. **Social value of the method** - the children perform many activities cooperatively which help them to learn social values

##### **Challenges of the Montessori Method**

1. Mechanical and artificial nature of didactic apparatus. Too much importance has been given to the didactic apparatus , where free expression of the children is limited
2. More emphasis on biological aspects and less on psychological
3. Belief in transfer to training - the idea of sense training in the Montessori method is based on the old theory of formal training of the senses
4. Neglect of the training of imagination – there is no place for fairy tales in this method fairly tales used in a proper way form part of the literacy training of children and helps in development of imagination
5. Lack of suitable teachers - the successful working of the Montessori system depends on the teachers who possess extensive knowledge of child psychology and requisition of laboratory procedures

6. Little scope for projects and correlation - they need to depend upon the mechanical apparatus
7. Very expensive - it requires a lot of money to setup a school on the lines of Montessori method

#### **5.4 Reggio Approach : origin; essential principles, methods and materials, role of the teacher, advantages and challenges .**

5.4.1 Origin: The Reggio Emilia approach to early learning was created in Reggio Emilia Italy after World War II by parents. It operates on the premise that early childhood education is the combined job of the parents, teachers and community. The Reggio Emilia Approach to early childhood education views young children as individuals who are curious about their world and have the powerful potential to learn from all that surrounds them.

**Reggio Emilia Philosophy:** It is important to know the three core principles of the Reggio Emilia philosophy - the child - the environment and -the teacher.

- **The child-** value the child as central to their own learning. Children are able to pursue their own interests and build upon ideas at their own pace.
- **The Environment** – the Reggio inspired environment often referred as the third teacher, is one that is open and free flowing , it enables uninterrupted exploration play and learning.
- **The Teacher** – teachers are encouraged to observe children rather than to direct them. The role of the teacher is to gently move students towards areas of interest to them, and this can be done through careful observation.

#### 5.4.2 Key Reggio Emilia Principles:

There are 7 guiding principles of the Reggio Emilia approach which are given below

- 1) Children are capable of constructing their own learning .Children are the main initiators of the learning process .They are inspired by their own interest to know and learn. Children should be treated as active collaborators in their education and not as passive observers.
- 2) Children are collaborators and learn through interaction within their communities. In this approach there is a close interaction between teachers', parents and children. Emphasis is on working in small

groups which is based on the idea that children work best through interaction with peers, adults and the world around us.

- 3) Children are natural communicators and should be encouraged to express themselves however they feel. Children are natural communicators and thus should be encouraged to communicate through different means. This may include words , movements, drawings, paintings etc.
- 4) The classroom environment acts as the third teacher: Classroom acts as a place of shared relationships among the children , teachers and parents and a feeling of belonging in the world. Classrooms also use natural furnishing to encourage real-life interactions.
- 5) Teachers are partners, nurtures and guides, who help facilitate the exploration of children's interests as they work on short and long term projects. In the Reggio Emilia Philosophy, teachers are partners in the learning process. They are expected to be the ones who guide experiences, open ended discovery and problem solving.
- 6) Documentation is a critical component of communication. Teachers are also responsible for documenting the learning process within the classroom and transcribing the verbal language used by children. Documentation also provides teachers an opportunity to evaluate their own work and exchange ideas with others.
- 7) Parents are partners in education. Parents play an active role in their child's learning experiences as well as help to ensure the welfare of the children in the community .Parents are respected as a child's true primary teacher also known as the second teacher in the child's learning

#### 5.4.3 Methods and Materials:

The methods used in Reggio Emilia Approach is **experience based** i.e. creating experiences for children to learn through doing rather than learning through listening or watching. It is play based i.e children are encouraged to explore and play with all the available materials.

**Child-led learning** is an important aspect of this approach .The child decides what to learn about, when to learn about it and for how long they'll focus on it.

Children are exposed to a great number of interesting curriculum - based concepts but are given the freedom to choose their own interests and explore them using the materials carefully selected for their potential to enhance learning

**Environment and materials**

Environment as a 3rd teacher	Materials
<ul style="list-style-type: none"> <li>● Co-planned with children</li> <li>● Allows for flexible groupings</li> <li>● Neutral in colours to allow children’s art to shine</li> <li>● Inviting places for inquiry</li> <li>● Space to display documentation to reflect work currently in progress.</li> <li>● Children inspired and encouraged to learn from their environment</li> <li>● Outdoor environment full of opportunities to explore</li> <li>● Art space adapted to suit each age group</li> </ul>	<ul style="list-style-type: none"> <li>● Open ended materials (invite many uses as children manipulate them)</li> <li>● Natural materials (shells, rocks, pebble, bark, leaves)</li> <li>● Open-ended toys-blocks, animal figures, puppets, dresses, musical instruments</li> <li>● Invite inquiry and provoke learning</li> <li>● Awaken the 5 senses through treasures, wooden blocks, Fabrics, Beads, mirrors</li> <li>● Art materials (paints, clay to sculpt, pencils arranged by colour)</li> </ul>

Materials have the potential to draw, explore, try new things, create and wonder .Materials are chosen for their aesthetic qualities. What do they look like? Feel like? Smell like? Are they derived from nature? Reggio Emilia teachers will typically provide authentic art materials such as water colours, clay, chalk and charcoal for children to experiment within the classroom.

Open ended materials that require the child to use their imagination or experiences provided. Open-ended play materials include materials for imaginative play such as cardboard boxes and scarves, wooden blocks, fabric scraps in various sizes and textures , natural materials like rocks sticks , bark and leaves .These materials stimulate the senses by how they feel, smell and look.

5.4.4 Role of a Teacher:

Teachers play dual roles in the Reggio Emilia classroom. Their primary role is to learn alongside children becoming involved in group

learning experiences as a guide and resource. They will also take time to reflect on what they have learned about themselves and their teaching

**Role as a co- constructor:** The Reggio teacher is a guide to the child's learning through nurturing their curiosity, providing hypothesis and solving problems

**Role as a documenter:** They are also documenters through listening to children recording their activities displaying their work

**Role as a researcher:** Reggio teachers take on the role of researcher so that they can lend knowledge and expertise to the children. They develop research questions based on their own curiosity about teaching and learning in their classrooms. For example, Children are placed in small group settings with projects to work on, they are observed by teachers and the children are allowed to question the topic of interest, the teachers introduce materials, questions and opportunities that provoke children to further explain the topic.

**Role as an advocate:** Being involved in the community knowing about children and speaking up for them when needed

**Role as observer:** The teacher must observe the children to make sure the curriculum and instruction is both comfortable and challenging

**Role of Parents:** Parents are an essential component of the school. They are an active part of their children's learning experiences and help to ensure the welfare of all the children in the school.

#### 5.4.5 Advantages and challenges of Reggio Emilia Approach:

##### **Advantages:**

1. Reggio Emilia inspired schools encourages children to be lifelong learners .Children are
2. in control of what and how they learn
3. Children are given the right to control their learning. Children are given the opportunity to ask questions and the ability to direct their learning in order to improve their critical thinking skills.
4. Teachers, children and parents are collaborators when it comes to learning. Children are encouraged to work with their peers, teachers and parents in order to formulate new questions and encourage learning.

5. The classroom environment is also known as the third teacher where documentation is displayed throughout. The classroom environment is set up in order to inspire the children to explore and probe them to ask questions.
6. Communication is encouraged - children are encouraged to communicate in many different ways – speaking, movement art work etc. They feel free to express themselves and to ask questions

## Challenges

1. As learning is child directed and project based it is very difficult to show parents that their children are actually learning
2. It is not a formal model with defined methods and teacher certification. It is sometimes difficult for teachers to truly know how to implement this model and classrooms can sometimes be chaotic.
3. Since the Reggio Emilia approach has no organized system of spiritual or moral beliefs, it can sometimes be very challenging for teachers to develop and implement fundamental values in the classroom.

## 5.5 Waldorf Approach: origin, essential principles, methods and materials, role of the teacher, advantages and challenges

5.5.1 Origin: Waldorf Education is a worldwide independent school movement developed in Europe nearly 100 years ago by Austrian philosopher, social reformer and visionary Rudolf Steiner. In Waldorf Education the learning process is essentially threefold, engaging **head, heart and hands** or thinking, feeling and doing

### Philosophy

Waldorf programs strive to stimulate kids' bodies and spirits and souls with a nurturing homelike environment that engages all five senses. Rudolf Steiner who founded the first Waldorf school in Germany in 1919 believed that small children learn best by imitation and physical surroundings.

### 5.5.2 Essential / Core Principles of Waldorf Education:

**Image of the human body** - The human being in its essence is a being of spirit, soul and body. Childhood and adolescence from birth to age 21 are the periods during which the spirit, soul takes hold of the physical instrument, that is our body

**Phases of child development** - There are sequence of seven year phases and each child's development is an individual expression

**Developmental curriculum** - The curriculum is created to meet and support the phase of development of the individual and the class. From birth to age seven (7) the guiding principle is that of imitation, from 7 to 14 the guiding principle is that of idealism and development of independent judgment.

**Freedom in teaching - Rudolf Steiner** gave indications for the development of a new art with an expectation that "the teacher must invent this art at every moment"

**Methodology of teaching** - It aims to create well rounded students through a broad curriculum including academics, art and music education, physical education and emotional social education

**Relationships** - The task of all teachers is to work with the individuality of each child and with each class as a whole. A healthy relationship with parents is essential to the wellbeing of the community and the school.

**Spiritual orientation** - Waldorf education is an art of awakening what is actually there within the human being

#### 5.5.3 Methods and Materials Of Waldorf Approach:

The Waldorf method of teaching is a unique educational strategy which aims to create well-rounded students through a broad curriculum, including academics, art and music education and social education. Children are encouraged to learn to play musical instruments, knit, crochet, and draw. Additionally, the Waldorf Method uses no textbooks until sixth grade. Elementary school children keep a journal where they record their experiences and what they have learnt.

Instead of teaching children to read when they are five or six years old, teachers tell fairy tales and read stories to children. This encourages oral mastery before reading. The alphabet is explored as a way to communicate with others through pictures. This allows writing to evolve out of the art forms of children, instead of their ability to read and reproduce.

**Learning Materials** Toys are made of natural materials like wooden toys, sand, water, sticks, shells to allow maximum scope for creative use in children's play. The furniture is made of wood and is open ended or multi use by the children. There are also a variety of materials for dressing up, wooden blocks which can make houses or boats. These open-ended objects stimulate the children's imagination and fine and gross motor skills. For drawing, children use pencils and crayons. With a focus on colour, younger



children first learn to use thick block crayons on natural unbleached paper and then use thinner crayons and coloured pencils. Children use paints made from natural dyes.

Spun wool and cotton are used to create small weaving and needlework projects. Occasionally sculpting with beeswax and clay modelling, basket weaving is done.

### **Waldorf learning Tools and Toys**

- Open Ended/Gender Neutral Toys like push cart, colored silk dress-up clothes
- Natural objects as toys, stones, feathers sand, leaves
- Recording book; student has a journal to record learning after each lesson
- Waldorf Dolls made of natural fibers like cotton and wool

#### 5.5.4 Role of Teacher in Waldorf Education:

A Waldorf teacher is very different from working as a traditional school teacher. Waldorf teachers guide children through investigating learning in core subjects such as language, history, math, science and geography. Waldorf teachers teach eurhythmy-a movement art unique to Waldorf. Everything integrates a child's inner spirit and body by incorporating spoken words with movement.

Typical duties include:

- Clear communication with students and parents
- Teach curriculum focused on developmentally appropriate education
- Create and plan lessons and activities , encouraging enthusiastic learning . intellectual growth self-esteem and social responsibility
- Create assignments and assess student progress
- Lead discussions, demonstrations and other class activities
- Deliver core subjects as well as integrate skill building and artistic subjects
- Offer guidance only when necessary, modeling good behaviour, providing mentoring and committed to each student individually.

### 5.5.5 The advantages and challenges of Waldorf Education:

#### **Advantages:**

1. **Children enjoy an unhurried childhood.**-Waldorf-educated children enjoy full childhood gaining the experiences they need to become healthy individuals.
2. **Learning is hands-on and age appropriate** -Learning is an experiential activity where children are introduced to each experience at the right time in their development.
3. **Children can learn at their own pace** -Children are allowed to explore and discover in a supportive and rich environment, where the curriculum is created around the child's interests.
4. **In-depth study enriches learning experiences** -Children have the opportunity to study each subject thoroughly and from a number of points which contributes to their understanding of subject matter.
5. **Students learn how to take an active role in their own education.** Students take part in the learning process by creating their own textbooks, beautifully drawn journals containing stories, essays, poems, illustrations etc.
6. **Waldorf schools produce well rounded individuals.** Children are exposed to a wide range of experiences which develops high levels of confidence in their ability to apply skills.
7. **Waldorf educated individuals have a lifelong passion for learning.** Children develop an interest through years of exploration, invention and discovery

#### **Challenges**

1. The use of electronic media is not permitted until the fifth grade
2. This approach does not use the typical learning process for core subjects like reading, writing, and mathematics.
3. Waldorf schools encourage self discovery more than competition
4. There is no guarantee that a child can catch up to their peers
5. Parents must be highly involved with the child's education
6. Most waldorf schools do not perform standardized testing
7. One teacher for all grades may feel restrictive for some

## 5.6 Importance of an Eclectic , Progressive Approach and Thematic Approach

5.6.1 Eclectic approach: is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners. Different teaching methods are borrowed and adapted to suit the requirement of the learners.

### Approaches and methods

There are varied approaches and methods used for language teaching in eclectic approach the teacher can choose from these different methods and approaches

- **Grammar translation method** it is a method of teaching language by which students learn grammatical rules and then apply those rules by translating between the target language and the native language
- **Direct method** the target language is directly used for teaching all the four skills listening, speaking, reading and writing
- **Structural - situational** approach in this approach the teacher teaches language through a careful selection, gradation and presentation of vocabulary items and structures through situation based activities
- **Audio-lingual /audio visual method** here new words and grammar are directly taught without using the students native language .The teacher focuses on grammar through drill and practice
- **Bilingual method** the word bilingual means ability to speak two languages fluently. In bilingual method the teacher teaches the language by giving mother tongue equivalents of the words or sentences
- **Communicative language teaching** this approach lays emphasis on oral method of teaching. It aims to develop communicative competence in students
- **Total -physical response** It is based on the theory that memory is enhanced through association with physical response

- **The silent way** in this method the teacher uses a combination of silence and gestures to focus students attention

### **Advantages**

- The teacher has more flexibility
- No aspect of language skill is ignored
- There is variety in the classroom
- Classroom atmosphere is dynamic
- Encourages student pride in their heritage language communication preferences

### **Disadvantages of the electric approach**

With so many possibilities to choose from this approach might be difficult to new and inexperienced homeschoolers. Tailoring each child's educational program to her specific needs will require a lot of time.

#### 5.6.2 Progressive Approach :

Progressive education is a response to traditional methods of teaching. It is defined as an educational movement which gives more value to experience than formal learning. It is based more on experiential learning that concentrate on the development of a child's talents

### **Progressive Approach has these qualities**

- Emphasis on learning by doing hands on projects experiential learning
- Integrated curriculum focused on thematic units
- Strong emphasis on problem solving and critical thinking
- Group work and development of social skills
- Understanding and action as the goals of learning as opposed to rote learning
- Child's curiosity ability and learning style are important factors for each child's learning
- Assessment by evaluation of child's projects and productions

## **Advantages**

- Progressive education is the best way for children to experience real world situations
- Children are taught how to think rather than relying on rote memorization
- Progressivism in education today helps students master important skills needed for career
- Foster a passion for learning new things
- Curriculum is based on children and what they need to know to prepare them for future
- Believe that individuality progress and change are fundamental to one's education

## **Challenges**

- Does not have teacher directed or skill centered strategies i.e there is no standard way of teaching or learning a concept
- It is hard to teach when it comes to teaching subjects on humanities and critical reading
- The chaos and noisiness of the classroom could not be handled by one teacher
- It is lot of work for the teacher to plan a lesson and a variety of activities in order to make class more organized
- Limited in question answer tests and written responses

### **5.6.3 Thematic approach:**

Thematic approach is a way of teaching and learning where many areas of the curriculum are connected together and integrated with a theme. It crosses over subject lines and helps children relate basic academic skills to real world ideas. Thematic units are common in preschool classes. Since preschool children learn through interactive, integrated activities these themed units incorporate reading, math, science and social studies as well as the arts for a well balanced curriculum

## **Benefits**

- Teaching thematically helps children make sense of what they are being taught since content areas are integrated and not made to stand alone
- Students are able to retain more information when it is not presented as isolated facts but rather as part of a whole.
- Thematic units encourage the involvement of all students through topics relevant to them. Children are able to relate real-world experiences and build a prior knowledge of a topic.
- Learning becomes a continuing process which is not limited to books. or guide lines prescribed by the curriculum
- The emphasis is not on the product but the process of learning.
- The focus of the group activities is problem solving critical and creative thinking

## **Thematic planning**

- Organize curriculum around a theme
- Integrates different developmental and subject areas
- Contributes to child's growing awareness and understanding
- Provides opportunities for children to learn by doing and have direct experiences with the world.
- Helps children understand that learning is connected to life



### Disadvantages

1. Some students may lose interest as they become bored with one theme
2. Inaccessible to some students due to cultural academic or ability differences
3. Students miss a day may miss the connections
4. Less organization for teacher- more work for the teacher
5. Academic lower level students having a hard time with concepts within that theme

### 5.7 Summary:

A valid curriculum model provides the theoretical framework needed to operate an effective preschool education program and to provide opportunities for children to learn..This unit has given an insight into different curricular approaches and Preschool models such as Montessori Method, Reggio Approach, Waldorf Approach, Eclectic, Progressive and Thematic Approaches. No attempt was made to compare and contrast the curriculum models. Only when educators of preschool programs adopt valid

curriculum models and work with parents and community we will be able to fulfill the educational potential of the preschool experience of our children.

### **5.8 Unit End Questions**

1. What is Montessori Education?
2. Mention the essential principles underlying Montessori philosophy?
3. What are the three types of exercises provided in the Montessori method of teaching?
4. Explain didactic apparatus?
5. Explain the role of teacher in the Montessori Method of teaching?
6. Mention the different methods of eclectic approach?
7. What are the principles of progressive approach?
8. Mention the steps in planning a thematic approach?
9. What are the merits of thematic approach?
10. What are the advantages of progressive approach?
11. Mention the three core principles of Reggio Emilia Philosophy ?
12. State the seven guiding principles of the Reggio approach ?
13. Enumerate the role of a teacher in the Reggio Emilia classroom?
14. What are the challenges in implementing the Reggio Emilia method of teaching?
15. Mention the core principles of Waldorf education?
16. How is Waldorf teacher different from a traditional school teacher?
17. How is Waldorf education useful for children's learning?
18. Mention the challenges of Waldorf education?



## **UNIT-2: COMPONENTS AND RELATED ACTIVITIES FOR PROMOTING ALL DEVELOPMENTAL DOMAINS**

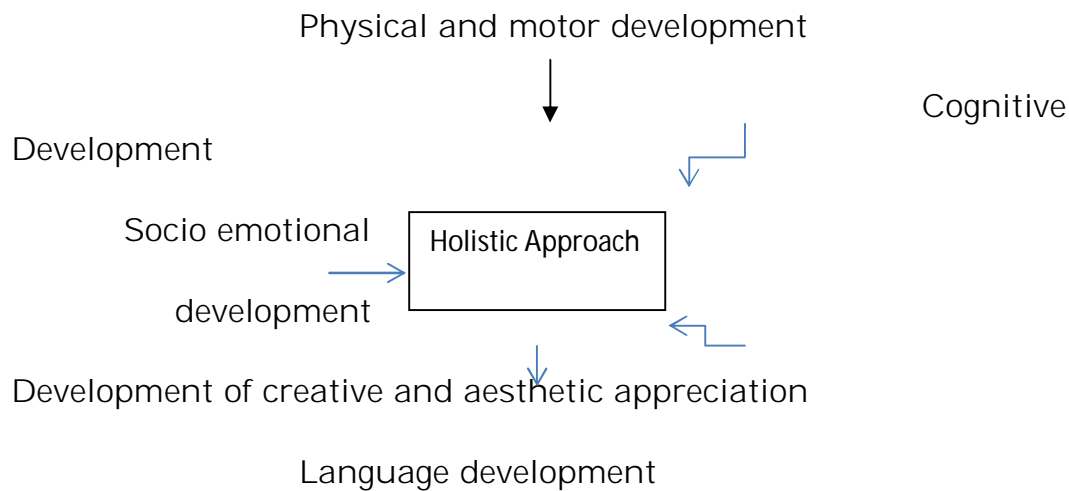
### **2.0 Introduction:**

In unit 1, we have learnt about different models in pre-school education. Now we will learn about the Goal of Early childhood education with specific focus on all developmental domains like physical and motor, language, cognitive, social development creativity and aesthetic appreciation. Constitution of India under article 45 says, "The State shall provide free and compulsory education to all children age of 14 years". This goal could be achieved only when proper foundation is led at the early years in the form of pre-school education. As we all know early childhood is the foundation period on which children build their lives. Although it is also a preparation for adolescence and adulthood, it has an importance in itself. You might have observed children, they develop at different rates in different ways, emotionally, intellectually, morally, socially, physically and spiritually. Yet the beauty is each dimension is interwoven with others to learn. Its identifying and promoting children, what they can do, rather than what they cannot do. Few fundamental principles to know how children learn are:

- ❖ Young children learn from everything that happens in their environment.
- ❖ Play and conversation are the main ways by which young children learn themselves and the world around them.
- ❖ Interaction with adults and peers is of central importance to a child's development.
- ❖ Children who are encouraged to think for themselves are more likely to seek knowledge and to be eager to learn.

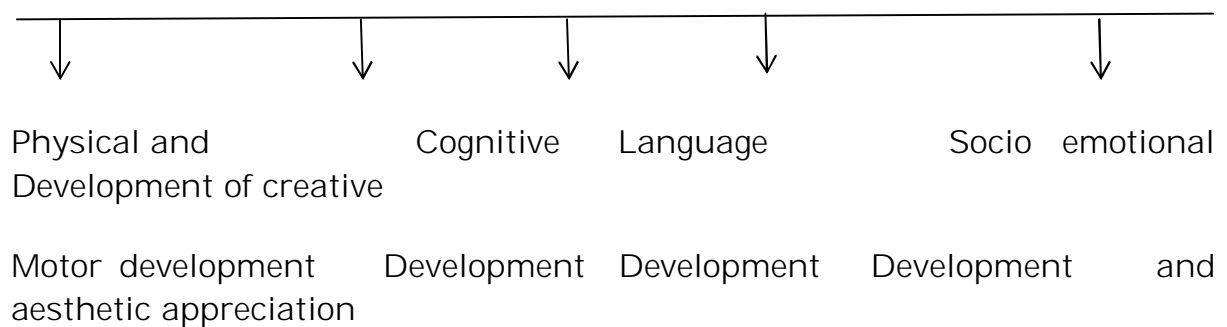
Now let's check what are the goals of Early childhood education:

The main purpose of early childhood education is the development of the child as a whole i.e. laying the basic foundation in different areas of development like physical, intellectual, language, social and emotional theology promoting integrated growth and development. For holistic approach various aspects of ECE are:



A child's development is holistic in nature, but can be categorized under different domains— physical/motor, cognitive, language, socio-emotional and creative and aesthetic appreciation. These five domains are interdependent—each domain is linked with the other and affects its development and each skill is a blending of other skills. For example, recognizing and naming the colour of an object is a combination of cognitive and linguistic skills. Development in each of these areas is dependent on appropriate stimulation and opportunities to learn.

For the development of the whole child, experience and activities need to be provided for



The different areas are referred to as SPICE of life

**Social:** Refers mostly to the ability to form relationships with others

**Physical:** Development of gross and fine motor skills

**Intellectual:** The process of understanding and making sense of the world around them

**Creative:** Developing creative talents like music and drama etc.

**Emotional:** Development of self-awareness and understanding feelings

## 2.1 Objectives:

By the end of this unit you will be able to

- Understand the goal of early childhood education.
- Appreciate the holistic development of the child during childhood years
- Understand the objectives of physical development
- Describe various activities related to each area of development
- Plan activities related to intellectual area of development
- Realize the importance of creativity and aesthetic development during early years
- Describe the importance of social and emotional development

### Check your progress

1. What is the main goal of early childhood education?
2. What does SPICE of life stand for?

## 2.2 Physical and Motor Development

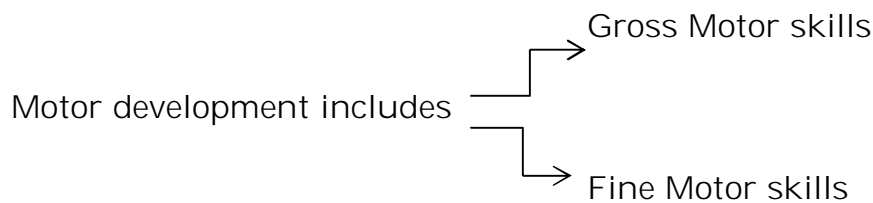
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National focus group, NCERT(2006) and ECCE policy 2013 has clearly mentioned the objectives for each developmental domain. Now let us see area wise

- Physical and motor development includes
  - Maintenance of large muscle coordination
  - Development of large muscle coordination
  - Development of fine muscle coordination. This consists of
    1. Small muscle development
    2. Eye-hand coordination
    3. Hand to mouth coordination

Let us learn what is meant by physical development. It refers to the development of the structure of body and its components. It includes height, weight, muscle, bones, teeth and body proportions. We need to understand that the process of physical development is not uniform throughout life i.e. some aspects of physical growth are faster while others may grow very slowly. There are individual differences which may be due to heredity or environment. Generally girls show developmentally more advanced, than boys.

As we have already seen



### **Objectives for conducting activities for Physical and Motor Development -**

#### **Physical Health and Motor Development:**

- Developing coordination and control of large motor muscles
- Developing strength and coordination of small motor muscles
- Demonstrate the use of body with proper sense of space and direction
- Coordination of fine muscles with dexterity; eye hand coordination
- Developing sense of balance, physical co-ordination
- Recognize different food and demonstrate healthy dietary habits
- Display healthy habits, personal care and hygiene. Display ability to follow safety rules, make choices and avoid danger

**Gross Motor skills-** The gross motor domain includes the development of the large muscles of the body such as arms, shoulders, elbow, torso, legs, and thighs.

Gross motor skills involve, in movement and coordination of the arms legs and other large body parts and movements. The child demonstrates balance, strength and coordination in activities such as walking, climbing,

throwing, running, cycling, catching, jumping, dancing, hopping, and kicking.

**Fine Motor skills-** The fine motor domain includes the development of finer muscles of the hand, wrist, fingers and eye hand coordination.

Fine motor skills are skills that evolve a refined use of the small muscle, controlling the hand, fingers and thumb, usually in coordination with eyes.

The child demonstrates

- Clear hand preference in tasks involving the use of hands.
- Appropriate grasp that is development of a pincer grasp and a tripod grasp as required by an activity.
- In hand manipulation when using any tool or object.
- Eye hand coordination for activities involving self help skills and other play or literary activities.
- A smooth rhythmic hand movement in activities involving colouring, copying, writing and painting.

During the infant and toddler years, children develop basic and manipulation skills which are refined during the pre-school years. The pre-schoolers become quite adapt to self-help, construction, holding grips and bimanual control tasks-- regularly the use of both hands.

Hand-mouth coordination switches to a bi-manual involvement with both hands moving in symmetry towards the mouth, from a one handed action at birth.

**Activities that promote Physical and Motor development in children.**

**2.2.1 Physical and Motor Development**

Large Motor Development	Activities
<p>Maintenance of adequate growth</p> <p>Development of large muscle coordination (control over the</p>	<ul style="list-style-type: none"> <li>• Check-up of height and weight</li> <li>• Providing nutritious food</li> <li>• Health check-ups</li> </ul> <p>Play activities involving</p> <ul style="list-style-type: none"> <li>• running,</li> </ul>

<p>large muscle of the body)</p>	<ul style="list-style-type: none"> <li>• jumping</li> <li>• climbing,</li> <li>• hopping,</li> <li>• Ball games could be organized in the open space e.g. dribbling the ball, throw ball, catching etc</li> <li>• Physical exercises</li> <li>• Local dance forms or free dance could be used with music not</li> </ul> <p style="text-align: center;">only to develop rhythmic movements but also coordinated movements and expression</p> <ul style="list-style-type: none"> <li>• Circle games like I sent a letter to my friends or dog and the bone could be played.</li> <li>• Also organized sports such as hurdles game - going under and over hurdles, relay races etc.</li> </ul> <p>Activities for developing fine motor skills. (Also for pre writing)</p> <ul style="list-style-type: none"> <li>• Drawing, painting, coloring,</li> <li>• Tearing and sewing</li> <li>• Sand and water play</li> <li>• Clay work</li> <li>• Finger rhymes with action</li> <li>• Eating activity with fingers and spoon</li> <li>• Kitchen activities like washing, peeling, cutting, crushing, sorting etc could be very well be integrated into fine motor domain</li> <li>• Rolling, moulding, kneading mud clay or dough in the play area or could be integrated with kitchen activities.</li> <li>• String could be provided to practice tying and untying.</li> <li>• Marbles, beading, puzzles, paper folding using newspaper.</li> <li>• Have a blackboard along one wall of the</li> </ul>
<p>Fine Motor Development</p> <ul style="list-style-type: none"> <li>• Small muscle development</li> <li>• Eye-hand coordination</li> <li>• Hand-mouth coordination</li> </ul>	

	<p>room at the height of the children so that they have a free access to scribble and draw using large arm movements.</p> <ul style="list-style-type: none"> <li>• As an alternate option they could be allowed to scribble on the floor with chalk or charcoal, or the red brick stone followed by a clean up session.</li> <li>• Depending on the resources available craft activities could include colouring, cutting, pasting, and painting.</li> </ul>
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### **2.2.2 Role of a teacher and important considerations for planning activities**

Now let us look at the role of a teacher in planning activities for physical development

- Outdoor activities require space and equipment to develop both the large muscles and the fine motor skills.
- The space and equipment must be safe and secure.
- As far as possible an open playground or space should be provided to allow children to freely run and hop, skip and jump, climb and roll.
- The open playground should have safe swings on the trees, a jungle gym, a see saw and slides.
- The space could have a clearly demarcated track for cycles, tricycles, rolling tyres, pulling and pushing cart.
- Activities that provide quietness and relaxation as well as more energetic ones are to be included
- Programme should include both indoor and outdoor play.
- All the materials necessary for the programme should be collected in advance
- Activities are to be conducted according to the abilities of children
- Do not force children to play, let them observe one another and get motivated to play
- Do not give broken or damaged material to children.

- Develop team spirit in children rather than one person is winner and others are losers
- Most important is the planned activities should be interesting to children and should be age appropriate.
- Locally available resources has to be tapped in developing and procuring material which can be used by children.
- Take care that there are no glass pieces, thorns or pebbles in the ground where children play.
- What is important in play is participation but not victory or defeat.
- The teacher should take care that children take toys/ play material of their choice and keep them back at the original place after the play.

First level of the programme 3 + year old group	Second level of the programme 4 + year old group	Third level of the programme 5 + year old group
<p>*Creating opportunities for the coordination of gross motors</p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Climbing up</li> <li>• Climbing down</li> <li>• Crawling</li> </ul> <p>*Creating opportunities for the coordination fine motors / eye hand coordination</p> <p>-Piercing</p>	<p>*Creating opportunities for the coordination of gross motors</p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Balancing and walking on a line</li> <li>• Running</li> <li>• Jumping</li> <li>• Climbing</li> <li>• Climbing down</li> <li>• Throwing</li> <li>• Jumping forward</li> <li>• Walking backward</li> <li>• Kicking a ball</li> </ul> <p>*Creating opportunities for</p>	<p>*Creating opportunities for the coordination of gross motors</p> <ul style="list-style-type: none"> <li>• Running in specified direction</li> <li>• Making rhythmic movements</li> <li>• Walking on uneven lines</li> <li>• Running crossing hurdles</li> <li>• Walking straight on a line/ walking on lines related to shapes</li> <li>• Hopping</li> <li>• Walking in a balanced way</li> <li>• Walking in an</li> </ul>



-Holding -Colouring -Arranging blocks	the ordination fine motors / eye hand coordination <ul style="list-style-type: none"> <li>• Making dolls</li> <li>• Drawing pictures</li> <li>• Arranging things</li> <li>• Filling rangoli</li> </ul>	indicated direction - eye hand coordination <ul style="list-style-type: none"> <li>• Filling water</li> <li>• Tearing papers as per shapes</li> <li>• Cutting, using scissors</li> <li>• Knitting a lace</li> <li>• Filling colours in given shapes</li> <li>• Making toys</li> <li>• Joining the dots</li> </ul>
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**Check your progress**

Write your answers in the given space

1. The development of body structure and its components are referred to as \_\_\_\_\_ development
2. Mention the areas of physical and motor developments
3. What do you understand by large muscle and fine muscle coordination
4. Is throwing a ball fine muscle coordination Yes/No

**2.3: Communication and language.**

**2.3.1 Need for promoting communication and language in children:** As

we all know language is the medium of communication. It is through language that children are able to express effectively their needs and desires and also it is an expression of intellectual and cognitive development.

Language forms the basis of our ability to think and to communicate with others. The child is exposed to language input right from the time he/she is born. It is the means through which one thinks and also expresses ideas, thoughts, feelings, needs, desires as well as exchanges

information and knowledge. This is the stage wherein the child develops language skills both receptive and expressive- which enable him /her to interact effectively with the environment.

**Broader objectives for language development are....**

#### **Language Development:**

- Develop Listening and comprehension skills
- Use expressive and receptive communication skills
- Develop effective verbal and non-verbal communication skills
- Develop vocabulary and use language for a variety of purpose
- Display emergent literacy skills and love for reading (preparing children to read and write ): such as identify and differentiate sound, phonological awareness; print awareness and concepts; recognition of letters; letter-sound correspondence; segmentation, building words and sentences and early writing.
- Demonstrate interest and ability in writing
- Develop competency in home language while acquiring beginning proficiency in language of school transaction and/or English, if needed.

#### **2.3.2 Development of comprehension, building vocabulary , pronunciation and sentence construction**

The ability to comprehend and use language effectively for communication is a fundamental part of child development. Language skills are important in and of themselves, and they create a foundation for later educational success and for the ability to participate in society and work life (Heckman, 2000). Thus, difficulties in language comprehension are likely to affect many areas of learning and social interaction and, career opportunities and employment prospects in adulthood.

#### **What is language Comprehension:**

Understanding what other people say and write (i.e., language comprehension) is more complicated than it might at first appear. Comprehending language involves a variety of capacities, skills, processes, knowledge, and dispositions that are used to derive meaning from spoken, written, and signed language. In this broad sense, language comprehension includes reading comprehension. Deriving meaning from spoken language

involves much more than knowing the meaning of words and understanding what is intended when those words are put together in a certain way. The following categories of capacity, knowledge, skill, and dispositions are all brought to bear in fully comprehending what another person says.

The three main approaches to training language comprehension: (a) dialogic book reading focuses on actively involving children during reading, (b) direct teaching of language comprehension skills, often with emphasis on training vocabulary, or (c) a broader approach that combines book reading, vocabulary instruction and other exercises for language comprehension-related skills.

### **Activities that develop language comprehension in young children.**

- **Read Aloud Story Books.**

Reading aloud is the best language comprehension and reading comprehension activity. For language comprehension, the focus should be on learning new vocabulary words from the text and drawing conclusions from the pictures. Asking questions as you read and encouraging kids to ask their own questions are also ways to improve language comprehension through read aloud.

- **Act It Out**

If you really want to see whether children understand a read-aloud, have them act it out. Five-year-olds can do it as a small group or create puppets and act out all the characters themselves. If the entire story is too long, just have them perform a small section of it. You'll be able to see whether they incorporate vocabulary from the story, how they interpreted the characters and plot and whether you should sign them up for acting classes.

- **'Draw' Conclusions**

For a 5-year-old who loves to draw, lots of language comprehension activities are available. Kids can draw what they think will happen next in a story, for example. They can also draw the meanings of new vocabulary words, either from the context of the story or from a definition you've read to them. Another option is to have them create their own stories through pictures and have you write the words. For those kids already worried about their drawing skills, or lack thereof, cutting pictures out of magazines can work as well. But really they should just draw stick figures like the rest of us.

- **Hunt for Treasure**

Hide a present in classroom or yard, then give children verbal clues about where it is. Start out simply, with just one or two clues, then gradually move on to more complex descriptions and complicated hiding places. If children struggles with verbal clues, supplement them with pictures. You can take a photo of an area near the hiding place with your cell phone camera and then show the picture while saying the verbal clue.

## **Developing Vocabulary in young Children**

Before a child learns to read they need to have a good, well-rounded understanding of basic words and what they mean. And while that may sound a bit overwhelming, there are very easy ways that you can build a preschooler's vocabulary and introduce early reading concepts.

From reading aloud to preschooler to simply engaging in conversation, you are helping children learn words—how they work, what they mean, how they are the same, how they are different and much more.

- **Set up a library corner in the classroom.** Research shows a strong correlation between library use and literacy-building skills in young children.
- **Use Descriptive Words..**

When it comes to increasing child's vocabulary, more is better. The more words that your child hears on a daily basis, the more she'll learn, absorb and eventually put to use them self.

Try to use a variety of descriptive words in daily conversation. For example, when describing a flower , try using words such beautiful, colourful or bunch of flowers etc . These words may be beyond a child's understanding right now, but by using them in the proper context you'll make them more comprehensible.

- **Make labels**

If you want your preschooler to learn more words, then make it easy. In addition to saying them often, show them too. Build on their basic comprehension of well-known words by using a label maker to name commonly used items so they learn to recognize what the word looks like.

Label door / window / box other items in the class room.

- **Flash Cards**

A good way to help preschoolers learn new words is to take what they are hearing and help them to visualize it. Use flashcards or cut pictures out of magazines for this game.

- **Practice Rhymes**

Rhyming is not only fun, but it is also an easy way to get preschooler thinking about how different words can relate to each other. How many rhyming words can your preschooler come up with? The fat cat sat on the mat. The white kite flew at night. Besides being a wonderful way to spend quality time with your preschooler, reading aloud is a great way to expose them to new words.

- **Read aloud**

Choose books that are of interest to your preschooler but that use words that are slightly above their understanding. Together you can work through what they mean, by using context—the other words on the page and any pictures that might be on the page as well.

### 2.3.3: Receptive Skills :Listening

#### **Aims of developing listening skills are**

- a) To develop the habit of knowing what others say
- b) To teach proper pronunciation
- c) To develop the habit of understanding spoken language
- d) To develop modulation of voice

These skills will develop the following in children ...

- Listening and understanding
- Discrimination of sounds
- Following instructions
- Answering questions after a story session

Experiences for promotion of listening skills in children can be done through..

1. Conversations
2. Following directions
3. Stories
4. Songs and rhymes

5. Riddles\
6. Picture talk
7. Audio Visual Films
8. Narrations
9. Television
10. Listening games

### **Activities for developing receptive language skills---**

1. Tell **short stories** using puppets masks, using intonation and dramatization, illustrations.
2. To create an interest, hold their attention, introduce new words and develop concepts.
3. Play **sound games** where children listen and imitate environmental sounds and learn to discriminate, guess and identify the different sounds such as water, coins, paper, familiar voices, and utensils.
4. The teacher can if resources permit have a cassette with the different environmental sounds recorded and ask children to guess. Have a collection of sound making toys, musical toys, and musical instruments for making sounds.
5. The children can learn to dance, clap to rhythmic sounds of musical instruments. One can use a local drum, cup and spoon, a bell. Children learn to tap their feet or clap their hands to the beat of the instrument.
6. **Guessing games.** The teacher describes any object present in the context. Children listen carefully and guess the object.
7. **Following instructions / directions.** The teacher can organize a treasure hunt in the class or outdoor. Hide objects and children attend to the instructions which are read given or read out verbally to help children locate them.

### **2.2.3: Expressive Skills : Speaking skills-**

#### **Aims for developing speaking skills in children**

- i. To enable the children to express their ideas and feelings is a simple and correct way

- ii. To enable the children to express themselves spontaneously without any inhibition
- iii. To enable the children to answer the questions correctly
- iv. To enable the children the habit of free conversation with their peers

Experiences for promotion of speaking skills in children can be done through the following activities...

1. Describing an event /situation
2. Dramatization
3. Free conversation
4. Puppet plays
5. Rhyme recitation
6. Story

### **Speaking skills helps children to demonstrate**

- Fluency in speech.
- Use of appropriate vocabulary related to his/her environment.
- Use of correct sentence structure using three or more words.
- Use of simple and complex phrases.
- Use of language to ask questions, relate stories, recite poems, narrate experiences, and express self needs/ feelings, uses language for pretend play.
- Use of language to communicate and converse with others.

### **Activities for developing Expressive language skills in children..**

- **Circle time-** Everyday as routine children sit down in a circle and share their experiences; thereby giving each child an opportunity to express himself /herself. This activity also gives a sense of participation and increases the self-confidence.
- **Relating stories.** Children can use simple story cards up to 3 or 4 cards to relate stories which they have heard. The cards help them to recall, relate and sequence the events of the story.
- **Reciting rhymes and singing songs.** This activity helps to pronounce the words clearly as rhymes are repeated often. Poems also clarify

concepts, expand vocabulary .Songs and rhymes also develop a sense of rhythm. The teacher could carefully choose songs and rhymes with the concepts appropriate to children of this age level such as action songs related to body movements, animals, birds, garden, food etc. Songs could be of their own mother tongue.

- **Naming & Labeling** the environment is another way of expanding the vocabulary of the children. They could be encouraged to name objects, actions and events in their context.
- **Describing pictures** – Show large pictures and ask children to describe in their own words.
- **Just a minute**- Children could be given a minute each to come forward and talk on a given topic which is related to their context. Encourage children to play pretend games amongst each other. This will encourage them to imitate persons, actions and experiences in a spontaneous manner using materials such as puppets, dolls, masks, hats etc.
- **Show and tell** -Children are encouraged to show their favourite toy/thing and talk about it to the class.
- **Answering questions**-Encourage children to answer to questions “where, why, what, how, when, related to a story /situation/event etc

#### **2.2.4: Reading Readiness:**

Reading readiness implies the stage when children are emotionally ready to learn something without any stress. Reading readiness begins with a good deal of exposure to language experience. Activities like free conversation, narration of events and question answers are undertaken. Picture reading is an important activity developing reading skills. Story reading is very helpful in this regard. Opportunities for exercise for auditory discrimination involving identifying the beginning and ending of sounds of words are provided to children. Stress is also laid on exercises in visual discrimination.



### 2.2.5: Writing readiness

Writing readiness is the ability of the child to learn writing without any stress. Writing readiness is developed by means of activities involving spontaneous paper and pencil drawing, copying and tearing etc.

We need to understand that reading and writing are not taught during pre-school years. Early childhood years include any activities to develop reading and writing readiness.

### 2.2.6:

Language skills	Activities
Development of listening skills <ul style="list-style-type: none"> <li>- Listening comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- Free conversation</li> <li>- Listening and vocabulary games like rhyming games, identification of sounds etc.</li> </ul> Rhymes and songs, riddles, dramatization, storytelling, puppet play and word making games  <ul style="list-style-type: none"> <li>- Word making games</li> <li>- Picture word making</li> <li>- Picture handling</li> </ul>
Development of speaking skills <ul style="list-style-type: none"> <li>- Vocabulary development</li> <li>- Speaking fluently</li> <li>- Talking in sequence in full sentences</li> <li>- Expressing one's own ideas</li> </ul>	
Development of reading skills <ul style="list-style-type: none"> <li>- Ability to recognise pictures/words</li> <li>- Recognise sounds</li> <li>- Ability to read</li> </ul>	
Development of writing skills <ul style="list-style-type: none"> <li>- Writing from left to right</li> </ul>	

**Role of teacher :**

- Create opportunities for children to express their feelings
- While working with the children, speak to them as much as possible. The more language the children are exposed to, the more they learn
- Encourage children to speak full sentences
- Do not ignore children who do not talk. Encourage them by showing love, individual care and praise
- Listen patiently to what the children are telling, answer all their questions
- Create enough of opportunities for children to play together in groups and participate in activities
- Show them pictures and create opportunities to make them speak about them
- Create opportunities through small questions to tell what they see, to imagine and to tell the reasons
- Speak to the children slowly and politely, using simple language
- Do not make fun of the children when they speak wrongly. Do not correct them immediately. If you do that, the children will get scared to express their feelings. Tell them the right word and correct their mistakes.

First level of the programme 3 + year old group	Second level of the programme 4 + year old group	Third level of the programme 5 + year old group
Create opportunities for the following - listening and enjoying - grasping what they listen - to be able to	Creating opportunities for the following - listening carefully and grasping what they listen - identifying differences in the sounds	Creating opportunities for the following - coordinating the relationship between seeing(visuals) and hearing - following two or three instructions - Speaking coherently - Speaking on their own

<p>express their needs</p> <ul style="list-style-type: none"> <li>- identifying sounds</li> <li>- enjoying songs and poems</li> <li>- listening to instructions</li> <li>- identifying what they see</li> <li>- identifying the characters in a story. - Expressing words related to them</li> <li>- talking about himself/herself</li> <li>- talking about people and things associated with them</li> <li>- expressing their needs</li> </ul>	<ul style="list-style-type: none"> <li>- identifying differences in what they see</li> <li>- following instructions</li> <li>-expressing feelings in words</li> <li>- participating in conversations</li> <li>- listening to new words and repeating them</li> <li>- encouraging them to ask questions.</li> <li>-creating opportunities to speak about people and things related to them</li> </ul>	<ul style="list-style-type: none"> <li>- telling a story in sequence</li> <li>- cognition of sounds of words and repeating them</li> <li>- telling words that begin with the same letter</li> <li>- telling about himself/ herself and about people associated with them and their things</li> <li>- singing small songs (rhymes)</li> <li>- to be able to do readiness skills programmes instructing writing and reading</li> <li>- creating understanding in them about pre reading /pre writing skills</li> </ul>
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**Check your progress:**

Write your answers in the given space;

1. What are language skills
2. Suggest activities for developing
  - i. Listening Skills
  - ii. Speaking Skills
  - iii. Reading skills
  - iv. Writing skills

## **2.3: Sensory and Cognitive development:**

### **2.3.1: Introduction**

What is meant by cognitive development?

Cognitive development is the development of those basic skills which help in understanding the environment. It implies the progressive changes in the mental process which go on from birth to death.

#### **Sensory and perceptual Development:**

- Demonstrate the use of different senses (Sight, hear, feel, taste, smell) to guide movements and recognize objects
- Awareness of space and direction, distance, quantity etc.

#### **Cognitive Development:**

- Development of object permanence (know that objects have substance, maintain their identities when they change location, and continue to exist when out of sight)
- Development of perceptual categorization based on how things look, feel, and taste
- Development of memory for objects, people and events
- Begin to develop vocabulary and skill related (comparing, classification, seriation; space, quantity, length, counting etc)
- Develop skills related to observing, reasoning and problem solving
- Explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalization

Now let us understand the meaning of sensation and perception: Both sensation and perception are considered important aspects of mental development. The elementary impressions are gathered by sense organs. Impressions take the form of perception when they are interpreted and some definite meanings are attached to them.

#### **Child's Sensory experiences becomes mature at the age of five years**

Child shows great interest in seeing, hearing, touching, smelling and tasting. During his early childhood, the child is more likely to misrepresent

thing and objects because of lack of experience. Gradually child's perceptions become more and more accurate through right kinds of experiences. By the time child enters the school, he has gained enough experience, yet he needs assistance.

### **Activities for enhancing sensorial experiences**

Sensory discrimination activities would help to create firstly and awareness of the sensory input such as sounds, tastes, smells, forms or pictures, persons, events, movement and textures .

Show brightly coloured pictures, photographs, shapes and ask children to look and identify, match and name.

Hearing sounds ( Sense of hearing):

1. Introduce different sounds using noise making toys, kitchen utensils, and musical instruments and ask children close their eyes and identify one by one.
2. Produce environmental sounds of animals, cars etc and ask children to guess who.
3. Let children close their eyes and guess the voices of their friends.

Textures (Sense of touch)

1. Introduce different textures such as soft cotton, smooth silk, rough stone or sandpaper, hard wood, wet cloth or sponge, dry hands and ask the children to feel the texture with their hands and identify the same.

Smell (Sense of smell)

1. Introduce different smells such as a rose flower, ittar or perfume, food smells, garbage smell and help children to smell and differentiate.

Taste (Sense of taste)

1. During meal time let children taste the different food items and identify different tastes. Associate sweet with sugar, salty with salt, bitter with vegetable karela or bitter gourd, sour with lemon, juicy with oranges.

### **2.3.2: Concept Formation:**

Let us look at how concepts are formed:

A concept is the generalized meaning that is attached to an object or idea. It is the result of one's perceptual experiences. It involves both discrimination and generalization. Experience is an important factor in

concept formation. During early childhood period, child tries to develop various concepts from the concrete experiences in the form of actual objects.

Concept formulation proceeds from concrete to abstract, vague to clear from inexact to exact depending on the type of experiences child receives.

Grow and crow states that "Time as such means little to the young child. He cannot distinguish among 'to-day' 'tomorrow' and 'next week', except as they represent words rather than actual duration of time.

**The child at this stage demonstrates the following sensory and cognitive skills.**

- A relatively short attention span (gets extended with time).
- Imitation of actions, words and behaviour.
- Ability to discriminate textures, smells, tastes, sounds and forms.
- Memory for events, words, stories, rhymes and song.
- Pretend play and symbolic play
- Solving simple problem situations and ability to reason.
- Understanding of basic concepts of – self, colour, shape, quantity, size, time, space, quantity objects in the environment.
- Simple classification skills e.g. Matching, sorting and classifying objects on the basis of attributes type and function

**2.3.3: Basic cognitive skills:-**

1. Five senses

- Sense of hearing
- Sense of touch
- Sense of smell
- Sense of taste
- Sense of seeing

2. Observation

3. Memory

4. Classification

5. Sequential thinking

6. Problem solving

### 2.3.4: Simple activities for the formation of concepts:

Concept	Activity/experience
<ul style="list-style-type: none"> <li>• Formation of number concept</li> </ul>	Number rhymes, number games and number puzzles  Time perception cards
<ul style="list-style-type: none"> <li>• Formation of time concept</li> </ul>	Improvised clock  Rhymes and songs, dramatization experiences with cards, cloths and objects
<ul style="list-style-type: none"> <li>• Formation of colour concept</li> </ul>	Activities with improvised thermometer, simple experiments
<ul style="list-style-type: none"> <li>• Formation of concept of temperature</li> </ul>	Sand play and water play
<ul style="list-style-type: none"> <li>• Formation of concept of physical environment</li> </ul>	Celebration of functions and festivals
<ul style="list-style-type: none"> <li>• Formation of concept of school environment</li> </ul>	

### 2.3.5: Cognitive Development:

Objectives	Activities
Development of cognitive skills- sense of sight, hearing, touch, smell and taste	Activities with objects differing in texture, smell, taste etc.
Development of memory and observation	Memory games and activities involving observation Nature walk
Ability to think in a sequence	Repeating a given pattern Recalling stories in sequence
Ability to reason and solve problems	Games involving sequential thinking, solving puzzles and answering simple questions

## **Activities to develop....**

### **Attention, memory and sequencing skills.**

1. Story telling and story sequencing cards to develop listening skills and attention spans.
2. Story books with large pictures and puppets help to hold children's attention.
3. Sequencing cards enable children to recall and relate the story events in sequence.
4. Repeating stories and rhymes helps children to memorize.
5. Giving directions and asking children to repeat them to another person helps in remembering the sequence of directions as well.
6. Following simple recipes, cooking and preparing items also helps in memory and sequencing.

### **Developing Basic Concepts**

1. The pre school stage is crucial in this that it is in this stage that the children develop basic concepts of objects, events and persons around them. As they learn to discriminate, look at similarities and differences they learn to identify, label and name things in the environment.
2. The children develop some basic concepts of shape, color, size, animals, transport, furniture, seasons, time, space etc. The teacher needs to very systematically plan for presenting the different concepts in an interesting manner allowing the child to discover for himself/herself the commonalities in them.
3. The 3-6 years age group are the foundation years wherein the children demonstrate an understanding of these basic concepts which in turn prepare the child for all the future learning.

### **Activities and Materials for learning basic concepts.**

#### **Introducing Colour concept**

The child learns to identify the primary colours and secondary colours.



Associate colours with familiar items such as- Red –tomatoes, Blue-sky, Yellow-Banana, Green—Leaves/grass, White—Milk, Black—Crow

1. Use colour cards with pictures.
2. Using fruit and vegetables for matching and identifying colours.
3. Let the children sort out vegetables according to colours in separate bowls.
4. Have children look and identify colours of the dals..
5. Matching colours with beads, blocks or cloth /material
6. Mixing colours using paints.
7. Choose a colour for the day. Identify all colours in the environment.
8. Use craft activities like painting, pasting, and colouring where children use colours and talk about them.
9. Tell stories around the colours e.g. "The Green frog in the pond"or" The Red Rose" or "The Yellow Sunflower" etc.
10. Sing rhymes on colour.
11. Play games with colour themes.

### **Concept of shape**

1. Introduce shapes in concrete, semi-concrete and then on paper.
2. In concrete introduce items in the environment from the children's context.
3. For circles --Use rotis, Bangles, Rings, plates, 'buttons, bindis,
4. For Squares –Show bread, biscuit, window, book,
5. For Triangles—cut slice of bread into triangular pieces or fold paper diagonally to form triangles.
6. For rectangles- show the door, ruler, tables, books,
7. Use textures on the outer edges of the shapes for children to trace over the shapes.
8. If resources permit use shape form board or shape puzzles for children to remove and place the shapes into the groove.

9. Make shape cut-outs from cardboard and let children match and sort shapes.
10. Let children copy, draw and colour shapes.
11. Help children create different figures using shapes.
12. Use craft activities such as cutting, pasting, and colouring shapes.
13. Create different designs of shapes.
14. Hang shape mobiles in the class

## **Activities for development of cognitive skills**

### **1 Simple Classification skills**

Children are bombarded with sensory stimulation present in the environment but the brain has this remarkable ability to organize all that information very systematically making it possible to make the experiences meaningful, easy to store and recall.

Classification skill is the ability to classify the objects, events and persons on the basis of their attributes, type and function.

**Classification cards** and games include cards with pictures of animals, birds, fruit, vegetables, transport, objects used in the toilet, in the kitchen etc. The children from an assorted group learn to classify objects, events into groups or classes looking at the similarities and differences in their attributes or function.

**Classification set:** Classification can be done with any concept including colour, shapes, size, fruits and vegetables. For example, asking children to identify all red objects in the environment, or classifying black beads and yellow beads from a cluster of beads. It should be done initially with the real objects in the immediate environment. Start with a single criteria, for example, classifying square and triangle blocks, progressing to two or more attributes, for example, red squares and blue rectangles. It is also important to give experiences of classification, where children are just asked to classify, without any criteria provided by the teacher, and then asking children how they classified. Children may have their own logic of how things are related. Once a child is able to classify objects, the skill can be fostered further, using picture cards.

**2 Comparison:** This activity helps children to understand and compare two things with each other and form concepts of shape, size, weight and height, for instance, to identify differences between light and heavy, short and long

etc. This can be done with any object which can be compared on the basis of a criteria, such as short and long sticks, small and big stones etc. The objects given for comparison of an attribute should be same on other attributes, say, both the items could be sticks, one long and one short, two stones, one heavy and one light. Once children are able to identify similarities and differences, and compare, the concept of measuring could be introduced through play activities, for example through sand play and water play.

**3 Pattern copying and pattern completion:** This is an introductory activity for children to develop basic understanding on pattern so that in future children will be able to understand complex patterns in mathematics. This can be initially planned as an activity to copy a given

pattern, progressing to pattern completion, for example asking children to make a pattern of two leaves one flower.

**2.3.6: Role of the teacher in the development of cognitive skills**

- a) Teacher should provide an environment in which children freely interact with objects and materials.
- b) Children must be taken to a garden for observing and describing what they find there
- c) Children to be given adequate opportunity to think creativity
- d) Child should be given time to reflect
- e) Learning aids rather than teaching aids to be made use of
- f) Proper response to be given to the reactions of the students
- g) Do not expect all children to respond in the same way
- h) Teacher should stimulate the children to think, judge and find their own answers.

First level of the programme 3 + year old group	Second level of the programme 4 + year old group	Third level of the programme 5 + year old group
- Introducing the abilities related to all the five senses	Developing the abilities of the five senses upto two levels	Developing abilities of the five senses upto three levels  - making them identify the differences in

<ul style="list-style-type: none"> <li>- creating observation power</li> <li>- making them identify things associated with them</li> <li>- improving their memory</li> <li>- creating an awareness and understanding of colours</li> </ul>	<ul style="list-style-type: none"> <li>• creating opportunities for the development of the following skills             <ul style="list-style-type: none"> <li>- categorizing</li> <li>- matching the colours</li> <li>- matching the shapes</li> <li>- identifying the part observed</li> <li>-developing sequential thinking upto two levels</li> <li>- developing observation power</li> <li>- developing memory power</li> <li>- making them understand their surroundings</li> <li>- creating an understanding of shapes</li> </ul> </li> </ul>	<p>different sizes upto three levels</p> <p>*creating opportunities for the development of the following skills</p> <ul style="list-style-type: none"> <li>- identifying colours</li> <li>- identifying differences in the same colours</li> <li>- identifying shapes and mentioning the names</li> <li>- categorizing in two sizes</li> <li>- thinking methodically (sequential thinking)</li> <li>- solving minor problems</li> <li>- arranging in a sequence up to five levels</li> <li>- comprehension of pre reading pre writing and pre numerical skills</li> </ul>
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**Check your progress:**

Note:

Write your answers in the given space

1. What do you understand by the term concept formation
  
2. Mention the basic cognitive skills
  
3. Suggest few activities for formation of any concept your choice in children.

**2.3.7: Is assessment needed at preschool stage.** To understand its importance we need to look at what assessment means

Assessment is a process of collecting/gathering information about children in order to make decisions about child's progress. Assessment is to support learning and development of children. It should be planned basing on the goals and objectives of our curriculum.

Three important steps to be followed in the assessment process:

1. Collecting fact/information
2. Analyzing and evaluating the collected facts
3. Using them to plan to meet each child's need and development

Assessing individual at different levels/in groups, through group activities should be contextual

Basic indications for assessing cognitive development are as follows

- |   |              |
|---|--------------|
| ➤ Are child's thoughts sequential?<br>extent/ No            | Yes/ to some |
| ➤ Is the child aware of the world around him?<br>extent/ No | Yes/ to some |
| ➤ Does the child recognize different colors?<br>extent/ No  | Yes/ to some |
| ➤ Does the child recognize different shapes?<br>extent/ No  | Yes/ to some |
| ➤ Does the child match alphabets to pictures?<br>extent/ No | Yes/ to some |
| ➤ Does the child recognize numbers?<br>extent/ No           | Yes/ to some |
| ➤ Can the child associate numbers to objects?<br>extent/ No | Yes/ to some |

## 2.4: Personal and Social development:

### Introduction:

Now let us try to understand the meaning of "Social" and "Emotional" development

Social development in the early years means the acquisition of activities by a child to behave according to the social expectations.

Emotions are a part of a complex set of interconnected feelings, thoughts and behavior (Newman & Newman, 2003). Emotions are the feelings both physiological and Psychological that people have in response to events that are personally relevant to their needs and goals. The word 'Emotion' is used to describe certain behaviors such as fear, anger, joy affection etc.

Let us understand the pattern of socialization: The pattern of social development is similar for all children. You might have observed that by four months, infants start recognizing their mother and the social smile appears. Next as the child grows older his/her social world expands with the contact with other members of the family and later outside the home. He/she starts showing signs of fear and anxiety as soon as he sees a stranger and tries to seek security from the mother.

### Personal, Social and Emotional Development:

- Display awareness of their abilities, preferences and characteristics
- Development of self concept; self control; self help skills;
- Develop initiative and curiosity; independence and autonomy
- Display awareness of behaviour and its effects
- Display increased attention span, engagement and persistence in daily activities
- Emergence of pretend play and use of objects as representation
- Develop friendship with peers, show cooperation and participate in group activities
- Development of attachment , and emotional bonding with adults
- Develop empathy, learn to control feelings and express emotions in relevant manner

The social smile, stranger anxiety and separation anxiety form major mile stones in the social and emotional development of the infant's first year of life.

## 2.4.2 Activities to develop socio personal and emotional skills in children

Objectives	Activities
Development of sense of security	Welcoming the child
Familiarization with ECE centres	Personal check-up and informal conversation
Habit formation	Rhymes and songs, dramatization, puppet play, free and structured play, group activities and games
Personal and environmental hygiene	Snack and meal time activity
<ul style="list-style-type: none"> <li>➤ Proper use of toilet</li> <li>➤ Washing hands</li> <li>➤ Personal cleanliness</li> <li>➤ Proper eating habits</li> </ul>	Celebration of festivals and birthdays
Social habits	Activities which develop independence, ex. Leading an activity or giving duties/responsibilities to children
<ul style="list-style-type: none"> <li>➤ Greeting the teacher</li> <li>➤ Good manners</li> <li>➤ Waiting for one's turn</li> <li>➤ Sharing and cooperating</li> <li>➤ Regular attendance</li> </ul>	Snack time
Development of activity to control one's own behavior	Waiting for one's turn when washing hands before snack time
Development of positive self-concept	<ul style="list-style-type: none"> <li>➤ Conversation</li> <li>➤ Nature walk</li> <li>➤ Gardening</li> <li>➤ Group activities</li> </ul>
Participation in group activities	
Development of ability for decision making, independence and leadership	

### Personal Awareness

The child in this stage develops an awareness of his body, understands body parts and some essential body functions. He/ she gains independence in self help skills and realize the importance of cleanliness and hygiene.

### **The child demonstrates --**

- 1) An awareness of a routine in the tasks of daily living that is brushing, bathing, toileting, dressing, undressing and feeding.
- 2) Independence in self help skills such as toileting, undressing, feeding. • He/ she may require some minimal assistance.
- 3) An awareness of personal hygiene and cleanliness.
- 4) Care of personal belongings
- 5) An awareness of safety rules and hazards.
- 6) An awareness of privacy in performing the activities of daily living and the awareness of precautions in performing the same.

### **Activities for developing personal awareness.**

- a. Activities for developing personal awareness can be integrated into the daily routine.
- b. A cleanliness check can happen at the very start of the day.
- c. Check nails, hair, clothes, shoes/sandals,
- d. One can highlight the importance of washing hands before and after meals..
- e. Discussion during circle time could have hygiene as the theme.
- f. Illustrations and actual demonstration could bring about the importance of personal well being.
- g. Story and drama could talk about good habits.
- h. Labelling personal belongings and checking at the end of the day could instill a sense of responsibility.
- i. Labelling the danger zone and discussing the hazards could make the children aware and alert to any such situation

### **Social skills**

The child in the pre school stage becomes a member of a social group or a peer group requiring adjustment, turn taking, participation, playing with a spirit of cooperation and sharing.

The transition from the cosy and secure environment of home to the play group or Pre School is a process which requires patience and understanding. The skills a child needs to develop at this stage to enable him/her to make this transition smooth are as follows.....



### **Social skills- The child is able to**

- Interact with peers and adults.
- Participate in group activities
- Understand and Follow rules. Takes turns.
- Follows routines of a play group or a pre school.
- Share toys, food, blocks etc.
- Take initiative and show a sense of responsibility in situations such as garbage disposal, littering in parks etc.
- Respect and mix with others in a diverse environment.
- Show values & qualities of cooperation, compassion, love, and tolerance

### **Activities for developing social skills**

- Free play and structured play both develop social skill in children.
- Organize group games with rules so children learn to follow instructions and take turns.
- Circle time, craft time can be used for sharing and conversing.
- Meal time can be used for developing socially appropriate behaviour, sharing and cooperation.
- Stories with social messages could be related to help children identify with values and qualities such as helping, sharing, being kind and polite, respecting elders etc.
- Class routine could include simple rules and responsibilities which could be displayed pictorially. The responsibilities could be changed by rotation

**Emotional development - Closely linked to his social development is the child's emotional development. The child must have the opportunity to develop confidence, self reliance and positive attitude. The preschool child must be able to demonstrate**

- 1) A curiosity to learn
- 2) Positive self concept
- 3) Ability to express feelings of affection / discomfort
- 4) Positive behaviour and attitude towards learning.
- 5) Independence in performance of tasks.
- 6) Self control in situations of conflict or disagreement with peers.

## Activities for Emotional well being

- 1) This aspect can be integrated during the entire routine of the day.
- 2) The teacher needs to constantly remain alert and consistent in the way
- 3) she/he responds to the children so as to make them feel self assured and positive.
- 4) Circle time and play time could be used for sharing and expressing emotions.
- 5) The children could be encouraged to speak about different moods and emotions through puppets and through pictures.
- 6) Having pets around, taking care of them, feeding them , bathing them could also help children make up for any emotional deprivation.
- 7) Having motivation charts can create positive attitudes.
- 8) Building positive self image by simply talking, understanding their interests and identifying any signs of an emotional trauma can help children feel secure and appreciated.
- 9) Celebration of festivals, birthdays, group activities, imaginative play, role play helps in developing emotional well being in young children.

### 2.4.3: Role of the teacher

- To greet the child while entering the class
- Calling the child by his/her name
- Encouraging the children to play with children of the same age group
- Encouraging the children to share their things among their friends
- Give children small responsibilities in managing class routine
- Not to compare children
- Do not criticize children in front of others
- Encouraging children by praising them when they do something worthwhile

First level of the programme 3 + year old group	Second level of the programme 4 + year old group	Third level of the programme 5 + year old group
- creating a	- creating a sense of	- developing self

<p>sense of security and trust</p> <ul style="list-style-type: none"> <li>-creating opportunities for inculcating good habits</li> <li>- getting them used to activities related to daily chores(self help skills)</li> <li>- getting them habituated to them punctuality</li> <li>- inculcate individual habits (personal hygiene)</li> <li>- create opportunities to observe cleanliness</li> <li>- create social habits</li> <li>- encourage them to wait for their turn</li> <li>- create opportunities to participate in games and enjoy them</li> <li>- ensure that they recognize</li> </ul>	<p>security and trust</p> <ul style="list-style-type: none"> <li>- cultivation of individual habits / cleanliness by the children</li> <li>- ensure that they keep their things carefully</li> <li>- ensure that they keep their surroundings clean</li> <li>- inculcate good habits in them</li> <li>- inculcate the habits of coming on time and regularly <ul style="list-style-type: none"> <li>• create opportunities for inculcating the following</li> </ul> </li> <li>- to be able to brush their teeth on their own</li> <li>- to observe personal hygiene</li> <li>- ensure they are able to identify their things and keep them safe <ul style="list-style-type: none"> <li>• Creating opportunity for social habits</li> </ul> </li> <li>- playing together and enjoying the games</li> <li>- participating in</li> </ul>	<p>confidence</p> <ul style="list-style-type: none"> <li>- making them do their own things</li> <li>- inculcating individual/personal habits</li> <li>- ensure that they keep their things carefully</li> <li>- ensure that they observe cleanliness of their surroundings</li> <li>- ensure that good habits are cultivated</li> <li>- coming on time and spending the whole time</li> <li>- participating in programmes with enthusiasm</li> <li>- making them follow instructions</li> <li>- ensuring that they observe personal hygiene and doing their on their own the jobs related to self help skills</li> <li>- washing their hands, feet, combing their hair, keeping their finger nails clean</li> </ul> <p>*social habits</p> <ul style="list-style-type: none"> <li>- respecting elders</li> <li>- knowing socially accepted emotions</li> <li>- cultivation of kindness</li> <li>- helping the teacher while the programme is being implemented</li> <li>- inculcating qualities of a leader</li> </ul>
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people associated with them and speak to them - sharing toys	games and trying to follow given directions - recognizing elders and speaking to them - listening to instructions and implementing them	
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**2.4.4:** Let us look at basic indicators to assess the socio emotional development

- Does the child make friends easily? Yes/ to some extent/ No
- Does the child enjoy interacting with the teacher? Yes/ to some extent/ No
- Does the child converse freely? Yes/ to some extent/ No
- Is the child helpful? Yes/ to some extent/ No
- Does the child like to share? Yes/ to some extent/ No
- Does the child enjoy the activities done in the class? Yes/ to some extent/ No
- Does the child enjoy outdoor activities? Yes/ to some extent/ No

### Check your progress

Note:

Write your answers in the given space

1. Mention few activities which help in developing social skills?
  
2. How can you help the child to develop habit formation?

3. \_\_\_\_\_ are the part of a complex set of interconnected feelings, thoughts and behaviour.

## **2.5 Development of creativity and aesthetic appreciation**

### **2.5.1:Introduction:**

Do you know facts about creativity?

- Creativity is not synonymous with intelligence. A highly intelligent individual may not also be highly creative.
- All children have potential for creativity, although they may differ in the degree of creativity that they possess.
- A stimulating and encouraging environment like free play, particularly dramatic and constructive play foster creativity in children, whereas authoritarian and strict atmosphere in the home or school can hinder the development of creativity in children.

Development of creative expression and aesthetic appreciation-Objectives include:

#### **Development of creative and Aesthetic Appreciation:**

- Begin to represent objects, events and ideas in the form of drawing, clay modeling and other art forms
- Develop expression, enjoyment and disposition for music and movement
- Develop creative thinking

Art provides opportunities for children to explore and manipulate materials and express their feelings and understanding the world. It's sensory and physical nature makes it especially appreciate for young children. The primary purpose of an art activity is to enhance artistic and creative development by encouraging imaginative thinking and sensory experiences. Through art materials, the child can express feelings especially strong feelings. Art experiences which involve psychomotor activity, materials such as clay for moulding, paper for tearing offer opportunities.

### 2.5.3: Development of creativity and aesthetic appreciation

Objectives	Activities
Development of creativity through art	Creative art activities
Development of creative movement	Activities involving dance and drama, dramatization, action rhymes and finger play
Development of creative thinking	Open ended questions  Creative rhymes and stories
Appreciate the beauty of nature	Nature walks(observing plants, animals, birds etc.) class display etc.

Development of **Aesthetic appreciation in young children.**

**Objective is to develop a sense of appreciation for nature and the creative arts and fine arts.**

#### **Art and Craft**

- Children express themselves through a variety of Art experiences. Use one's own imagination and experience joy in creative activities - drawing, colouring, painting, cutting, pasting, and create shapes, figures and pictures.
- Uses paint, crayons, pencils, charcoal, clay,dough, collage to express ideas and thoughts.
- Interpret and talk about the art.

#### **Music**

- Participates in singing and musical games.
- Learn to play children's musical instruments such as the harmonium, bells, manjira, tambourine, drums.
- Clap or tap feet to simple rhythm patterns.

## **Drama and Movement**

- Make dance movements or postures in imitation under teacher guidance.
- Make rhythmic movements in response to music.
- Express different feelings of anger, joy, and sadness through facial expressions.
- Role play using kitchen sets, doctors set, dolls sets.
- Act out simple stories with the help of masks, puppets, props.

## **How to develop creativity and aesthetic appreciation in young children?**

- Provide floor space to spread out material,
- Spread newspaper to keep floor area clean.
- Provision for cleaning hands should be made beforehand.
- Children should be encouraged to clear up the space after they have finished the
- activity to instill a sense of responsibility,
- Provide a variety of materials such as crayons, paint, dal, coloured paper, newspaper strips, etc.
- Children could be introduced to leaf prints, sponge prints, vegetable prints, hand prints, fold and press techniques as they create effective pictures.
- To begin with shapes, outlines and figures can be given for colouring and painting.
- Gradually the children can be encouraged to use their own imagination to experiment and express their own ideas.
- Songs with themes or culturally familiar rhymes could be sung.
- Action songs with movements could be taught.
- Drama activities could be incorporated with the story sessions. Masks, puppets and props using natural surroundings could be used.

- The teacher could use demonstration method to emote a variety of expressions using voice modulation, facial expression, gestures etc.

#### **2.5.4: Basic indicators to assess the creative and aesthetic appreciation**

- |   |              |
|---|--------------|
| • Is the child good at drawing?<br>extent/ No           | Yes/ to some |
| • Is the child good at<br>extent/ No                    | Yes/ to some |
| • Does the child enjoy puzzle games?<br>extent/ No      | Yes/ to some |
| • Does he enjoy indoor games?<br>extent/ No             | Yes/ to some |
| • Does the child like experiments?<br>extent/ No        | Yes/ to some |
| • Is the child good at project work?<br>extent/ No      | Yes/ to some |
| • How rhythmic is his/her dancing?<br>extent/ No        | Yes/ to some |
| • Is he/she aware of his/her environment?<br>extent/ No | Yes/ to some |

#### **2.5.5: What is the role of a preschool teacher in developing creativity?**

Teacher should:

- Accept and appreciate individual differences in children
- Encourage children to explore, be curious and ask questions
- Encourage children to be spontaneous in their expression of feelings and ideas
- Give children time and freedom to think and make choices by providing a balance of free and structured play
- Provide children with a variety of experiences which will form the basis for their creativity to blossom
- Provide children with play material i.e. open-ended and gives scope to children to use it in many different ways. Structured play material tends to hinder creativity
- Appreciate every child's effort even if it can still do with a lot of improvement



Do not create an authoritarian climate with the children with a stress on structure, rules and regulations

### Check your progress

Note:

1. Write your answers in the given space
2. Mention the objectives of developing creative and aesthetic appreciation
3. Suggest some activities to achieve the objective of developing creativity in children
4. How can children develop aesthetic appreciation? Give examples.

**Assessing children's progress:** Observe every child when they are doing their activities. This method of observation will be useful in identifying the level of each child and in extending the required cooperation and help.

Development related factors viz., social existence, emotions, physical and language development, cognitive skills should all be closely observed. This is called continuous observation. Through this continuous observation children with special needs can be identified.

In addition to continuous observation, the children's levels should be decided once a month and appropriate steps should be taken.

Let's look at the developmental indicators for the different developmental domains.

I	<b>PHYSICAL AND MOTOR DEVELOPMENT</b>	<b>Not yet</b>	<b>Emerging</b>	<b>Achieved</b>
1.	<b>PERSONAL CARE AND HEALTH</b> <ul style="list-style-type: none"> <li>▪ Demonstrates increasing independence with basic self-care skills (Exp:- Washing hands, before and after eating, using toilets etc.)</li> <li>▪ Demonstrates ability to feed self/dress self</li> <li>▪ Demonstrates ability to take care of personal belongings and school/centre things.</li> </ul>			
2.	<b>GROSS MOTOR SKILLS</b> <ul style="list-style-type: none"> <li>▪ Demonstrates balance and control for ball skills (throwing, catching and kicking)</li> <li>▪ Plays games involving physical activity (exp:- walking, running, jumping, marching etc.)</li> <li>▪ Demonstrates body control (Runs, stops around the obstacles.</li> </ul>			
3.	<b>FINE MOTOR SKILLS</b> <ul style="list-style-type: none"> <li>▪ Demonstrates eye hand co-ordination to perform fine motor skills (eg:- stringing beads, building with blocks, completing puzzles).</li> <li>▪ Uses drawing/writing tools with control</li> <li>▪ Demonstrates ability to imitate vertical/horizontal/curved lines / colour within the given designs /tries to, scribbling or drawing.</li> </ul>			
II	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<b>Not yet</b>	<b>Emerging</b>	<b>Achieved</b>
1.	<b>SELF AWARENESS/SELF CONCEPT:</b> <ul style="list-style-type: none"> <li>▪ Identifies self by specific abilities, characteristics and preferences (by gender, part of family etc.)</li> <li>▪ Demonstrates the confidence "I CAN"</li> <li>▪ Accepts responsibility for age appropriate tasks (Exp:- putting away toys)</li> </ul>			

2.	<p>SELF - REGULATION</p> <ul style="list-style-type: none"> <li>▪ Selects and completes self directed activity.</li> <li>▪ Takes turns during activities with other children.</li> <li>▪ Follows simple direction.</li> <li>▪ Regulates own emotions and behaviours</li> </ul>			
3.	<p>COPING SKILLS/PROBLEM SOLVING:</p> <ul style="list-style-type: none"> <li>▪ Attempts to solve problem on his/her own, however seeks adults assistance when needed (eg:- cannot use the toys properly, or has a disagreement with another child)</li> <li>▪ Seeks adult help when needed to resolve conflicts.</li> </ul>			
4.	<p>SOCIAL RELATIONSHIPS:</p> <ul style="list-style-type: none"> <li>▪ Adapts to new situations and individuals.</li> <li>▪ Participates in conversation with familiar adults and peers.</li> <li>▪ Engages in play with other children.</li> </ul>			
5.	<p>EXPRESSION OF FEELINGS:</p> <ul style="list-style-type: none"> <li>▪ Begins to use feeling words such as sad, happy, angry or scared.</li> <li>▪ Offers help to others when needed.</li> <li>▪ Demonstrates sensitivity to the feelings of others (recognising a child when he/she is sad, crying etc.)/responds to emotional cues.</li> </ul>			
III	<p>LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS/LANGUAGE ARTS AND LITERACY/ LANGUAGE AND LITERACY DEVELOPMENT</p>	<b>Not yet</b>	<b>Emerging</b>	<b>Achieved</b>
1.	<p><b>RECEPTIVE LANGUAGE/LISTENING:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates understanding of 2/3 Acp. Directions.</li> <li>▪ Listen with understanding to stories conversation.</li> <li>▪ Listen to and recognise difference sounds in rhymes with familiar words.</li> <li>▪ Enjoys listening to stories/rhymes.</li> <li>▪ Enjoys stories being read from books.</li> </ul>			

2.	<p><b>EXPRESSIVE LANGUAGE AND COMMUNICATION/SPEAKING:</b></p> <ul style="list-style-type: none"> <li>▪ Uses language to communicate information (Ex: ideas, experiences, opinions).</li> <li>▪ Demonstrates ability to converse with peers and adults.</li> <li>▪ Seeks information by asking questions: usage of "Why", "What", "When", "Where", "How" and "Who".</li> <li>▪ Speaks clearly to be understood in home language.</li> <li>▪ Uses descriptive language./ Takes part in conversations</li> <li>▪ Listens attentively and follows instructions.</li> <li>▪ Can tell a story</li> <li>▪</li> </ul>			
IV.	CREATIVE ART EXPRESSION	<b>Not yet</b>	<b>Emerging</b>	<b>Achieved</b>
	<ul style="list-style-type: none"> <li>- Participates in action songs.</li> <li>- Participates in dramatic activities ( playing characters, family members, imaginative play etc.)</li> <li>- Explores toys and leaving materials in a variety of ways.\</li> <li>- Begins to use a variety of art tools such as colour crayons, construction paper and coloured pencils.</li> </ul> <p>Drawings have basic resemblance to objects and people.</p>			
V	<b>COGNITIVE DEVELOPMENT</b>	<b>Not yet</b>	<b>Emerging</b>	<b>Achieved</b>
	<ul style="list-style-type: none"> <li>• able to identify and name primary / secondary colours</li> <li>• understands concepts of sorting, grouping and matching</li> <li>• learns rules of behaviour and reasons behind them</li> <li>• understands opposites (e.g. big/little)</li> <li>• understands positional words (middle, end)</li> <li>• Sort objects into sub-groups by one or two characteristics.</li> <li>• Identify and name common shapes.</li> </ul>			

	<ul style="list-style-type: none"> <li>• uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water</li> <li>• Recognise and duplicate simple patterns/pattern identification</li> <li>• begins to draw a person adding much detail to the body</li> <li>• knows their physical address and home telephone number</li> <li>• answers simple questions</li> <li>• has a longer attention span</li> <li>• follows simple instructions</li> <li>• follows simple rules and enjoys helping</li> <li>• engages in dramatic play, taking on pretend character roles recalls events correctly</li> <li>• learns through observations and social interactions</li> <li>• understands order and process</li> <li>• knows what common objects are used for</li> <li>• Understand the idea of same and different</li> <li>• Understand time better (for example, morning, afternoon, night , yesterday, today, tomorrow days of week and seasons)</li> <li>• Sort objects by shape and color</li> <li>• Complete age-appropriate puzzles</li> <li>• Recognize and identify common objects and pictures</li> <li>• Begins to use appropriately use positional words indicating location, direction and distance.</li> <li>• Recognises basic shapes</li> <li>• Extends and repeats simple patterns</li> <li>• Make comparisons between at least two groups of objects.</li> <li>• Demonstrates the ability to recognise describe, compare, and name common shapes and their attributes.</li> <li>• Demonstrates the ability to match, sort, and put in a series, and regroup objects according to one or two attributes such as size, colour or shape.</li> </ul>			
<b>VI.</b>	<b>PRE-SCIENTIFIC CONCEPTS:</b>	<b>Not yet</b>	<b>Emerging</b>	<b>Achieved</b>
	<ul style="list-style-type: none"> <li>- Uses senses to observe and examine objects and observe processes of natural events.</li> <li>- Demonstrates the ability to collect, describe,</li> </ul>			

	<p>and record information through a variety of means.</p> <ul style="list-style-type: none"> <li>- Uses senses to explore materials and environment</li> <li>- Make predictions about objects and natural events</li> <li>- Use tools ( exp. Magnets , lenses ) for investigations in the environment</li> <li>- Make comparisons between objects that have been collected or observed.</li> </ul>			
<b>VII</b>	<b>APPROACHES TO LEARNING</b>	<b>Not yet</b>	<b>Emerging</b>	<b>Achieved</b>
	<ul style="list-style-type: none"> <li>- <b>Curiosity and Creativity:</b> demonstrate an eagerness to know and initiative in learning new things.</li> <li>- Demonstrates curiosity on a topic (e.g., asking questions about new experiences, or about areas of interest)</li> <li>- Asks questions to extend his/her understanding.</li> <li>- <b>Problem solving and Reasoning:</b> Use new ways or novel strategies to solve problems or explore objects.</li> <li>- Solves problems encountered in play</li> <li>- <b>Engagement:</b> Focuses on activities that interest to her / him.</li> </ul>			

**Note : Please refer to Unit -6 of Paper 5 b- Assessment and Evaluation.**

### **LET US SUM UP:**

Early Childhood Education is important for the overall development of the child. Specifically,

-The first six years of life are 'Critical' years in a child's life span since the rate of development in these years is more rapid than at any other stage of development.

This unit dealt in depth understanding of the stages and processes related to different domains of development and also role of the teacher in providing appropriate experiences for all children for holistic development.

The UNICEF considers the development of early childhood as the most reliable criteria to measure the human as well as economic progress of nations. An ECE program provides children with stimulating experiences for cognitive, language, physical, social and emotional development. If organized effectively, an ECE program can compensate for the deprivation at the home front and can help the child build a strong foundation which would later facilitate the development of his full potential. ECE also contributes to the universalization of elementary education.

## UNIT-3: SCHOOL READINESS

### School Readiness

Components for reading readiness - Development of oral languages expanding children's vocabulary and verbal expression phonic awareness: visual auditory association interest in and bonding with books directionality left to right are as per script meaning making print awareness

- pre-reading act virtues: Reading stories and rhymes from picture and story books print rich environment, Activities for sound discrimination like words with beginning sounds and end sound picture talk and picture book discriminating shapes and symbols through worksheets like what is different? Reading / books corner for free play etc
- Challenges of multilingual contacts facilitating children's transition from home to school language
- Components for writing readiness -Factors for deciding writing readiness age (chronologically and mental)eye hand coordination fine motor control shape and sound discrimination and apt alphabet recognition memoryattention span follow left to right line top to bottom seeing meaning in writing

### Introduction

Language learning is very crucial for pre-scholar since it provides the foundation for all later learning children learn language through

- imitation other around them
- encouragement from others
- opportunities for listening to and expressing idea thoughts feelings.

By the time children enter preschool they are already using a language at home when write experience and environment are provided in preschool their vocabulary increase rapidly. The major areas that need attention in a preschool area - Development of listening skills, vocabulary, oral expression, Reading readiness and writing readiness children need to be exposed to picture story books, toys and variety of objects around them for



listening expressing their ideas for play activities need to be provided in a preschool to develop the language skills.

### **Objectives**

- Develop an understanding of the components of reading readiness
- Development insight into the activities for developing reading skills in children
- Understand the factors that contribute in the enhancement of writing skills
- Develop an understanding of the architecture which help in developing writing readiness

Components for reading readiness development of oral language expanding children's vocabulary and verbal expression phonic awareness visual auditory association interest in and bonding with books, directionality left to right or as per script meaning making print awareness

**Readiness** is a stage when children's are maturationally ready to learn something without intellectual or emotional stress and when they can feel the satisfaction of hearing achieved that learning.

Reading and writing readiness refers to the ability of a child to profit from any reading and writing instruction

Reading Readiness: Reading readiness means the stage when the child is enough to learn to read it has been seen that children do not receive the same type of stimulus in their home or neighbourhood environment. They have varying levels of initiate learning and thus develop at different rates

**Preparing children to read** :Learning to read is a complex process it involves bringing together many skills like ability to talk and listen, to absorb and understand information to concentrate to observe and interpret potential information. The children have to be enabled to bring their experience into their reading for supporting understanding and enriching their irrigations it entails following steps and techniques.

**Developing desirable interest and attitude:** It is necessary to develop interest in children because children who have spent many pleasurable powers of listening to stories and looking through picture books usually look forward to reading with eager anticipation

**What to provide?** - Picture books

Posters

Stories

Scrapbooks / children craft books

Sound books, information books children magazines

- **Helping children see the relationship between the text and experience:** Graphic sense is the prerequisites for learning to read that is recognising that writing came a message.

It is necessary because without graphics sense understanding print remains meaningless **What to provide:** Read about stories, rhymes etc surround children with the stories that they can hear enjoy, respond to

Young children grasp the relationship of words to spoken language more easily than the abstract concept of letter

- **Bond with the books:** Developing interest in reading books and take care of them books and magazines with the home attract the child particularly with bright pictures and the stories which are read or told to them
- **what to provide:** Huge appropriate attractive and good pictures books with the children may look at and use and frequently
- Poster / pictures of children / a butte reading together
- Scrap books, three dimensional and pop up book, touch and learn books

**Print rich environment:** An environment with bulletin board notices, messages, labels, stories children's personal files and so on young children who are immersed in a pre rich environment with interesting books and materials to read and explore various material such as paper pencils and pens will use these material to read and write because they are interesting.

### **what to provide?**

- The labels and all the objects in the immediate environment
- Use of blocks with letter of the alphabet and pictures
- Reading corner
- Displaying pictures and poster
- Name cards with pictures
- A bulletin board with news of the day

Remember all signs and labels should be written in manuscript letter as these are the forms that the children will use when they start to read out and write

**Story telling:** story telling activity should be a pleasure and not a burden. stories should neither be very lengthy nor too short. Stories can point and reinforce the values and concepts such as beauty, truthfulness, kindness, courage, affection and appreciation

### **what to provide:**

- Display story books colourful magazines newspaper etc on racks in a reading corner
- Prepare an early literacy album with a list of favourite toys, food, message etc

**Developing Vocabulary:** A child's vocabulary is basic both to her understanding of what is said to her and what enables us to communicate.

It has children to give command over language as well as build many new concepts and enable them to express freely

### **What to provide?**

- Learning of and listening to rhymes and songs
- Equip the classrooms with listening centre. This should consist of a tape-recorder and teacher made musical instruments
- Listening to sounds of nature
- Encourage conversation between children

Conversation is a very important and natural activity for the development of vocabulary speech pattern

- Picture reading
- Story telling story making
- Dramatization and role play

**Developing skills:** All skills necessary for fluency in reading should be practical over and over again

**Auditory discrimination:** To be able to identify the sound in the environment and the ability to make fine discrimination between sounds. It is necessary to develop readiness for reading **what to provide?**

- Listening to the different sounds in the environment
- Sound boxes
- Rhymes involving animal sounds
- Rhyming words – cats, bat mat .....
- Following oral directions
- Riddles games

Always listen to your child when she / he talks languages is a two way process involving listening and speaking

**Odd man out activities:**

Alphabet cards for matching exercise

Family album - ask the children to talk about family member, their favourite colour, food holiday etc

**Auditory - Visual Association:** To establish association between sounds and pictures / objects. It is necessary to develop readiness for reading

**What to provide?**

Play a game of matching letters

Command cards for Action words like sit, run, jump etc

Play a game of shopping

Make self connective puzzles with pictures on one side and letters on the other

Play a picture rhyming give such as cat rat jug, mug etc

**Directionality:** The skill of working from left to right direction. It is necessary to develop readiness for reading and writing

**What to provide?** Book handling where children look through the pages in the right direction activities with pattern making sequencing order etc.

Scrapbooks with pictures of favourite cartoon stories, rhymes etc

**Phonic Awareness:** Is the ability to hear and manipulate the sounds in spoken words and the understand that spoken words and syllabus are made up of sequence of speech sounds phonological awareness in the foundation for learning to read.

**What to provide?**

Children can prepare for reading by playing with words, rhymes, and syllabus they hear in every day speech

Reading, singing, play activities, listening games

The following are common phonic awareness skill practical with students

**Phonic identity:** In which one can turn a word (such as cat) into another (such as hat) by a substituting on phoneme (such as /h/) for another (/k/)

**Oral segmenting:** The teacher says a word for example ball and students say the individual sound /b/. /c/ and /i/

**Role of Teacher** while working with children

- Appreciate a child's efforts
- Always respond positive by the children
- Provide opportunities for children to use language
- Avoid pushing children who are not ready to experience

## Pre requisites for beginning to read treaty

- Recognize letters of the alphabet
- Associate at least one sound, item or treatise with each letter
- Recognise the relationship between letters and words
- Show interest in written words
- Read from left to right from top to bottom

## Questions

1. What do you understand by Reading Readiness?
2. What are the basic skills in developing Reading Readiness in children?
3. How can you provide a print rich environment for developing interest in Reading?
4. Suggest some activities for auditory discrimination?
5. What do you understand by Phonic Awareness?

## Pre reading activities -Reading stories rhymes

1. Development of listening skills
  - Some suggested activities
  - Narrate sample short stories to children the themes of the stories should be familiar and of interest to them (eg animals , circus etc) to motivate them to listen use appropriate gestures facial expressions , voice modulations , sounds etc to hold the interest of the children
  - Simple riddles can be made which the children should be asked to answer example

I say quack quack quack who am I?

I am green, green, green

I have a red, red beak

I go tai, tai, tai

Guess who I am (a Parrot)

- Following directions – Give each child some sample instruction for example “ bring me the ball, clap your hands etc. it will encourage all the children to listen attentive by to the instructions.

## **2. Development of Vocabulary**

### **2.1 Body related vocabulary**

- Conversation both free and structured
- Action rhymes, particularly finger rhymes or rhymes related to personal hygienic
- Picture reading
- Story telling
- Encourage the children to name the parts of the body through puzzle.

### **2.2 Home related Vocabulary Suggested activities**

- Free and structured conversation related to home
- Action rhymes on family for example

This is my father big and kind

This is my mother gentle and mild

- Dramatization
- Story telling
- Picture reading
- Puppet play
- Quiz on the family can be an enjoyable activity

### **2.3 Environment related vocabulary**

- Nature walk and outing to vegetable shop
- Post office
- Class displays
- Games involving dramatization like

Come come come

Come children comme

Elephant will now become

Walk like an elephant

Come little children

Come come come

Nature walk refers to taking children on an outing in a park, garden etc to observe natural phenomena

### **3. Development of oral expression**

Conversation free conversation should be the first activity of the day. After welcome a prayer

**Free conversation** :- Let the children sit in a semi circle. Let them talk one by one about what they would like to share with everyone

**Show and tell** :- Ask the children to talk about any object which they may have picked up on the way for example leaf feature etc or any object in the class.

**Free play** :- Both indoor and outdoor play provide many opportunities for verbal interaction eg:- doll play , block play, sand play etc. class display should be stimulating at the eye level of the children.

### **3.2 Story telling**

Story telling should as far as possible a daily activity in the pre school programme . stories can be told in a variety of ways

- With picture books
- With cut outs on a flannel board
- With puppets (finger, glove, stick puppets ) with story folders prepared by teacher

After narrating a story either with or without aids the teacher must ask leading questions and help children recall and narrate the main incidents in the story in a sequence. Children also need to be encouraged to create a story

### **3.3 Dramatization and puppet play**

Creative drama – After telling the children a story let them adopt different characters and dramatise the story let them create at least some dialogues themselves.



Children can play the game of 'Dumb charade' let each one of them dramatise an action and let the others identify the action/ object

**Puppet play:** - Let the children dramatise a story using finger or stick puppets

Creative drama means dramatizing a story or an event in an informal way which develops imaginations verbal expression

### **3.4 Picture reading**

Show the children a simple picture from a book or a chart. Ask them what they can see in the picture with the help of direct questions like 'what is this? What is she doing etc.

Young children have books that are easy to handle and contain attractive colourful pictures

Print rich environment has to be created in the classroom. A reading corner with attractively displayed picture books, story books flannel board equipped with characters from stories to develop reading skills

### **3.5 Creative self expression -Relationship**

Let the children sit in a semi circle tell them you will name an object and each child will have to say. Something that goes with it for example – water , children can say glass, drinking , bathing etc.

**Creating a story :-** Ask the children to develop a story help them make it up by asking leading questions for example if they want to make up a story about an elephant teacher can ask questions like ' Where does the elephant live? Who are his friends etc.

**Creating sentences .** Give the children a familiar word for example ball, cat, dog etc. ask them to say a few sentences.

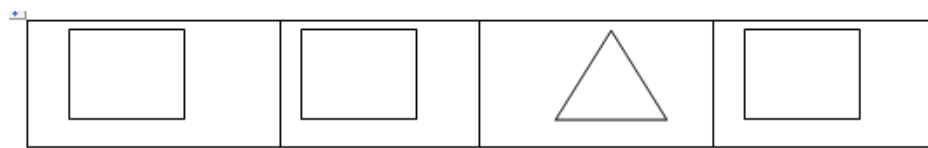
## 4. Development of Reading Readiness

### 4.1 Auditory discrimination :-

- Ask children to close their eyes and listen to the different sounds in the environment then ask them to open their eyes and describe the sounds they have heard
- Listening to different variations in sound through sound boxes, musical instruments let them arrange there from softest to loudest
- Following oral instructions give children a senses of oral directions to listen to and then to follow example pat your head.
  - Touch your nose
  - Pull your ear
  - Stamp your feet
- Say a sequence of 3 or 4 words such as bag, tag , jug and ask the child to find the odd one
- Match objects (beginning sounds ) let the children find objects that begin with the same sound for example chalk, chair ,window wall blocks, box etc.
- Play a game of how many words ? for example : How many words can you (example mama, moon, monkey)
- Place different picture in front of a child and ask the child to find the picture which begins with sound 't' etc continue using different initial sounds

### Visual discrimination:- Suggested activities

- Ask the children to match blocks of the same colour or shape
- Let the children also the activity ' odd manout' prepare strips of 3 to 4 pictures with one different and three identical let them spot the one that is different



Instead of picture letters of alphabets can be used .

Make dominoes (picture ,colours, dots ) and ask them to arrange by matching

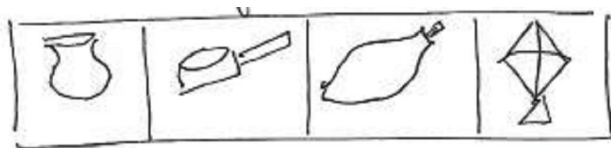


Make two identical pictures which one prominent different between them. Let the children spot the difference.

### 4.3 Auditory visual association

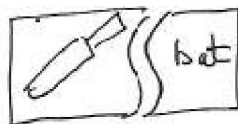
Give the children a collection of familiar pictures cut from old magazines call out any letter for example B and let them find pictures of objects whose names begin with E.

Make strips of objects each strip can have four pictures of these names of three should have the similar but not identical. Ask each child to identify the one that is different.



Expose the children to the letters of the alphabet when doing activities with beginning and end sounds they will learn to recognize a letter by associating the symbol with the sound.

Make small cards of pictures of some objects and cutout letters of the alphabet /words but the children match letters/ words with pictures



**Directionality:** Activities like picture books should be given in which children should be encouraged to flip through the pages in right direction Worksheets can be given to the children for different activities working from left to right should be encouraged.

Arranging the beads/ leaves from left to right

**Questions:-**

1. Suggest activities for development of vocabulary related to body
2. What is the importance of nature walks?
3. What are the skills for developing reading readiness in children
4. How do you develop directionality in children

**Components of writing readiness – factors for deciding writing readiness age eye hand coordination , fine motor control etc.**

At the pre primary level it is not advisable to introduce formal writing skills children are at a developmental level when their finger and eye muscles still need strengthening and coordination. They also have specific perceptual difficulties for examples in

- Noticing differences in figures that have transformations from line to curve (eg V and U)
- Noticing differences in letters that are reversed or rotated (eg M and W).

Teachers generally focus on writing skills to enable learners to become proficient in writing letters of the alphabet. Young children are being pushed into writing before they have acquired adequate pre writing skills the pre requisite skill areas for writing are small muscle development. eye hand coordination, holding a writing tool basic strokes. Letter perception and orientation to printed language. It entails following steps and techniques.

- Developing interest and seeing relevance of skill of writing in daily life situation
- Creating a need to express through writing
- Developing skills

**Developing interest and seeing relevance of skill of writing in daily life situation**

**Develop interest in writing** : - The desire to learn to write on her/his own. It facilitates the child's effort to become literate and with this the learner's desire for writing grows.

**What to provide?**

- Posters , pictures of other children
- Illustrated stories/rhymes displayed on walls
- Picture books with labels
- Bulletin boards is a good medium for use large crayons to print notes and stones. The signs should all be written in large, clear manuscript. They should namely arouse interest so that the children ask what the sign says.

**Writing tool** It is the material that is a pre requisite for many experiences with tools such as paper, brushes, crayons , pencils to develop abilities not only in handling but in making refined strokes

**What to provide?**

- Black board / bulletin boards at children's eye-level
- White board, sheets of paper, coloured chalks , crayons, slates etc
- Pictures and magazines
- Note pad to scribble/ write on
- Setting up a small writing corner

**See writing in meaningful context** : Recognition of words in day -to - day experiences. It is necessary because in her/his day to day life the child sees that writing is useful in his /her daily lining

**What to provide?**

**Drawings with dictated stones**

Drawings are a part of writing strategy as children draw they create an imaginary world often labeling and talking about their drawing. A parent child calendar of shared reading/ writing times

A trip to the supermarket can be a very rich experiences (aware of the fact that labels are words that name or tell something )

Children should not be forced or pressurized to recognize words or letters of this stage

### **Creating a need to express through writing**

**Print rich environment** : An environment rich in print is where children see adults reading and writing and where they are given opportunities to make sense out of print and to express their thoughts both orally and in print .

Before children begin to write and use the alphabets in writing activities they should have many experiences using letter of alphabet, sight word, pictures ,posters with labels etc.

### **What to provide?**

- Books, posters , messages on bulletin boards , chalk boards
- Matching games
- A post office corner with notes, letters, cards
- A list of favorite first prepared in front of children such as first book first word , first name etc
- List of children's names & telephone numbers

**Letter perception** : Noticing similarities and differences and recognizing the form of letters . just as with reading children must display a keen interest and deserve in learning to write for Example : children who are ready for writing activities often try to write or copy letters, words and sentences.

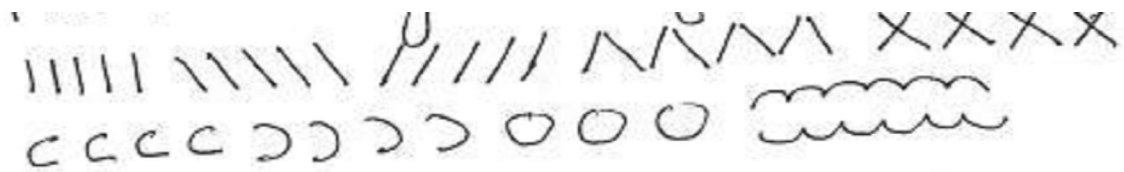
### **What to provide?**

- Picture story books, magazines
- Magnetic alphabets /games
- Dominoes
- Flash cards , peg boards

- Freely letters- make letters out of sand paper felt paper and encourage children to play with and match similar letters

**Basic strokes** Drawing lines in various forms and shapes. A prerequisite for writing, writing needs much practice before it becomes spontaneous, attractive and neat learning to write is a difficult and slow process.

**What to provide?** Draw a pattern on the chalkboard. Ask children to follow it on their slates/papers, sand play, water play, finger painting, pattern making, writing basic strokes.



### **Developing Skills**

**Small muscle development :** Development of small muscles so as the child may hold and more the writing instrument in a deserved manner it is necessary as young children cannot hold a pencil formally as they lack the small muscle control. It can be developed through certain activities like jigsaw puzzles coloring etc.

### **What to Provide?**

Clay modeling

Finger painting

Play with manipulative material (blocks play dough)

Jig saw puzzles

Drawing /painting drawing is a part of the writing strategy. As children draw they create imaginary world. Talking about their drawing paper folding. Lacing, zipping, buttoning etc.

**Eye- hand coordination :** control, strengthening and coordination of hand finger and eye muscles. Young children cannot hold a tool like pencil as they

lack the coordination of eye and hand. It can be developed through activities like picking ,catching ,sorting ,modeling material etc.

### **What to provide?**

- Building blocks –all the puzzles
- Lacing threading beads
- Coloring in enclosed spaces
- Tearing pasting
- Drawing ,coloring , painting
- Printing, tracing shapes and alphabets
- Copying forms like triangle , square , circle
- Joining dots ,pattern making
- Chalk board writing etc

### **Role of teachers**

While working with children

- Appreciate a child's efforts
- Provide many opportunities for children to use language both oral and written
- Avoid pushing children who are not ready for the experience
- Provide each child a comfortable writing position and adequate space in a warm and appreciative atmosphere
- Consider the interests and abilities of each child

### **Questions**

1. What is a writing tool?
2. Does basic strokes help in developing the writing skill in children
3. Suggest activities for developing eye and hand coordination
4. What is the role of teacher in developing writing skills in children



## UNIT-4: RISK OF EARLY ACADEMIC PRESSURES ON CHILDREN'S DEVELOPMENT

### Objectives

- Understand the factors necessary before introduction of writing skills
- Understand the theory of language disposition by Lucien ketz
- Enumerate the different ways to motivate children towards learning.
- Explain the drawback of rote memorization , identify the physical and psychosomatic ailments due to pressure on children

### 4.0 Introduction:

Pre school years are not only optional for children to learn through play, but also a critical developmental period if children are not given enough natural movement and play experiences, they start their academic careers with a disadvantage. They are more likely to be clumsy, have difficulty paying attention, trouble controlling their emotions, utilize poor problem solving methods and demonstrate difficulties with social interactions, sensory, motor and cognitive are? observed more in later childhood, because of inadequate opportunities to move and play at an early age. More over the pressured pre-school child becomes "school-phobic" and dreads the very thought of starting from home. He may also develop several fears and phobia. Many children under pressure develop sleep disorders like bed-wetting, night terrors stand develop neurotic traits like nail biting, thumb sucking etc.,

Children learn best when they are engaged in activities suited to their developmental, levels and needs. In active learning their capacities for language development, social, emotional development, problem solving and creativity develop them into effective learners.

#### **4.1 Factors to be considered before introduction of writing:**

What are writing readiness (pre writing) skills: Pre-writing skills are the fundamental skills children need to develop before they are able to write. These skills contribute to the child's ability to hold and use a pencil and the ability to draw, write, copy and colour.

**Importance of writing readiness:** Pre-writing skills are essential for the child to be able to develop the ability to hold and move a pencil fluently and effectively and produce legible writing. When these skills are under developed it can lead to frustration and resistance due to which child not being able to produce legible writing. This can result in poor self esteem and academic performance

#### **Factors necessary to develop writing readiness:**

- Hand and finger strength: Ability to use hands and fingers for controlled movement of the pencil
- Pencil grasp: The efficiency of how the pencil is held allowing age appropriate pencil movement
- Hand eye coordination: The ability to process information received from the eyes to control the hands in the performance of a task such as a hand writing
- Bilateral integration: Using two hands together with one hand leading eg: holding and moving the pencil with one hand while the other hand holds the writing paper
- Object manipulation: The ability to manipulate tools and controlled use of everyday tools such as tooth brush etc
- Visual Perception Ability to interpret and make sense of visual images seen by the eyes such as letters and numbers.
- Hand dominance: The consistent use of one hand for task performance which allows refined skills to develop

Learning to write is a difficult and slow process. Each alphabet offers a unique challenge. Therefore, we must give enough space and time and

allow for mistakes legibility in writing comes only with increased fine muscle control. Practice and motivation therefore at this stage it is not important to focus on the type of writing to be followed. Moreover, an emphasis on cursive writing is because a lot of people are ignorant of the fact that no books whatsoever is printed in cursive. In such a case, why lead the child to confusion? It is important at this stage to introduce the letters – both upper case and lower case in manuscript writing

Majority of children develop these skills in their everyday life easily but some do not. There are two main reasons.

1. The child is experiencing development delays which means they need more attention, encouragement.
2. The child has not had an opportunity to engage in developing pre-writing skills. Specific tasks can help them to develop these skills like pulling the zippers, buttoning, brushing hair, turning pages, picking up toys etc. The pre-writing activities for pre-school children are a great way to build essential fine motor skills.

#### **Activities for writing readiness:**

- Threading and lacing with a variety of laces
- Play dough activities that may involve rolling with hand manipulations
- Scissors projects that may involve cutting out geometric shapes and then paste them together to make pictures such as trains or houses.
- Tongs to pick up objects
- Drawing or writing on the vertical surface
- Everyday activities that require finger strength such as opening containers and jars
- Pre-writing shapes – practice drawing the pre-writing strokes



- Finger games that practice specific finger movements such as INCY Wincy SPIDER

- Crafts making things using old boxes. Eg: cartoons, wool, paper and tape.
- Construction; Building lego or other construction toys
- Painting, colouring in enclosed spaces
- Copying lines, tracing shapes and patterns

Do not be too eager to teach young children how to write letters and numbers instead have fun drawing together, copying shapes and colouring them. And praise the children's effort as they develop skills.

- Fine motor skills: In order to maintain the correct grip for holding a pencil, their fine motor skills need to be improved and encouraged. Fine motor refers to the development of small muscles of the body which will enable actions like grasping small objects, clicking etc
- Pre writing tasks which include pattern writing, tracing shapes and patterns, dot to dot drawing, copying lines etc enable them to develop the correct method of learning to write letters and numbers and practices holding a pencil correctly

### Questions:

1. What is writing readiness?
2. Why writing readiness is important?
3. List out the factors which help to develop writing readiness?
4. Suggest some activities for developing writing readiness in children?
5. Reasons for delay in developing writing readiness?

**4.2 Damaged disposition hypothesis (Lilian Katz):** Dr. Lilian Katz is renowned for her significant contribution to early childhood education. Dr. Katz's theory of learning dispositions describe a child's willingness to learn by way of his/her natural tendency or emotional attitude has led to fundamental changes towards the approach of early childhood education

**The Dimensions of Learning:** Dr. Katz believes that there are two dimensions of development. There is the normative dimension which concerns what children should be capable and limited to at different points

of development and the dynamic dimension that concerns the sequence of the changes that occurs during development. Dr. Katz believes that children should be interacting with adults materials and their surroundings in ways that will make sense of their own experiences.

**The Four categories of learning:** There are four categories of learning that are very important in early childhood education.

1. Knowledge and understanding through questions
2. Skills
3. Feelings
4. Dispositions -are habits of mind-not mindless habits -with motivational and attractive qualities that propel the manifestation of relevant behaviour eg curiosity, creativity cooperativeness

These are learned from being around people who exhibit them and not from specific instructions or drills.

**Psychological disposition:** A disposition is a habit, a preparation, a state of readiness or tendency to act in a specified way. It reflects the concept of personality traits.

**Learning dispositions:** Are characteristics or attitude to learning and are about children learning -how to learn rather than what to learn. We look at five learning dispositions in early childhood education which are courage & curiosity, trust, playfulness, confidence and responsibility, taking an interest being involved.

Planned experiences and the way teachers respond to children as they learn, support children's dispositions to persist find interests take responsibility, select and assess their own learning goals and take an active part in the programme.

### **The Project Approach:**

In order to fulfill the 4 categories of learning in early childhood, children should be exposed to experiences and not formal academic work. Dr Katz believes that the repetition of curriculum in early childhood care

may have damaging effects. Project work exposes children to experiences and an in-depth investigation of topics that children are interested in. It includes children bring the opportunities to apply dispositions such as curiosity, making sense of experiences and the explorations of their environments

**Classroom practices / environments that support dispositions:** Children in the classroom engage in meaningful activities that support integrated learning of concept and skills. They expand their creativity in the art center, investigate how body fat keeps than warm by using a rubber glove and a pail of ice in the science center and read books go to, field trips etc. All these activities demonstrate how the teacher is encouraging dispositions to explore, make predictions and communicate with others

**Damaged disposition hypothesis:** When program expectations focus primarily on knowledge and skill acquisition, important dispositions often ignored. When a teacher relies on drill and decontextualized activities to achieve learning out comes, instead of fostering skill development through meaningful integrated learning, the dispositions that children need to use their skills will likely diminish. A prime example of decontextualized activities is often better of the week task, such as having children glue rice on the letter R. More meaningful, effective activities include using children's name as a springboard to learn letters and promote early literary.

Practices that undermine the development of positive dispositions play an effective role in children becoming lifelong learners.

**Dispositions and effective learning:** There are four dispositions for an effective learner.

1. **Independence:** The ability to be self sufficient to self organize and self manage
2. **Creativity:** Characterized by those children who show curiosity and interest in their world
3. **Self Motivation:** Motivated children expand the necessary energy to achieve their goals

4. **Resilience:** children ability to “bounce back” When teachers approach each day as a fresh opportunity to see children in a new light instead of dwelling on the previous days events, the children can feel comfortable in the classroom environment.

When teachers display curiosity and creativity and value the positive dispositions in children these are likely to flourish in the classroom

Teachers sometimes without intention weaken children’s positive dispositions. The increased emphasis on early literary in some schools has resulted in the use of inappropriate teaching strategies and a decrease in children’s eagerness to be readers and writers. This situation is called

**Damaged disposition hypothesis:** For example when a teacher asks a four year old to write the alphabet on lined paper, the child will not enjoy writing because many children especially boys have not yet developed the fine motor control to complete this task

There are two reasons for this lack of attention.

- Dispositions are rarely assessed in early childhood programs
- Direct instruction in reading readiness activities yields better outcomes on some standardized tests – no matter that heavy reliance on formal instruction methods can harm young children, over emphasis on drill can increase test scores at the expense of dispositions

Teachers can diligently plan learning experiences that help children acquire skills and the disposition to use those skills

Some education while trying to create proficient readers , Damage children’s disposition to read. The unintended outcome is a literate children- that is, children who can read but don’t want to or avoid reading (Noyes Zoo) knowledge and skills and the disposition to use them are inextricably connected.

### Question:

1. Explain the term learning dispositions?
2. Name the four categories of learning?
3. What do you understand by the term damaged disposition hypothesis?
4. Name the four dispositions for effective learning?

**4.3 Learning stupidity (Attribution Theory):** Some children have difficulties in learning when they are not maturationally ready, they might ...

- Get easily frustrated when expectations are placed up on them.
- Struggle to follow instructions.
- Depend on parents to do self care tasks.
- Not toilet trained.
- Have poor receptive and expressive language skills.
- Not be interested in looking at books or doing sit down activities.
- Not able to interact well with their peers.
- Have limited play skills.
- Have difficulties with development of gross motor and fine motor skills.
- Be resistant to new activities.

Children are unable to maximize the learning experiences within an educational setting if they are constantly hungry or tired. A child's fine and gross motor skill development also affect school readiness. For example, if a child is unable to hold a pencil properly, later writing skills are impacted

Why Name calling the child is a **"Big No"**?

Three things that never come back the sent arrow, the lost opportunity and the spoken word
--

Sometimes parents/teachers call the children the worst names like 'dumb' 'stupid' lazy etc., without really meaning it or in a fit of anger. Correcting ourselves later or even a sorry cannot undo the damage caused.



3 reasons why you should not call names:

- **Word Power:** Talk to your children and not at them. Avoid branding the kids negatively. Never say things that would hurt their feelings.
- **Negative labeling kills self esteem:** Be sensitive to your child's needs. Labeling the child negatively shatters his/her self worth. So avoid calling child 'stupid' 'dumb' bad girl / boy and other negative names.
- **Children call others by 'mean' names:** If the child calls other kids as mosquito or hippy tell them that they are not supposed to do that. How would he / she feel other people call him / her names

**Applying attribution theory to the classroom:** Attribution theory is a psychological concept about how people explain the causes of an event or behavior. When we experience desirable and undesirable outcomes (such as success and failure) we can attribute the cause to something specific which can lead to increased or decreased motivational behavior. These attributions help to shape our emotional and behavioral responses to situations.

**The problem with Attributions:** The problem is that attributions don't always accurately represent reality for example student might, attribute their failure to intelligence (stable factors) when in reality failure was caused by lack of effort (unstable factor). This is known as biased attribution

nal style and this can lead to false attributions, success is reviewed as luck rather than effort.

Attribution theory states that people try to determine why people do what they do that is to say try to find out casual relationships between events and behavior (Wiener 1972)

**Ways to motivate the children to do better in school:**

1. **Stay positive:** Keep a relationship with your child that is open respectful and positive Punishing and threatening will not help the child in learning

2. **Incorporate the 'when you' Rule:** start saying things like 'When you' finish studying you are welcome to play with your friends. Enforce this rule and stick to it, if the child does not yet have the necessary discipline, this will help to create it.
3. **Create structure for the child:** The structure must include scheduled activity time which helps him to develop a good work ethics and understand the routine
4. **Parental expectations:** Increase expectations of the child around self care tasks such as drawing, eating, touching etc
5. **Books:** Expose the child to story/picture books to prepare them for literary so that they learn to sit and read
6. **Visual Strategies:** Use visuals (picture books) to help the child understand the routine of their day both at home and at pre school.
7. **Fine motor skill development:** This is an areas that will be a large part of the activities under taken at school, so developing these skills will enable the child to participate in activities much more easily and willingly. This really means practice cutting, colouring, drawing pasting, painting, threading etc.
8. **Develop an atmosphere of reading:** Children who develop love for reading develop a love for reading. Students who read will experience an enhanced ability to learn in all subjects like maths & Science at later stage.
9. **Encourage open and sincere communication:**\_Create an open atmosphere whose he feels comfortable expressing his likes, dislikes or concerns
10. **Focus on child's interests:**\_If you really want to help your children in the class to become good learners, encourage them to explore topics that fascinate them.
11. **Introduce and encourage different types of learning styles:** Every child has learning preferences and styles that are best suited to their way of learning. There are seven fundamental learning styles, Visual, Aural, Verbal, Physical, Logical, Social and solitary. For example

children who are visual learners learn best by seeing how things work. Children who are auditory learners learn best by listening to things being explained.

12. **Recognize and celebrate achievements:** No matter how small they may be it's important to recognize and celebrate children's achievements. Always use positive reinforcement as a tool to motivate learning. Make every day a learning day, will help the child develop the internal motivation to learn in the classroom at home or wherever he / she may be

Focus on the child's positive traits and help him work on those in the present, Is he outgoing? Helpful? Good with cars or electronics? Focus on all the things that make a developed successful person and not just a person with high grades in academics. Help the child develop in social, creative and emotional ways. Remember to always keep the big picture in mind.

**Question:**

1. Mention the difficulties in learning when the child is not maturationally ready?
2. What do you mean by attribution theory?
3. How do you motivate the children to do better in school?

**4.4 Over emphasis on rote memorization leading to weak foundation for later learning**

**what is rote learning?** Rote learning is where we memorize something based on the information. It involves memorization without full understanding. It is tough to know how the new information relates to other stored information

Though memorization is not the most effective way to learn but still a lot of students and even teachers use this method. Experts from many schools deny rote learning whether it is preschool, play school or primary school

### **Drawbacks of rote learning:**

- **Children feel disinterested in their studies:** Monotonous repetition makes a children feel disinterested and tired. They slowly begin to distance themselves from the studies due to boredom. As a result, they lose their passion for learning over the time
- **Subject matter is not fully understood:** Rote learning ensures memorization without paying due attention to understanding. Instead of learning the concepts, children only learn what they need to score well in tests.
- **Problem solving not prioritized:** Rote learning only covers one aspect of education – memorization. It does not explain concepts and ideas behind the matter. It leaves children without the necessary critical thinking skills needed to succeed in an information rich world
- Simply repeating a list of information doesn't ensure that children have understood it and therefore that is not meaningful. Learning by rote means we are not thinking critically or manipulating the ideas which is what gives a deeper understanding.

**Conceptual learning:** In contrast, conceptual learning involves understanding how all the pieces of an entire concept fit together. The knowledge through meaningful learning applies to new learning situations. This type of learning stays throughout their life. Students must have the ability to apply their learning in today's competitive environment. Meaningful learning's allows students to be fully engaged in the learning process. It is active, constructive and long-lasting. As this learning helps students achieve success in the classroom, It should be encouraged rather in students than just memorization

Many educators consider rote learning as a bad teaching. The main idea being saying no to rote learning is it no way helps students deal with real life problem. One must truly learn things well enough to be able to use it in real world problems solving because that is what education is all about.

Teacher leaves students ill prepared to deal with the outside world, unable to apply theories and concepts and lack in critical thinking skills.

With rote learning a student's academics are affected in a much harsher way as this is a temporary learning- a student not being able to read books other than text books, active learning can help one understand the concepts and remember them for life time, and motivate learner for life long learning.

**Questions:**

1. What is rote learning?
2. Mention the draw back of rote learning?
3. Rote learning vs conceptual learning? Which one is better & why?

**4.5 Physical and psychosomatic ailments due to pressure on children:**

In early childhood it is futile to teach a child to walk, to play the drum, to memorize nursery rhymes or to read or write before the time his brain has developed the necessary pathways and appropriate inter connections. This sort of path ways and connections develop only at a pre-set speed. It is therefore harmful to try to hasten this natural process and pace

The pre school child's brain is not neurologically mature enough to code symbols of numbers or alphabets and to decode them easily. Therefore pushing children to formally read and write at the age before the brain is ready, may give rise to disorders of reading writing or dyslexia.

**The dangers of pushing:** Formal teaching in a preschool takes away self esteem and therefore kills any reading readiness or writing readiness. Children fear failure and develop a mental block to the very concept of learning. The pressured pre school child becomes "school phobic and dreads the very thought of starting from home. He may also develop several fears and phobias. Many children become withdrawn and lethargic Some become over active and even aggressive. Many children under pressure develop sleep disorders like bed writing, night terrors night mares, insomnia etc. Neurotic traits like nail biting, thumb sucking etc are also seen. Lack of play

opportunities leads to loss of motivation, intellectual growth and self esteem because most learning in the pre-school age takes place through play and games. Such children face the danger of exhaustion by the time they reach the primary school.

When a child is forced to learn by rote memorizes and than learning through activities he/she loses the pleasure to learn. This affects the development of concentration and ability to form concepts. 'Education' loses its meaning if pre school programme does not develop the " concept formation" ability in young children .

Memorizing nursery rhymes, memorizing alphabets and numbers does not in any way contribute to concept formation

Concept at this age develops only by the child experimenting with objects around him, making mistakes and learning from them

In extreme cases, children undergoing academic stress may develop persistent vomiting allergy, head aches, stomach pain .Muscle pains etc. some children lose appetite lose weight and develop fatigue

Many psychological consequences of Pre school stress does not become apparent until the child grows up to the adolescent age.

**Preschool academics don't help children succeed as Play does:** Every parent wants a successful kid. They believe that success comes easier if their kids can read and do math as early as possible. So in order to meet demands for intellectual growth, preschools focus on academic grades and drills. But children don't need drills in subjects, they need play activities where children run fall and get messy., which in turn help them in developing the process that are essential for learning.

In the early preschool years, the most valuable lesson is simply to teach the child to enjoy learning. Learning new things should make the child feel proud and self important. Such an excitement in learning gives the child

the urge to read and the urge to write. He starts experimenting to read and write on his own.

When the child scribbles this simple activity which is done by himself/herself is a great achievement and gives immense pleasure and thereby self esteem.

This is the essence of Pre-primary education - to produce reading readiness and writing readiness. i.e., learning readiness in an enjoyable way.

**The psychological goal:** The psychological goal of pre-school education should therefore be to create a child who is happy, fulfilled and excited in learning. The success of learning is reflected by the self esteem and confidence that the child is able to develop. Parents who push their children for early academic pressures only destroy the opportunity for achieving such self esteem, happy childhood, exploration which is essential for the learning process in the preschool years. The preschool programme which is developmentally appropriate will set the stage for emotional health as well as intellectual growth.

A child playing freely need not worry about achieving standards. He is free to develop himself by experimenting with objects and experiences in his environment.

We need to provide an environment where the child feels secure and contented. He feels that he is appreciated and loved, irrespective of his academic achievements. They suffer when we try to mould them into adults through structured teaching. Preschool education need to provide the mental ability and skill for self learning and motivate for life long learning.

### **Summary**

Pre school years are critical developmental period and if children are not given enough natural movement and play experiences, it hampers their natural inclination to learn. The early introduction to academics not only develop disinterest in learning but they will be exposed to mis education and that will affect their all domains of development. The pressured pre-school

child becomes "school-phobic" and dreads the very thought of starting from home. And also leads to various ailments.

**Questions:**

1. What are the physical ailments which children suffer due to academic pressure?
2. Name the psychosomatic health problems which effect children due to pressure on children?



## PAPER 5 B :PEDAGOGY OF EARLY CHILDHOOD EDUCATION (ACTIVITIES AND MATERIAL DEVELOPMENT)

### UNIT-1: NEED & IMPORTANCE OF TLM IN ECE

#### Introduction:

Early childhood education aims at total child development, in a learning environment that is joyful, child centered, playful and activity based. It is expected to provide necessary maturational and experimental readiness to the child for meeting the demands of primary school curriculum. Early childhood education covers zero to six years is of crucial importance especially from the point of view of the development of child's language, intelligence and personality. The young child whether he be two and a half, three, four or five years old is one who needs space to be vigorous, alone and or part of an active group, for his happiness, concern and self expression. He needs materials, which are appropriate to his size, ideas and feelings. He needs an understanding adult in the form of his teacher to help him to help himself to explore manually, verbally and to learn the lesson of life from both people and objects.

#### Objectives:

- By the end of this unit student should be able to :
- Understand the significance of material and aids in teaching-learning process.
- Know the value and advantages of learning aids in Early Childhood Education.
- Understand the need for providing sensorial experiences during Early Years.

#### 1) Need and Importance of TLM in ECE:

*"Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.*

*According to Edgar Dale-audio-visual material supply concrete basis for conceptual learning and give rise to meaningful concepts enriched by meaningful associations.*

## The Learning Pyramid



Dale (1969) explained that the broad base of the cone illustrated the importance of direct experience for effective communication and learning. Especially for young children, real and concrete experiences are necessary to provide the foundation of their permanent learning.

Learning which a complex process is occurs as a result of newly acquired skills, knowledge, perception, facts etc. Learning can be reinforced with a variety of learning aids and materials as they are capable of stimulating, motivating and attracting the child's attention during the instructional and learning process. Hence a variety of learning aids and material needs to be provided to the children for their effective learning.

### **Research finding on TLM:**

Most of the schools do not have sufficient teaching learning materials for early childhood care and education and the teachers have not received any special training regarding preparation and use of teaching learning materials effectively for making the learning environment more easy and joyful. The teachers strongly felt that, the use of teaching learning materials in the classroom interaction make the environment more joyful

(A study conducted by Dr. Sampreety Gogoi from Golaghat District of Assam)  
International Journal of current research-India.

The teaching aids used in pre-primary education consist of:

- Natural materials (plants, shells, seeds, insects, rocks, etc.)
- Technical objects (measurement instruments, home appliances, etc.)
- intuitive materials (cast and clay models)

- Figurative aids (pictures, photographs, atlas books, maps, albums, table games, etc.)
- Printed teaching aids (children books, workbooks, etc.).

These aids restrengthen the spoken and written words with concrete images which form a strong foundation for learning .Aids thus supplement the teacher’s efforts for facilitating the learning process in children and help in making them learn more effectively. Think of a teacher who is verbally attempting to convey the idea of an apple which the children have not seen earlier. She describes its shape, color, taste and characteristics but none of the children are able to form a correct idea of the fruit. But how accurately they can form an idea of an apple by actually seeing it, touching it, tasting and feeling it .It may not be possible for the teacher to bring all real objects/material to the classroom. However, a model, a film, the pictures can clarify the concepts and can make learning much easier and meaningful. Audio-Visual aids can therefore help children to see things that are distant and form concepts.

As we all know:

Basis of learning:

*I hear, I forget*

*I see, I remember*

*I do, I understand.*

Check your progress

Note: Write your answers in the given spaces.

- 1) What do you understand by the term Teaching Learning Material?
- 2) Mention the teaching aids that can be used in pre-primary education.
- 3)
- 4)

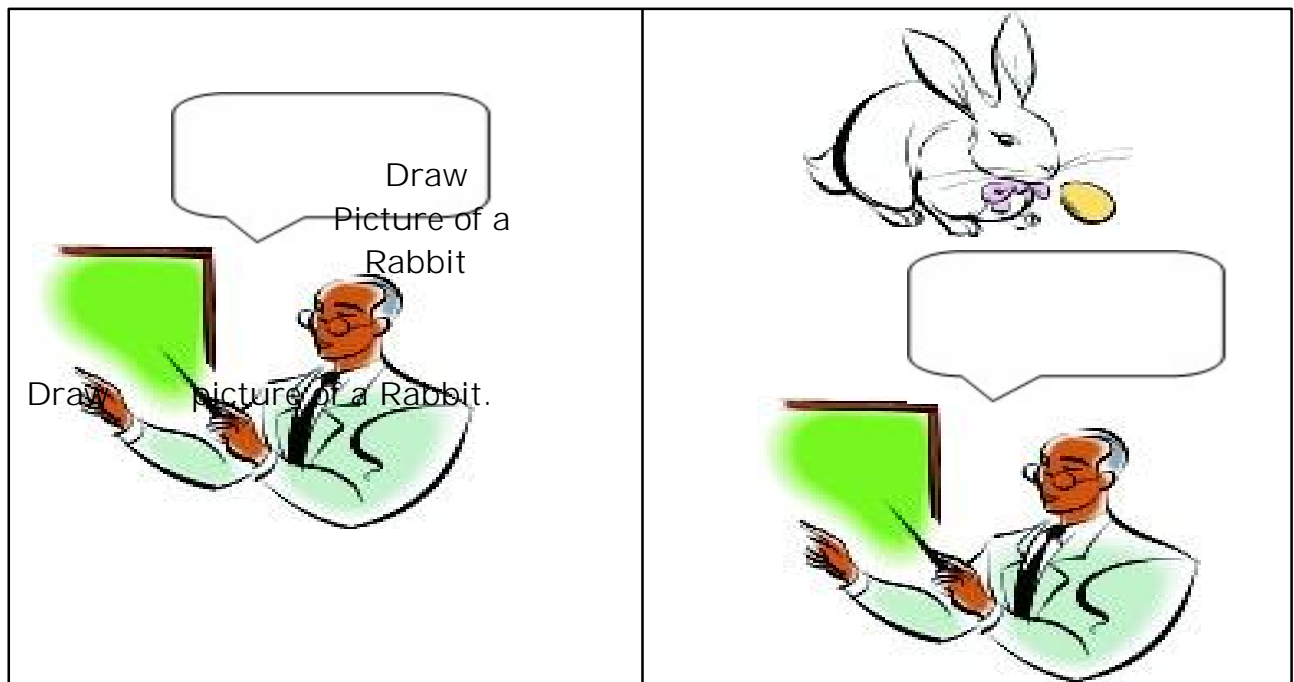
## 1.1 DEFINITION & MEANING OF TEACHING LEARNING MATERIAL

Teaching or instructional materials as these have often been called; provide the basis, the starting point, and the points of reference for the students, and the teacher's teaching –learning activities in the classroom. These teaching materials consist of

- a) Language materials
- b) Instructional aids.

Language materials that the teacher depends on consist of the textbook and other books, prescribed as part of the syllabus. Instructional (teaching) aids are all those materials that the teacher brings into the classroom from time to time to facilitate his teaching and to make the work more creative and effective. These are generally known as teaching aids. Each of these functions as a component of the overall system of classroom teaching.

Look at these two pictures, what do you observe?

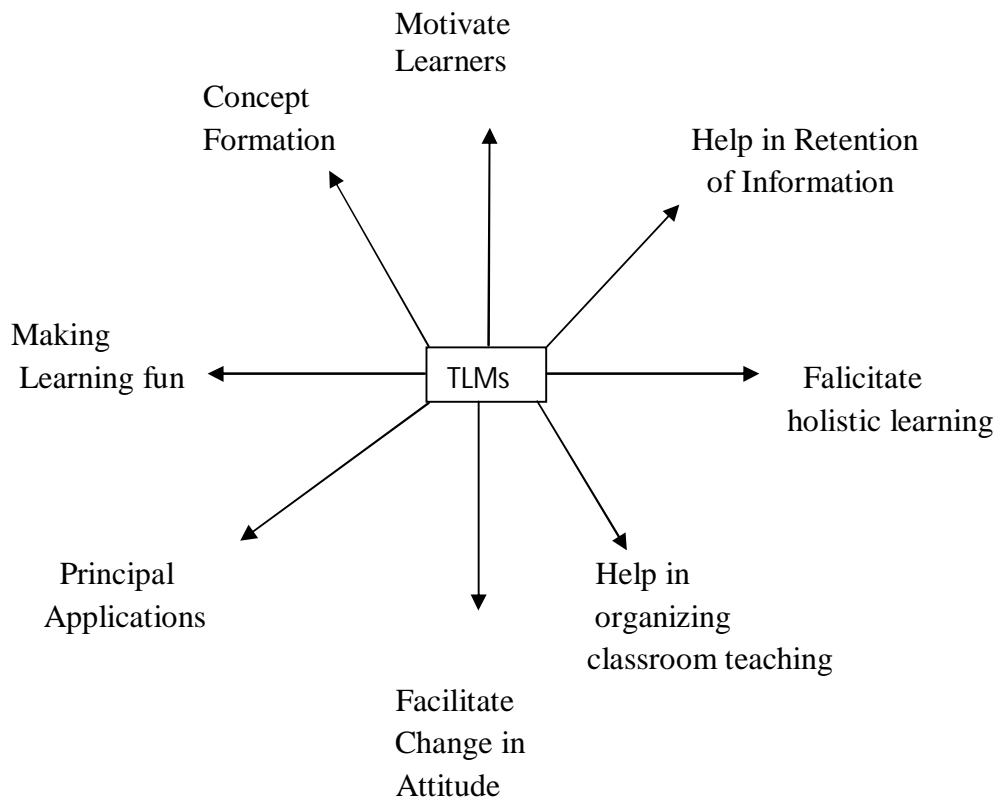


You are right that the learner will be more enthusiastic and willing to learn in second figure. Why? Because the picture of rabbit in the second figure will help the child to learn, how rabbit looks and draw its picture. The picture of rabbit is a type of teaching learning material (TLM)

Instruction aids that help the teacher as resourceful devices in his classroom practices can be conveniently grouped under the following categories:

- Visual aids
- Audio-model aids
- Audio-visual aids.

Visual aids are those instructional aids which functions through their visual modality in providing the instructional stimuli. Audio-model aids are those instructional aids that function through their auditory stimuli. And Audio –visual aids provides the instructional stimuli through both visual and auditory modalities. These three components of the sub-system of instructional aids have the full coverage of whatever materials the teacher may introduce into the class from time to time.



a) Significance of TLM

Some of the definitions of Audio-Visual aids are as follows:

- ✚ BHalla.C.L.: Audio visual aids are devices and procedures that help to make learning more interesting and more effective.

- ✚ Boston: Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.
- ✚ Edgar Dale: Audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations are helped and these are also termed as multi-sensorial materials.
- ✚ Good's Dictionary of Education: Audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.
- ✚ M.C.Kown and Roberts: Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretation and appreciation.

To present in a nut shell, Audio visual aids are devices that help to clarify, establish, correlate and coordinate accurate concepts and make learning more concrete, effective, interesting and meaningful.

**Check your progress**

Note: Write your answers in the given spaces.

3 What are Audio visual aids?

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4 How does TLM help in classroom learning?

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**1.2 Need for providing sensorial experiences for wholistic development in young children.**

From birth through to early childhood, children use their senses to explore and try to make sense of the world around them. They do this by touching, tasting, smelling, seeing, moving and hearing.

Children and even adults learn best and retain the most information when they engage their senses. Many of our favorite memories are associated with one or more of our senses: for instance, the smell of a summer night campfire or a song you memorized the lyrics to with a childhood friend. Now, when your nostrils and eardrums are stimulated with those familiar smells and sounds respectively, your brain triggers a flashback memory to those special times.

Providing opportunities for children to actively use their senses as they explore their world through 'sensory play' is crucial to brain development – it helps to build nerve connections in the brain's pathways.

This leads to a child's ability to complete more complex learning tasks and supports cognitive growth, language development, gross motor skills, social interaction and problem solving skills.

#### USE OF THE FIVE SENSES

- Use of senses is basic to the process of knowing and understanding. The child learns through five senses.
- The more varied and extensive the sensory experiences the broader will be the child's base for forming ideas about the world.
- Any kind of sensory deprivation or limitation may lead to incomplete or distorted concepts.

**We often talk about the five senses. These are:**

**Taste** – the stimulation that comes when our taste receptors react to chemicals in our mouth.

**Touch** – the stimulation that comes from touch receptors in our skin that react to pressure, heat/cold, or vibration.

**Smell** – the stimulation of chemical receptors in the upper airways (nose).

**Sight** – the stimulation of light receptors in our eyes, which our brains then interpret into visual images.

**Hearing** – the reception of sound, via mechanics in our inner ear.

So, what is sensory play?

*Sensory play* includes any activity that stimulates young child's senses: touch, smell, taste, movement, balance, sight and hearing.

Sensory activities facilitate exploration and naturally encourage children to use scientific processes while they *play*, create, investigate and explore. The sensory activities allow children to refine their thresholds for different sensory information helping their brain to create stronger connections to process and respond to sensory information.

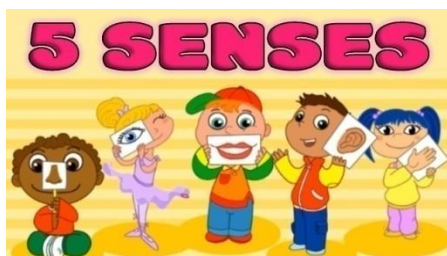
For example, initially a child may find it difficult to play appropriately with a peer when there are other things going on in the environment with conflicting noise. However, through sensory play exploring sounds and tasks a child learns to adapt to being able to block out the noise which is not important and focus on the play which is occurring with their peer.

Another example is a child who is particularly fussy with eating foods with a wet texture such as spaghetti; ( Italian food-pasta) the use of sensory play can assist the child in touching, smelling and playing with the texture in an environment with little expectation.

As the child develops trust and understanding of this texture it helps build positive pathways in the brain to say it is safe to engage with this food. Sensory play literally helps shape what children to believe to be positive and safe in the brain. Ultimately, shaping the choices children make and impacting behavior.

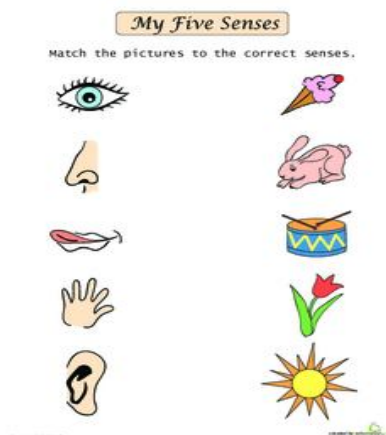
Here are 5 reasons why sensory play is beneficial:

- Research shows that sensory play builds nerve connections in the brain's pathways, which lead to the child's ability to complete more complex learning tasks.
- Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction.
- This type of play aids in developing and enhancing memory
- Sensory play is great for calming an anxious or frustrated child
- This helps children learn sensory attributes (hot, cold, sticky, dry)





Activities related to different senses.



Examples of activities for different sense.

Sense of seeing: Let children do the activity “odd man out”. Prepare strips of 3 to 4 pictures with one different and three identical. Let them spot the one that is different.



Sense of Hearing: Make little sound boxes for the children with variations in sound. Let them arrange these from softest to loudest.

For identification of beginning sounds of words start with children’s own names. Let each child learn to identify the beginning sound of his/her name. Then play the game of classification, for example, ask all the children whose names start with a particular sound to come to one side.

Sense of Touch: Give children opportunity to handle and freely manipulate different objects in the environment. Encourage them to compare objects by feeling their surfaces, and to use the vocabulary ‘hard’, ‘soft’, ‘rough’, ‘smooth’.

You can also make 'Touch cards' with different kinds of cloth pieces, for example, satin, jute, cotton, wool, etc. Let the children match cards according to texture.

Sense of Taste: Use snack time to discuss the taste of various eatables with the children. Bring samples of food articles as for the younger age group. Ask each child to close his eyes and let him identify tastes of different objects.

Sense of Smell: Take children on a nature walk and ask them to observe and point out objects with pleasant and unpleasant smells.

Bring strong smelling familiar objects, for example, agarbathi, perfume etc, into the class. Let each child close his eyes and try and identify the objects from its smell. Include some objects also which have no smell, for eg, sugar water, etc.

<p>Check your progress</p> <p>Note: Write your answers in the given spaces.</p> <p>5) why do you think sensory play is important?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>6) Give examples of activities for each sense organ.</p> <p>_____</p> <p>_____</p> <p>_____</p>
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### 1.3 Educational Value of TLM in programme Transaction:

#### A) Significance

Purpose of using TLMs: TLMs is used to enhance the learning of students in classrooms. A teacher uses it to make teaching-learning effective. TLMs also help learners achieve the learning outcomes after classroom teaching and learning. Some of the reasons to use TLMs in classroom are of various types as described below:

- a) *Motivate learners* – Capturing attention is the first step to any learning and TLMs help in capturing the attention of learner in classroom. Once motivated to look at TLMs, the children are curious to learn new things. TLMs provide a variety of stimuli, which helps in making classroom teaching most effective.
- b) *Help in longer retention of information* – The more the number of sensory channels involved in interacting with TLMs, the longer will be the retention of information. Therefore, the learning will be effective and will last long.
- c) *Facilitate holistic learning* – You have read about Blooms –Taxonomy of Objectives. Learning objectives to be achieved through classroom teaching are in all domains- cognitive, affective and psychomotor. Therefore, to achieve varied objectives, varied learning experiences need to be provided, which can be done through the use of TLMs.
- d) *Help in organizing classroom teaching* –As a teacher you need to organize learning experiences, making them as realistic as possible. You can use visual or verbal TLMs to present accurate data in sequentially organized manner. This helps teacher to verbal and visual communication in classroom. Thus, you may use TLMs to overcome shortcomings in verbal or visual communication.
- e) *Facilitate change in attitude* – TLMs also help in changing attitude of learners towards learning in general and subject content in particular. Pictures, models and other TLMs help in inculcation of positive attitude of learners.
- f) *Practical applications* – TLMs show application of theoretical knowledge into practical applications. The theoretical knowledge studied in class is shown in concrete form through TLMs for effective learning.
- g) *Making learning fun* – TLMs help in making learning fun in the classroom. Students enjoy the novelty of handling new objects and learn new concepts through them.
- h) *Concept formation* – TLMs facilitate the formation and attainment of concepts among children. They concretize the abstract concepts; thus children are able to understand them and not resort to rote learning. Therefore, use of TLMs in classroom teaching is an essential aspect about which you should focus your attention while designing and developing your lesson. There are a variety of TLMs to choose from depending on the context, level of learners and availability.

Check Your Progress Notes: a) Write your answers in the space provided after each item.

7) Explain the purpose of using TMLs in teaching-learning process.

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#### **1.4 Let us sumup:**

Teaching learning materials (TLM) are designed and developed towards achieving the learning objectives. TLMs are, therefore, tools, which are used by teachers to help learners to learn concept with ease and efficiency. TLMs have been in existence in our educational system since ancient times, (Lal, 2011). The role of TLMs in the Classroom are to make learning real, practical and fun for children. Teachers use LMs to illustrate or reinforce a skill, fact or idea. TLMs also help in bringing novelty and freshness in classroom teaching as they relieve learners from anxiety, fear and boredom. They help to provide a range of learning experiences to learners from direct to indirect. TLMs are used to enhance the learning of students in classrooms. A Teacher uses it to make teaching learning effective. It also helps learners achieve the learning outcomes after classroom teaching and learning.

## UNIT-2: TYPES OF TEACHING LEARNING MATERIALS

### (5.1) Introduction:

The curriculum for pre-school education promotes the concept of global development of the child, considered to be central in early childhood. The perspective of global development of the child emphasizes the important areas of child development, considering that, in today's society, the training of children for school and for life should take into account not only academic skills, but equally, abilities, skills, attitudes related to socio-emotional development (living and working together or with others, to manage emotions, to accept diversity, tolerance etc.), cognitive development (addressing some problematic situations, divergent thinking, establishment of causal interactions, etc. associations, correlations, etc

### (5.2) Teaching Materials

The teacher is fully responsible for choosing the methods, taking the structure of the group into consideration and the teaching aids available in the kindergarten. The teaching aids used in pre-primary education consist of:

- Natural materials (plants, shells, seeds, insects, rocks, etc.)
- Technical objects (measurement instruments, home appliances, etc.)
- Intuitive materials (cast and clay models)
- Figurative aids (pictures, photographs, atlas books, maps, albums, table games, etc.)
- Printed teaching aids (children books, workbooks, etc.). Printed teaching aids can be acquired by the kindergartens (grădinița) or recommended by the teacher and acquired by the children's parents.

All of us have memories of our teachers who had taught us during school or college days. A few of them were good, whereas others were not so good. Let us analyze why did we call them good? Yes, they were caring, sympathetic and pleasant besides being effective in their teaching. One thing common among them was that they used new methods, techniques

and teaching learning materials to make teaching interesting, thus, effective. Teaching learning materials (TLMs), also known as instructional aids, facilitate a teacher in achieving the learning objectives formulated by her/him prior to teaching-learning activities start. In the present Unit, we will introduce you to various teaching learning materials, which are used to make classroom teaching and learning interesting and effective.

**5.3) Teaching learning materials** are of various types and thus are classified and categorized in several ways. Edgar Dale's cone of experience is one of the simplest ways of categorizing TLMs. He experimented with different TLMs and categorized them on the basis of type of experiences the learner acquires – from concrete to abstract. Another widely accepted and popular way of categorizing TLMs is based on the senses they stimulate in learners, which, in turn affect the effectiveness of teaching learning process. TLMs can broadly be classified into three categories.

- i) Audio TLMs
- ii) Visual TLMs
- iii) Audio Visual TLMs

Let us look: into these categories in details

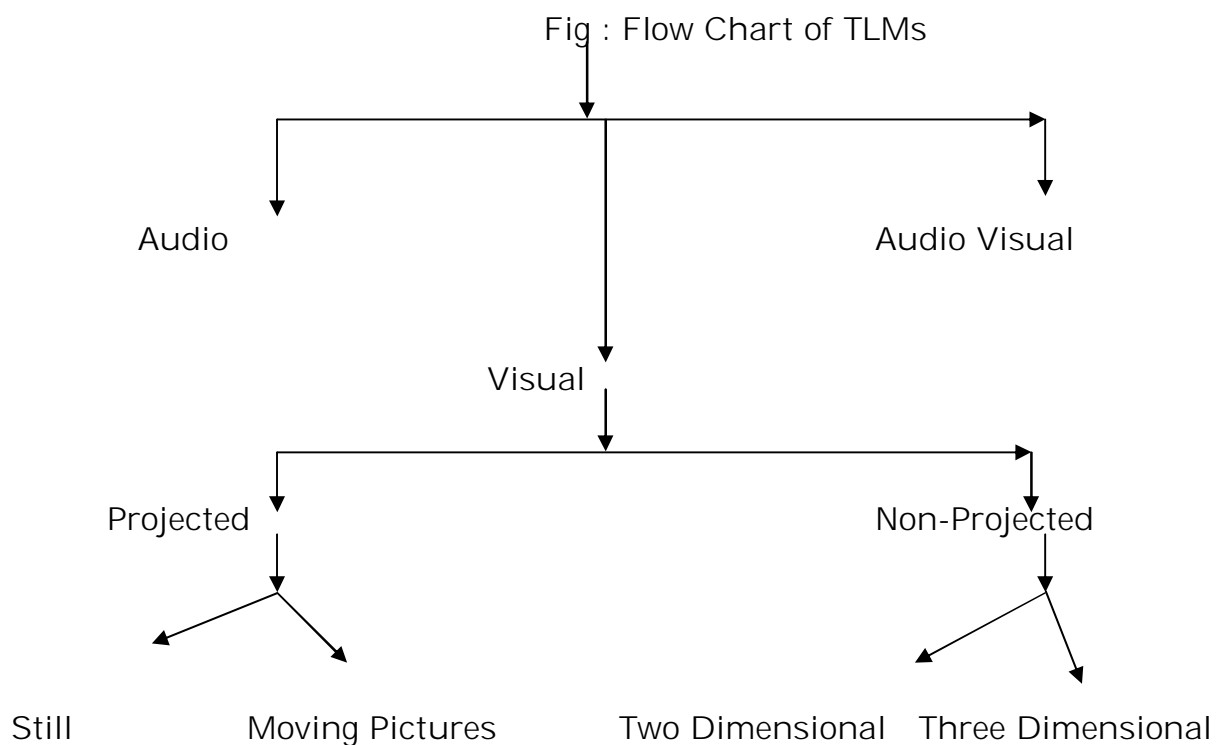
i) Audio TLMs: These TLMs primarily stimulate the hearing sense of learner. It includes – human voice, telephonic conversation, audio discs/tapes, gramophone records, Radio broadcast.

*ii) Visual TLMs:* These types of TLMs involve the sense of vision. They stimulate the visual impulses. These can be of various types as given below:

- Visual (Verbal) Print. (The text is the main instructional or teaching learning aid) • Textbook, Supplementary book. • Reference books, encyclopedia, etc. • Magazine, Newspaper • Documents and Clippings • Duplicated written material • Programmed material .Case Studies/Reports etc. • Visual (Pictorial- Non Projected) – a) Non-projected two dimensional – Here the TLM is in form of an image or picture explaining the concept. Examples of such type of TLMs are blackboard writing and drawing Charts, Posters, Maps, Diagrams, Graphs, Photographs, Cartoons, Comic strips. b) Non-Projected three-dimensional – This category includes three-dimensional representation of the real object or phenomenon. It helps learners in

conceptualization. It includes – Models, Mock-up, Diorama, Globe, Relief Map, Specimen, Puppet, and Hologram. • Visual (Projected but still) – Here the images are projected or displayed on a screen and thus are nearer reality than visual non-projected ones. It includes – Slide, Filmstrips, Over Head Projector (OHP), Microfilm, Micro card, etc.

iii) *Audio Visual TLMs*: are the projected aids, which use both auditory and visual senses to enhance learning. The greatest advantage of these is they are the closest representation of reality. These include – Motion Picture Film, Television, Video discs/cassettes, slide – tape presentations, Multimedia Computer



Research finding:

S.Ramadevi (2002:186) in her article has also talked of importance of materials: "For learners the materials act as

1. They act as concrete exposure to the language to be learnt.
2. They also instruct them to do specific things in specific ways so that they practice and use the language and learn it in the process."

#### **(5.4) Importance of Instructional Materials (IMs)**

Materials act as support to teachers by providing the language input that they could use in the classroom, to expose their learners to the language.

They also supply to the teacher, the exercises and activities to give to their students for them to engage in as practice material that will lead them to learn the language. They take on the responsibility of providing material for teaching which will realize the syllabus or objectives of teaching prescribed for the specific level.

The teachers should therefore have a good knowledge of the different types of materials that can be used for promoting learning in children.

##### **1) Natural Materials:**

- a) Plants and their products such as flowers, fruits, vegetables, leaves food grains, nuts, wood, gum, rubber etc.
- b) Animals, insects, birds and their products such as meat, eggs, leather, feathers, honey, wool, silk etc.
- c) Materials such as sand, pebbles, shells, water and planetary objects.

**2) Processed Material:** This category of learning materials includes the processed or the manufactures materials such as cloth. Paper, thermocol, paints, crayons, brushes, scissors, hand tools etc.

The natural as well as the processed material are abundantly found everywhere. It is the responsibility of the teacher to know the educational value of these materials for providing first hand learning experiences to children.

Teachers can help children count the stones, the pebbles, the flowers and leaves. The mathematical concepts of distance, size and shape can also be taught through the use of these materials. Vocabulary of the children can be enriched and creative art experiences can be provided to the children through the selective use of the above materials.

Examples for Activity aids are: demonstrations dramatizations & role play, excursions, field trips.



**3) Concrete Materials:** A concrete material refers to all materials and physical objects that can be seen, touched, felt and manipulated. Many things in life are abstract (for example: addition and subtraction, a foreign language, or vocabulary). It helps our kids out tremendously if we start by teaching concepts in a concrete manner and build up from there. Concrete means that which can be seen and manipulated it with their hands. All real objects like different fruits, vegetables etc can be used as teaching material to make the concept clearer. Children will get an opportunity to feel, touch, see etc, it also aids in multisensory learning.

#### **4) categories**

##### **Graphic Materials**

Very often, it is not possible to bring concrete reality to classroom in the form of real objects (specimens) or models. In such situations you may use graphics. These aids provide non verbal or visual learning experiences to children resulting in the formation of mental association between the abstract and concrete ideas. Some of the widely used graphic aids in preschools are charts, posters, pictures and flash cards.

##### **Charts**

A chart is a diagrammatic representation of a system, process, and historical sequence of event. It is visual representation used to summarize, illustrate, compare or contrast, communicate the subject matter in effective and concise way. They are used for presenting subject matter symbolically and for making abstract ideas clear through visuals. They help in summarizing the information and for showing continuity of thought. They help in stimulating the thinking process in children and are used for motivating them to learn.

##### **Maps:**

Maps are one of the most commonly used aids in schools; however its use for preschool children is limited.

##### **Pictures:**

Pictures are the most commonly used graphic aids. They include photographs, paintings illustrations and clippings. Pictures are inexpensive, readily available and are highly effective in communicating ideas. They have both artistic and educational value and are used for emphasizing key ideas and concepts. Good pictures can be mounted and used as a teaching aid for communicating different concepts to children. Colorful, attractive and bold pictures from newspapers, magazines, books and posters can be collected both by the children and the teachers. Teachers can encourage children to collect pictures and photographs for making scrap books on various concepts such as colors animals, vegetables, fruits, vehicles, furniture, clothes etc.

## **Flip Charts:**

The flip chart is like a calendar with a sheet each for twelve months. As the month changes the sheet is flipped over. Actually, flip chart consists of several charts arranged in a sequential order and fastened together at one end with this spiral, metal or wooden strip. (IGNOU, 2000)

## **Poster**

Poster is symbolic representation of a single idea. As a single idea is depicted posters are usually bold, eye-catching to attract learners for giving a message. Posters have both visual and textual components. Visual component is to attract the attention of learner and thus has to be colorful and eye-catching. Text is used to convey message related to visual and is called 'Caption'. Caption conveys the important message and the visual is to attract attention and therefore to support the message to be converged.

## **Models**

Model is recognizable imitation of real thing (eyes) or abstract thing (magnetic). Usually a model is similar to the original object in every aspect except the size. The size of an object may be reduced or enlarged. When size is reduced, the object is simplified to show only the essential parts. For example, globe is model of earth simplified to show earth's essential parts only. On the other hand, when size is enlarged, it shows the details of the object. For example, model of eye is enlarged to allow all the details to be seen easily and clearly. For children models of well, a handpump, types of houses, means of communication can serve as very useful learning aids.

## **Flash Cards:**

Flash cards are useful in a classroom for learning new concepts, for drilling and practice as well as for recapitulation. Flash cards could be used along with the other aids to make the lesson effective. A series of specially designed flash cards can be used for playing educational games and develop the cognitive abilities of recognition and recall in children.

## **Audio Materials**

Your voice is the most common form of audio medium, which may be used in Classroom teaching. You use voice to communicate with others. Voice creates Sound, which delivers message to others.

Sender – —————□ Sound/message —————□ – Receiver

In a classroom when a teacher talks the message is sent to students in the form of sound. It is one of the most natural ways of communicating.

To make your voice effective medium of communication you should modulate your voice; express your feelings; emphasis, pause at appropriate

places. The skills of using voice as an effective classroom transaction are integral part of teacher training programme.

Many audio TLMs are available to help in making classroom teaching effective

### Audio CD/DVD

Audio recordings in form of CD or DVD are very popular TLM. Stories poems, songs are frequently used in elementary classes. Discussion and debates with Important personalities can be recorded and prepared in form of Audio CD to be used in classroom to motivate students. NCERT, NIOS prepare Audio CD/DVD for children which are very effective TLMs. You can use a DVD or CD players with speakers in your classroom.

### What is a Diorama?

A diorama is a three dimensional arrangement of objects, models and cut outs to depict a theme or a concept. The objects and models are arranged in a big box and its background is painted to the theme. The box is covered with a glass cover or a transparent sheet of paper to view the inside scene clearly. Some of the scenes that can be shown through dioramas are –a harvest scene, a market scene, a railway station etc.

Check your Progress:

Write your answers in the given spaces.

1) Mention the three categories of Teaching Learning Materials.

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2) Mention the importance of Instructional materials.

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3) What is a Flash card?

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4) Give examples for Audio visual Aids.

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### **( 5.5) LET US SUM UP:**

The challenge before the teachers is to make learning for preschools children joyful, effective and easy too. This can be done through the use of teaching learning materials. The child is surrounded by a variety of natural and processes material which should be used extensively by teachers. The teachers should know the different types of aids and their classification. The teachers should possess a sound knowledge of these aids so that a variety of meaningful experiences and activities could be planned and provided for children. We also know that in education, aids help in making both teaching and learning easy and effective. Mechanical learning is easily forgotten whereas the sensory experiences gained through the use of AV aids are long lasting .The aids contribute to the depth and variety of learning, thus making learning more permanent and enjoyable.

## **UNIT-3: SELECTION CRITERIA IN PREPARATION AND USE OF MATERIAL**

### **3.0 Introduction:**

High quality early learning and child care programs provide safe, stimulating environments that are warm, comfortable and aesthetically pleasing. Children are active learners who use the physical environment in a direct, hands-on manner. The physical environment, as well as all the materials and equipment are part of a child's learning experience. The schedule, space, interaction with others and daily routines all provide learning opportunities. The learning environment should provide a rich assortment of materials and equipment for children to develop socially, cognitively and physically.

For a successful and effective learning to take place a variety of colourful, attractive and adequate numbers of learning materials and equipment are most essential in a preschool. This would enhance their needs of curiosity and manipulation. It would be crucial to emphasize that these are predominantly used to serve as learning materials and not as teaching aids. In other words, materials have to be used by every child to explore, manipulate and learn. They are not to be used merely as aids for demonstration by the teachers. This does not mean however, that the schools must invest on expensive equipment and aids. Most of these could be teacher made and collected from nature/environment. So a lot would depend on the imagination, creativity and resourcefulness of the teacher. For Eg:- beads can be substituted by seeds, bottle caps, corks etc. Play materials are an indispensable part of the pre-school structure and curriculum. Some of the very useful and desirable equipments and materials that a pre-school could invest on are outdoor play materials like, Jungle-gym, swing , tricycles, rubber balls etc., indoor materials like blocks, constructive materials, art and craft materials, musical instruments etc,

**3.1 Objectives:** After completing the unit you will be able to ...

1. Understand the principles involved in selection, preparation and use of material
2. Choose toys and materials that represent the culture, interest and learning goals.
3. Recognize the problems involved and challenges in use of TLM.
4. Understand the important considerations for material selection.

5. Recognize the importance of proper care and maintenance of the play materials.

### **3.2. Principles involved in selection, preparation and use of material**

There are countless toys and materials available for pre-school classrooms. A child needs a variety of materials to sustain his curiosity and interest and promote his learning. Let us look at the principles 'involved' in selection, preparation and use of play material.

#### **3.2.1 The Learning material should be culturally relevant**

Cultural relevance means the choice of materials should reflect the backgrounds, knowledge and experiences of the diverse children in the classroom. There are simple ways to expose children to positive images of people from a variety of backgrounds.

In dramatic play area

Include clothes for men and women

Display pictures of men and women in a variety of jobs (Police Officer, Construction worker, Teacher, Nurse, Chef).

Include items that represent different cultures.

Ask family members to lend you items from their homes.

In the block area, add figurines or dolls that represent a range of ages, races and abilities.

In the music area, offer musical instruments from the local area, CDs of traditional and contemporary music.

Stock your classroom library with books that give positive messages about age, gender, race, culture, special needs, family types and linguistic diversity.

Look for games and toys that allow children to work together, take turns and celebrate each other's success.

Above all, remember to engage families in making your classroom a culturally appropriate space. Display framed pictures of families. Create family books with the children. Encourage family members to share their home language and to help you label items in the classroom with words from that language.

### **3.2.2 Developmentally Appropriate**

Toys and materials in the classroom should be developmentally appropriate. This means they should match the stage of development of the children, because children develop at different rates. The toys and materials selected should meet individual children's skills, interests and characteristics. A classroom stocked with developmentally appropriate materials "fits" the child—the child should not have to adjust to "fit" the classroom! These materials should allow pre-schoolers to experiment and solve problems. Materials can encourage children to play with others, take turns and share. Examples of developmentally appropriate materials for preschool, aged children include:

- Wooden blocks for building
- Baby Dolls
- Balls of various shapes and sizes
- Puzzles with large pieces
- Simple games

All materials in the classroom should be made for preschool-aged children. The classroom should be free of toxic materials (e.g., plants, art supplies, natural materials). Teachers need to carefully supervise materials that could be difficult for developmentally younger children.

As part of selecting developmentally appropriate materials, Teachers should consider the developmental needs of all learners. For example, some children with social-emotional or attention needs may benefit from fidgets, or small comfort items, that help them release energy (KIT, 2012). Examples of fidgets include:

- Pieces of felt
- Small bean bags
- Small plush toys
- Pipe cleaners
- Squishy balls

### **3.2.3 Children learn best when adults incorporate their interests**

Whenever possible adults should provide materials that capture children's interest and extend their learning for example: if a few children are very interested in construction equipment, the teacher could turn the sensory table, block area into a construction zone. Providing shovels, tools and construction equipment can help to develop children's imaginations. By incorporating children's interests when choosing classroom materials,

teachers can help children make connections that extend their learning to new areas. For example, the creation of a “construction zone” might spark children’s interest in learning about bridges, which could lead to discussions about the ocean or types of transportation that move through water. Supporting children’s interest in fairy tales could lead to a discussion about magic, which could prompt some children to become interested in magic shows or simple magic tricks. Or, children might become interested in creating their own fairy tale stories (oral or written) with the help of a teacher. Provocations are a great way to incorporate children’s interest and help guide children’s play in productive, engaging ways.

### **3.2.4 Varied Toys and Activities**

Not all toys develop creativity equally. Some toys sport imagination. Young children are often more interested in the box than the toy that came inside it why ? Because the box can become anything. It becomes a drum because you hit it, a house when you put a doll inside it, and a hat when you play by putting on your head. The possibilities are endless. Children explore more and develop their imagination. Examples of toys that spark imaginative play

- Dress-up clothes
- Large boxes
- Tools and items a child might find in the home
- Baby dolls
- Musical instruments
- Arts and crafts materials
- Items that are “open-ended” or can be used in a variety of different ways (e.g., blocks)

### **3.2.5 Linked to learning goals**

The materials which are selected should help the children to learn and promote different skills. Math skills like sorting and patterning, Literary skills like letter matching and rhyming, social skills like turn taking and problem solving scientific knowledge and knowledge of the social world around them.

For Exp: Here are some examples of learning goals and materials that address these common learning goals:



## Math Skills

### Measuring

- measuring sets (cups and spoons)
- height charts
- magnetic shapes
- pattern or matching cards for any shape toys
- attribute blocks (of different sizes, colours, shapes, thicknesses)
- puzzles with different geometric shapes

### Counting

- small objects to count such as coloured beads, animals, vehicles,

#### Sorting/counting tray

- play money in the drama area
- attribute beads and activity cards
- pegs/ pegboards with numbers and holes to match
- games or puzzles where quantities of objects are matched to

#### written numbers,

- dice games

### Written numbers:

- number books and posters
- magnetic numbers
- number puzzles
- number lacing cards
- number lottos
- play telephones
- dramatic play cash registers with play money
- clocks
- calendars
- playing cards

### Quantities:

- dominos
- playing cards
- abacus
- charts and graphs
- nesting/stacking cups

- toys and games to figure out more or less/fractions
- snap cubes, centimetre cubes
- puzzles or three-dimensional graduated cylinders showing a sequence of different heights

### **Literacy Skills**

- alphabet magnets, beads, stamps, blocks
- variety of writing tools and surfaces
- variety of print materials
- puppets

#### **Factual books:**

- real animals
- facts about animals and plants
- real life experiences, ex: going to the doctor
- number, shape, colour

#### **Nature and science books:**

- five senses
- human body
- animal homes and lives

#### **Diverse abilities books:**

- Books depicting individuals with additional needs (wheelchair, crutches, hearing devices, etc.)

#### **Fantasy books:**

- pretend stories about people
- pretend stories about animals

#### **Additional language materials:**

- flannel board and accessories
- puppets, puppet theatre
- poster sets (sets of winter scenes, etc.)
- listening centre and recorded stories with or without headphones

### **Socio – emotional Skills**

- Simple cooperative board games (e.g., “Count Your Chickens”)
- Cooperative movement games (
- Story books
- Props
- Material for role play / drama etc.

- Musical instruments – commercial or homemade - bells, piano, triangles, xylophones, rhythm sticks, tambourines, drums, maracas, cymbals from various cultures

## **Scientific Knowledge**

### **Natural objects:**

- flowers
- leaves
- shells
- rocks
- bird nests, feathers
- wood, twigs, branches, driftwood

### **Living things:**

- pets (acceptable to health authorities)
- plants, flowers, terrariums
- aquariums/fish bowls with fish, snails, tadpoles
- garden

### **Nature science books/posters, games, puzzles:**

- factual books/posters such as animals, plants, birds, fish, human body, seasons, weather, planets, environment
- maps, globe, atlas, x-rays
- games with a nature theme, nature picture matching cards, nature sequence cards
- puzzles with nature or natural sequences, such as the life cycle, ex: frog, butterfly, chicken,
- plant
- nature/science floor puzzle such as the human body

### **Nature/science materials:**

- pinwheels, wind chimes, sources of wind such as fans
- magnets with iron and non-iron objects
- magnifying glasses, prepared slides/microscopes, bug viewers
- sink and float items
- pulleys/levers
- shaking cans, smelling cans (filled with spices), feeling boxes
- prisms, plastic translucent colour paddles/colour cards, kaleidoscopes, coloured glasses
- realistic plastic insects
- bird houses, feeders visible from a window

## **Physical Development (Large Motor)**

### **Stationary equipment:**

- climbing equipment
- slides
- low, balancing equipment
- swings

### **Portable equipment:**

- balls (variety of sizes and textures)
- sports equipment (child-size basketball hoop, plastic bats, hockey sticks)
- wheel toys (wagons, push/ pull toys, wheelbarrows, scooters)
- riding toys (variety of sizes with and without pedals, for use by one or two children)
- tumbling mats
- jump ropes
- bean bags, targets/containers
- hula hoops
- ring toss game
- parachutes
- tunnels
- large blocks (indoors and outdoors)
- loose materials such as big cardboard boxes,

## **Physical Development ( Fine Motor)**

### **Building toys:**

- small wooden blocks/cubes
- interlocking blocks
- magnetic blocks
- Tinkertoys

### **Puzzles:**

- variety of textures – foam, plastic, wood, multi texture
- different complexities, knobbed, without knobs, variety of pieces

(five to 30), interlocking and individual pieces, sequence, floor

### **Manipulative:**

- small and large beads, strings, bead pattern cards, bead frames
- sewing materials including blunt needles, wool, burlap, buttons,  
lacing cards with laces/string
- pegs and peg boards

- pounding boards with mallets
- parquet shapes with and without pattern cards
- zip, snap and button dressing frames
- straws/sticks with connectors
- links, linking stars
- nuts and bolts, screws
- train tracks and trains
- shape sorters

### **Art and Creativity:**

#### **Drawing:**

- large and small crayons
- pens, pencils, erasers, coloured pencils
- thick and thin washable markers
- chalk, chalk board, erasers
- paper (various sizes and colours, lined and blank) newspaper, construction, tissue, tea filters , brushes ,cards, paper plates,markers

#### **Painting:**

- finger paints
- liquid paints
- trays ,variety of paint utensils, paint brushes, rollers, squeeze and spray bottles, sponges,

#### **Collage:**

- glue/paste, glue sticks, glue/paste pots, glue brushes/spreaders
- paper scraps, magazines, cards, wrapping paper, ribbon
- cardboard tubes, boxes, rolls for construction
- yarn/string
- cotton balls, pompoms
- glitter, buttons, sequins, gems (all small materials require supervision and for use with children three years of age and older)
- natural objects (leaves, seeds, twigs, feathers)

#### **Three-dimensional:**

- play dough
- clay
- wood for gluing/construction
- pipe cleaners
- plasticine

#### **Tools:**

- safe scissors (left- and right-handed)
- staplers
- paper punches
- tape (various types), tape holder
- tools to use with play dough (craft sticks, blunt knives, scissors, pipe cleaners)
- stencils

### **Knowledge of the Social World**

- Maps
- Play money and cash register
- Dramatic play items that relate to different occupations

Look for toys that address these important learning goals through play and games. The general rule is that children should want to play with these materials. See the Explore and Apply sections for further examples of learning goals and materials that help address them.

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## **3.2 Guidelines for selection, preparation and use of material**

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Equipment and materials are tools for the teacher to use in teaching and reinforcing learning. An organized, attractive, clean and stimulating environment includes plenty of ECE equipment and materials for both indoor and outdoor activities.

### Important considerations for material selection

3.2.1 **Safety** - Safety is a major priority in preschool classrooms. Unsafe toys and materials can put children at risk for injury or illness.

- Make sure all materials in the classroom including plants are non toxic.
- Choose toys and materials with children's safety in mind.
- Using toys safely teaches children how to be safe and supervise carefully.
- Play material should not have any loose parts which children may swallow by mistake.

3.2.2 Number of children and age level: The number of items of each type of equipment should be in proportion to the number of children. Example if the school has two balls for group of twenty children, it is bound to

lead to quarrels among children at least 6 – 8 balls are necessary to enable the children to use it freely. The swing, merry-go-round, slide etc., should be sufficiently low if these are to be used by the two to three year old children.

3.2.3 Quality and durability:

It is not advisable to choose breakable equipment or ornamental decorative pieces for young children. It leads to anxiety on the part of the teacher regarding the safety of the equipment. The material /equipment should be strong and made out of local materials. It should be durable and safe, should not have sharp edges, and should be painted with safe paint which is non-toxic.

3.2.4 Appropriateness in terms of children interest, age and learning abilities

Equipment/material selected to suit the age, interest and developmental level of the children. Children learn by doing. They need to touch, move, push, pull, taste, smell and listen to develop understanding.

3.2.5 TLMs allow pupils to practice and apply new skills

TLMs that require children to 'do' something (playing a game, making something) help children to gain new knowledge/ skills and apply it/them.

3.2.6 Flexibility in use i.e., material that can be used in a variety of ways and situations. Equipment must be of proper size and must be multipurpose in usage. Offer many types of play choices, for blocks of time to provide opportunities to experiment, explore and learn.

3.2.7 Materials must be accessible and attractive

It should be bright with attractive colours and provide a variety of learning experiences. TLM attract the attention/ interest of children.

3.2.8 Made of indigenous material

- **Teacher made learning materials can be given for specific structured language and cognitive activities like Dominoes, flash cards, picture cards, charts, puppets, puzzles etc.,**
- **Use of cardboards-cardboards may be effectively used in teaching concepts related to shapes, sizes, addition, subtraction, multiplication, fraction, etc,**

- **Use of Match Sticks-Matchsticks may also be used for teaching children shapes. Two sticks may be joined by a bicycle valve tube or any other narrow tube material.**
- **Use of Flash cards- Flash cards are useful for introducing new letters, words, and other information**
- **Use of locally available materials like coconut shells, bottle caps, socks, pebbles, ropes, tyres etc. can be used for various activities.**

3.2.9 Should have educational value

Outdoor play material for developing large motor skills like climbing, jumping, cycling etc,

Play material for manipulative play like clay, beads, form boards, pebbles etc.,

Play material for imaginative play, example: dolls, doctor set, old dresses, toy utensils, toys etc.,

Material for developing language skills like picture books, puppets, story cards, sound boxes, etc.,

Material for cognitive skills like visual discrimination cards, touch cards, picture cards, puzzles etc., for teaching concepts of colours, shape pre-number and concepts related to social, physical, environment.

3.2.10 Material for music

Music instruments like Drum, Harmonium, Daphli, Dholak, improvised teacher made materials.

3.2.11 Material for Art/Craft activities

Scissors. Paper, crayons, colours, paints, coloured charts and craft material etc.,

3.2.12 Material for constructive play:

Wooden / Plastic blocks, cartons, boxes etc., with bright colours.

Arrangement of Play Material / Equipment

- Proper arrangement of play material facilitates children to use all the play equipment regularly
- Play equipment should be arranged in low shelves, attractively to promote independence in children.
- Display of equipment enables the teacher to know the available equipment for children



- Providing rest mats, floor cushions, will keep children relaxed during times of rest, play and learning.
- Discovering, building and explaining with blocks and puzzles offers hand-on education.
- Providing a space for children to bring their imagination to life with the help of costumes, props and even puppets in the dramatic play area helps children to explore real life situations.
- Providing a reading corner is essential for children as it gives opportunity to discover letters, words, picture books and story books.
- Keeping a variety of art supplies including items such as Crayons, paint etc., gives children and tools to create and design preschool crafts.
- Listening to music, exploring a variety of instruments and dancing to the beats give children a way to learn through exploration.
- Materials and equipment should be arranged so that quiet and active centres do not interfere with one another and should be provided indoors and outdoors to broaden children's exploration and experiences.

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### 3.3 Problems and challenges in the use of TLM

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A teacher can be a good role model for a student who can inspire them to live a better life in various means. At the same time teachers are also facing a lot of challenges. Here we can have a look at some of the classroom challenges faced by teachers.

(1) Lack of time for Planning :

Updating the subject to new demands, correcting materials, managing field trips as well as bringing in new creative approaches, preparation of TLM are a few among them.

(2) Inadequate teaching and learning resources:

Many ECE Centres do not have adequate teaching and learning resources and facilities suitable for ECE learning environments. Hence teachers find difficulty in the implementation of ECE curriculum and in creating a sustainable learning environment.

- (3) Excessive load of work in school:  
Teachers spend many hours planning lessons, assessing pupils, organizing extra curriculum activities etc., It is very difficult for teachers and to take time off for preparation and usage of TLM.
- (4) Preparation of TLM is time consuming task:  
In order to cater to the needs of all children the teacher has to spend good time in preparation and generating TLMs.
- (5) Retaining the attention of children:  
It is not possible that each and every child in a preschool classroom will be the same and pay equal attention to everything that is told by the teacher. In a large sized class, many students will definitely be distracted and even distract others.
- (6) Lack of knowledge in usage of TLM:  
Teachers are not equipped with the knowledge of how to best use the TLM to maximize their instructions based on their learner needs and the requirement of their subject area. They lack the knowledge on relating teaching aids to the lesson in the teaching learning process.
- (7) Teachers low competency in preparation and usage of TLM:  
To prepare teachers for materials, adequate training is necessary. Teachers lack the training in using electronic teaching aides and other aides.
- (8) Cost of acquiring the materials:  
Preparation of TLM involves preparation of charts, posters, flash cards, models, picture cards, Audio based TLM powerpoint slides, concrete materials etc., which is expensive.
- (9) Balancing Diverse learning :  
Needs of students in a classroom will be different and they will have diverse learning needs. Satisfying all of them in the same way while transacting the curriculum will be a serious challenge.
- (10) Lack of creativity . It involves a lot of patience and creativity to collect all the resources or improvise the teaching aids or make effective teaching aids suitable to the developmental level, age, individual needs and interests of the children.

### 3.4 Overcoming the challenges and use of TLMs

Teaching learning materials (TLMs) are important for the teachers in teaching his/her lesson effectively. It enables the children towards concrete learning.

- Teachers need to be given adequate training in preparation and usage of proper TLM.
- They need to manage the time, plan the content approximately based on the needs.
- Teachers need to be equipped with the resources and skills in preparing and using TLM's
- Balancing the different learning needs of students by using different teaching methods and materials.
- Use materials developed by others that have been shown to be effective so that considerable time and effort can be saved.

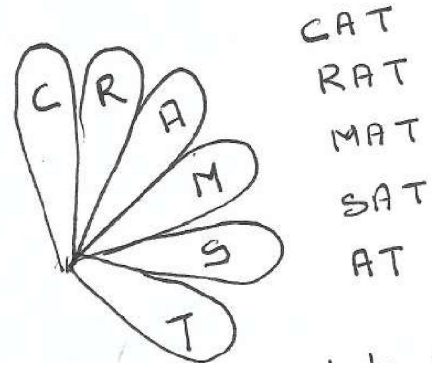
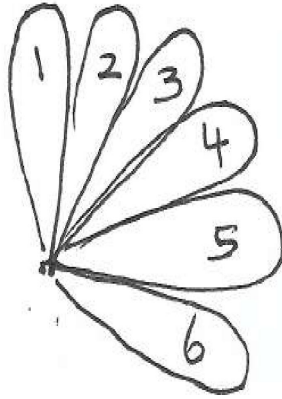
#### Examples of Teaching/Learning Materials which can be used in the classroom

- Storyboards make great teaching learning materials
- Manipulative are physical items such as blocks, marbles , gummy bears that assist student learning.
- Videos – There are educational videos on various topics in different subjects which help in learning.
- Games – Games can be useful in teaching students. Sight words bingo for example can help students learn their basic sight words. Outdoor games can help the children to learn social skills such as taking turns, working as a team etc.
- Flash cards – Flashcards with pictures and words, stories can create a good learning tool for students who have auditory or visual learning styles.
- Model Clay – Children can make letters of the alphabet using clay. They can also prepare models of fruits/vegetables etc. for teaching different concepts.
- Overhead Transparencies – A teacher can use transparencies for teaching counting skills such as numbers.
- Visual Aids – Visual aids can be charts, posters for teaching language can be used Materials collected from the environment like pebbles, leaves, twigs, flowers etc., can be used
- Low cost Materials – Can be prepared using card boards, greeting cards, carton boxes, old socks, charts like dominoes (colour, dot, number, picture etc.), picture cards, puppets (stick, finger and glove puppets) Puzzles, etc.,

- Improvised Material – can be prepared for science experiments, clocks.

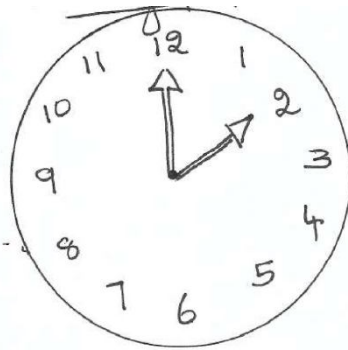
Lets' Develop some low cost, No Cost Materials

1. Number and letter fans: - for example if a fan has six blades and each blade has one of the numbers or letters



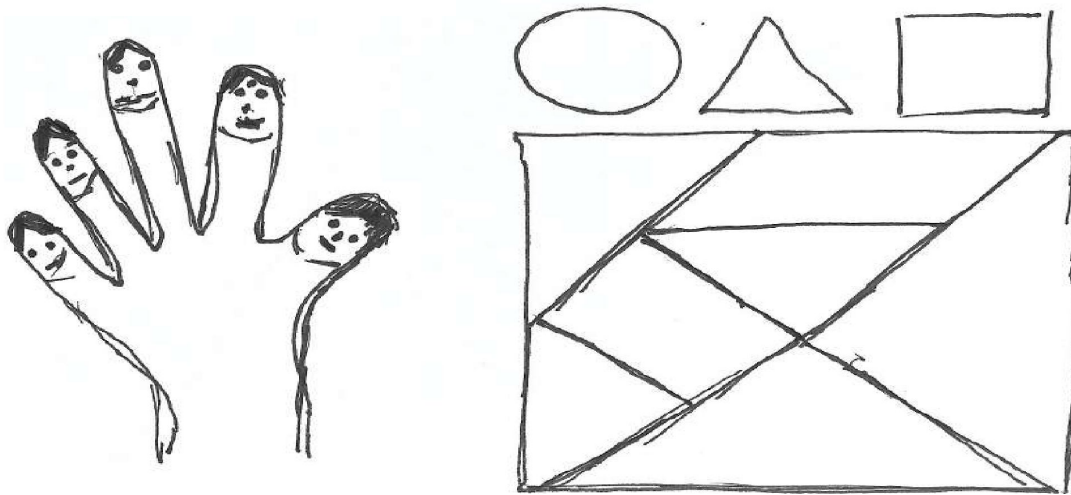
2. Making paper plate clock

Paper plate literacy games



3. Finger puppet with socks  
(puzzle)  
Sticking hair, eyes etc.

4. Concept of shapes



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### 3.4 Care and management of material

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Preschool children should be taught the simple rules to make them understand how to handle and take care of the equipment. Equipment is important to use the materials for long time.

#### 3.4.1 Care of the material:

- Care of the materials should be taken while buying, in the form of durability, sturdiness with standing weather conditions, multi-purpose utility, safety to avoid hazards and accidents.
- Materials need to be attractive by arranged, placed on low shelves for easy accessibility and putting them back after use.
- Proper care, maintenance and replacement of the worn-out materials are equally important
- New indigenous materials can be made and replaced with old ones.
- Materials that can harm the children like tools, matches etc., should be stored in areas inaccessible to children.
- Maintenance of outdoor equipment should be regularly attended to, in order to protect children from injuring.
- No toxic colour/paint should be used for play equipment.
- A teacher has to remain vigilant so that no accident or unpleasant event takeplace due to careless handling of the equipment.
- The equipment should not have any sharp corners, gutting nails etc., and should be
- durable.

### 3.4.2 Managing the Classroom and Materials

The key to a successful day is an efficient classroom management plan, organizing the physical space, materials can ensure the children make use of the time effectively.

- The classroom should be arranged to provide space for both large and small group activities.
- The classroom must have provision for display of children's work, project related pictures, charts etc., this display must be at the eye-level of the children.
- The classroom should be with specific activity, centres such as
  - Dolls corner with doll's equipment, puppets, accessories for imaginative play etc.
  - Blocks corner with manipulative materials
  - Picture book corner with books
  - Science corner with simple experiments
  - Creative art and craft corner.
  -

Access to the equipment and organization of materials is an important aspect in managing the classroom. A few preschool classroom, management tips –

- **Get Organized!** Place pictures or written labels on low open shelves so that children know exactly where things belong. Store loose manipulatives (wooden beads, laces, play dough cutters) in see-through plastic bins.
- **Establish Rules.** Set rules , for example: Four children at a table to prevent overcrowding; put the puzzles in the rack when finished; keep sand in the sandbox.
- **Use Clever Containers.** Use clean, flat boxes to store felt board pieces and art paper. Try tall, clear, plastic water bottles to hold paint and long brushes at the easel. Hang stretchy woven net bags by the door to hold playground balls.
- **Rotate Materials.** Keep shelves uncluttered by putting out a few selected materials at a time. Regularly alternate puzzles, games, and other manipulatives.
- **Recycle It!** Discuss with children how to reuse scraps and damaged materials. For example, use construction paper bits for

collages and those loose puzzle pieces as cut outs that children can trace with markers.

- **Make It Fun!** Add a dose of fun and humor as children care for classroom materials by singing a song about hanging up dramatic-play clothes or inventing simple chants and rhymes that children can use while cleaning up.
- **Talk About It.** Verbalize your actions as you care for materials so children can understand your thinking behind them. For example, say, "I'm putting the lids on these paint cups so the paint won't spill on the floor."
- **Share Useful Hints.** Discuss cleanup tips such as washing paint brushes in cool water so as not to loosen the glue holding the bristles to the handle.
- **Have Safety Checks.** Take children on a "safety search" around the classroom. Invite them to help you identify objects in need of repair, including wooden blocks or trucks with splinters, cracks, or chips.
- **Plan a Cleanup Party.** Give outdoor equipment some loving care—wash the cycles, inflate tired-looking balls, and add new sand to the sandbox

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### 3.6 Summary

Play Materials should be appropriate for the age, emotional & social development and ability of the children. Materials need to be interesting to children, sturdy, age appropriate & offer variety and choice & be arranged in such a way as to encourage independence & creativity. The above unit discussed in detail about the Principles & guidelines involved in selection, preparation & usage of material, problems faced in the usage of the material & how to overcome them.

An insight into care & handling of play material was given as it is an important aspect in managing the classroom and also to ensure that materials are used in healthy and safe ways while also making the learning experience fun and educational.

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### 3.7 Unit End Questions

1. What are developmentally appropriate materials ?
2. Enumerate the principles involved in selection of material ?
3. Give examples of culturally relevant materials ?
4. What are fidgets? Name them ?
5. Mention the purpose of using TLMs in classrooms ?
6. What are the challenges involved in selection and use of TLMs?
7. How does TLMs support learning ?
8. Suggest the measures in overcoming the challenges in the use of TLMs?
9. Give examples of TLMs which can be used in the classroom
10. What are the important considerations for material selection ?
11. Suggest some indigenous materials where teachers can make?
12. Give examples of materials which have educational value ?



### **Suggested Practical Activities:**

- The student teacher will carry out the practical activities in the classroom/ laboratory. Whenever possible they can try them out with children to gain firsthand experience of working with them.
- Each student to prepare a resource file which will contain samples of creative activities along with description of functions, materials required and teacher's collection of songs, rhymes, poems, riddles and gist of stories and other material which can be later used while working with children.

### **Motor Development**

#### **Large Motor Skills: Difficulty level to increase gradually:**

Activities: Walking on a straight line, curved line, walking fast and slow, backwards, creeping, crawling, crawling under a rope, through an empty drum, throwing tip toe, heels, and catching a ball, rolling a

ball, jump from a height, jumping in squares, circles in sequence, alternate, balancing, walk on thick rope, walk on planks of various widths, balance an object on head, with and without hand assistance, running fast and slow; running fast, stop and run again; marching, hoping and galloping, pulling and pushing and ball games.

#### **Encourage students to design other challenging activities.**

Finer Motor Skills: Rangoli with locally available materials like pebbles, shells, seeds, powder, coloured saw dust etc for threading prepare paper/mud/beads/bottle tops, lacing cards; Prepare frames for buttoning; Prepare a list of equipment which promotes large and finer motor skills, e.g. slide ladders, jungle gym, swing, nuts and bolts, screw top bottles, peg board, drop box for shapes, etc.

Expose student teachers to Montessori play equipment and other toys. Classify each according to the domains of development it promotes.

### **Creative Arts**

**Note:** Various activities are given below. These can be used for development of other domains of development also. Besides promoting finer motor activities, they also help in cognitive, socio-emotional development and readiness for reading and writing.

**Drawing:** Wet paint with different kinds of brushes, cotton wool, thread, and broomstick etc. Students to make brushes from other materials. Crayons, dry and wet chalk, wax drawing to be fully coloured with crayons etc; Finger Painting; Printing: Block, vegetable, string, crumpled paper, sponge, cotton wool; Spray Painting; Marble Painting; Cutting, paper folding, folding and cutting, pasting cut shapes, paper tearing and pasting; Collage; Modelling with clay, dough; Mosaic; Craft activity; Whenever possible, children should be allowed to child to colour or decorate the craft.

**Music, Movements and Rhythm:** Clapping to music, rhythmic movements, marching, stomping to music beat, different body movements to rhythm of music; Singing rhymes with expression and action; rhymes with finger play, free dance to music, playing different instruments to rhythm; Collect nursery rhymes and songs and learn tunes; Music appreciation, listening to music; Making musical instruments, using sticks, coconut shells, tins, paper boxes with seeds and pebbles, bells, other locally available materials.

**Creative Drama:** Make masks of animal faces: children after wearing masks imagine and imitate animals; After listening to a story, getting children to dramatise it.

### **Fostering Language**

Functions, materials required and teacher's role:

Select pictures or draw and prepare Bulletin Board for children to be used for discussing a topic, student teachers to use the Bulletin Board to discuss the topic with "what, where, when, how and why" questions; Storytelling and puppet play : prepare aids and use them, different types of puppets, flannel board, sand trays using stick puppets and flash cards; Prepare picture and information books; read aloud children's stories from books with appropriate modulation of voice — story telling without any teaching aid but with modulation of voice; practice follow up of story-telling session; Making stick, finger and glove puppets and learning to manipulate. Making a compilation of language games, riddles, rhymes , stories, scripts for puppet play on different themes.

### **Cognitive Development**

Functions, materials required and teacher's role: Make one piece whole object puzzles and then range in number of pieces. Cards for sorting, matching, classification, seriation; pattern making in different colours, sizes, shapes etc. Dominos, simple e.g. matching/relating same picture or

shape to complex ones requiring reasoning e.g. lock and key, hair and comb, alphabets, numbers and objects; Memory games and materials; materials for classification, comparison, seriation, patterning and counting. Prepare a list of mathematical vocabulary, e.g. long and short, thick and thin, hot and cold, far and near, etc. with related activities. Design and conduct simple science experiments. Plan for festival celebration.

**Programme Planning:** Plan a holistic week's programme for 3 to 4 and 4 to 6 year olds covering all domains.

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## **Cognitive Development**

Functions, materials required and teacher's role: Make one piece whole object puzzles and then range in number of pieces. Cards for sorting, matching, classification, seriation; pattern making in different colours, sizes, shapes etc. Dominos, simple e.g. matching/relating same picture or shape to complex ones requiring reasoning e.g. lock and key, hair and comb, alphabets, numbers and objects; Memory games and materials; materials for classification, comparison, seriation, patterning and counting. Prepare a list of mathematical vocabulary, e.g. long and short, thick and thin, hot and cold, far and near, etc. with related activities. Design and conduct simple science experiments. Plan for festival celebration.

**Programme Planning:** Plan a holistic week's programme for 3 to 4 and 4 to 6 year olds covering all domains.

## PAPER-5B

### UNIT-1: NEED & IMPORTANCE OF TLM IN ECE

#### Introduction:

Early childhood education aims at total child development, in a learning environment that is joyful, child centered, playful and activity based. It is expected to provide necessary maturational and experimental readiness to the child for meeting the demands of primary school curriculum. Early childhood education covers zero to six years is of crucial importance especially from the point of view of the development of child's language, intelligence and personality. The young child whether he be two and a half, three, four or five years old is one who needs space to be vigorous, alone and or part of an active group, for his happiness, concern and self expression. He needs materials, which are appropriate to his size, ideas and feelings. He needs an understanding adult in the form of his teacher to help him to help himself to explore manually, verbally and to learn the lesson of life from both people and objects.

#### Objectives:

- By the end of this unit student should be able to :
- Understand the significance of material and aids in teaching-learning process.
- Know the value and advantages of learning aids in Early Childhood Education.
- Understand the need for providing sensorial experiences during Early Years.

#### 2) Need and Importance of TLM in ECE:

*"Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.*

*According to Edgar Dale-audio-visual material supply concrete basis for conceptual learning and give rise to meaningful concepts enriched by meaningful associations.*

## The Learning Pyramid



Dale (1969) explained that the broad base of the cone illustrated the importance of direct experience for effective communication and learning. Especially for young children, real and concrete experiences are necessary to provide the foundation of their permanent learning.

Learning which a complex process is occurs as a result of newly acquired skills, knowledge, perception, facts etc. Learning can be reinforced with a variety of learning aids and materials as they are capable of stimulating, motivating and attracting the child's attention during the instructional and learning process. Hence a variety of learning aids and material needs to be provided to the children for their effective learning.

### **Research finding on TLM:**

Most of the schools do not have sufficient teaching learning materials for early childhood care and education and the teachers have not received any special training regarding preparation and use of teaching learning materials effectively for making the learning environment more easy and joyful. The teachers strongly felt that, the use of teaching learning materials in the classroom interaction make the environment more joyful

(A study conducted by Dr.Sampreety Gogoi from Golaghat District of Assam) International Journal of current research-India.

The teaching aids used in pre-primary education consist of:

- Natural materials (plants, shells, seeds, insects, rocks, etc.)
- Technical objects (measurement instruments, home appliances, etc.)
- intuitive materials (cast and clay models)
- Figurative aids (pictures, photographs, atlas books, maps, albums, table games, etc.)
- Printed teaching aids (children books, workbooks, etc.).

These aids restrengthen the spoken and written words with concrete images which form a strong foundation for learning .Aids thus supplement the teacher's efforts for facilitating the learning process in children and help in making them learn more effectively. Think of a teacher who is verbally attempting to convey the idea of an apple which the children have not seen earlier. She describes its shape, color, taste and characteristics but none of the children are able to form a correct idea of the fruit. But how accurately they can form an idea of an apple by actually seeing it, touching it, tasting and feeling it .It may not be possible for the teacher to bring all real objects/material to the classroom. However, a model, a film, the pictures can clarify the concepts and can make learning much easier and meaningful. Audio-Visual aids can therefore help children to see things that are distant and form concepts.

As we all know:

Basis of learning:

I hear, I forget

I see, I remember

I do, I understand.

Check your progress

Note: Write your answers in the given spaces.

- 1) What do you understand by the term Teaching Learning Material?
  
- 2) Mention the teaching aids that can be used in pre-primary education.
- 3)
- 4)

### 1.1 DEFINITION & MEANING OF TEAHING LEARNING MATERIAL

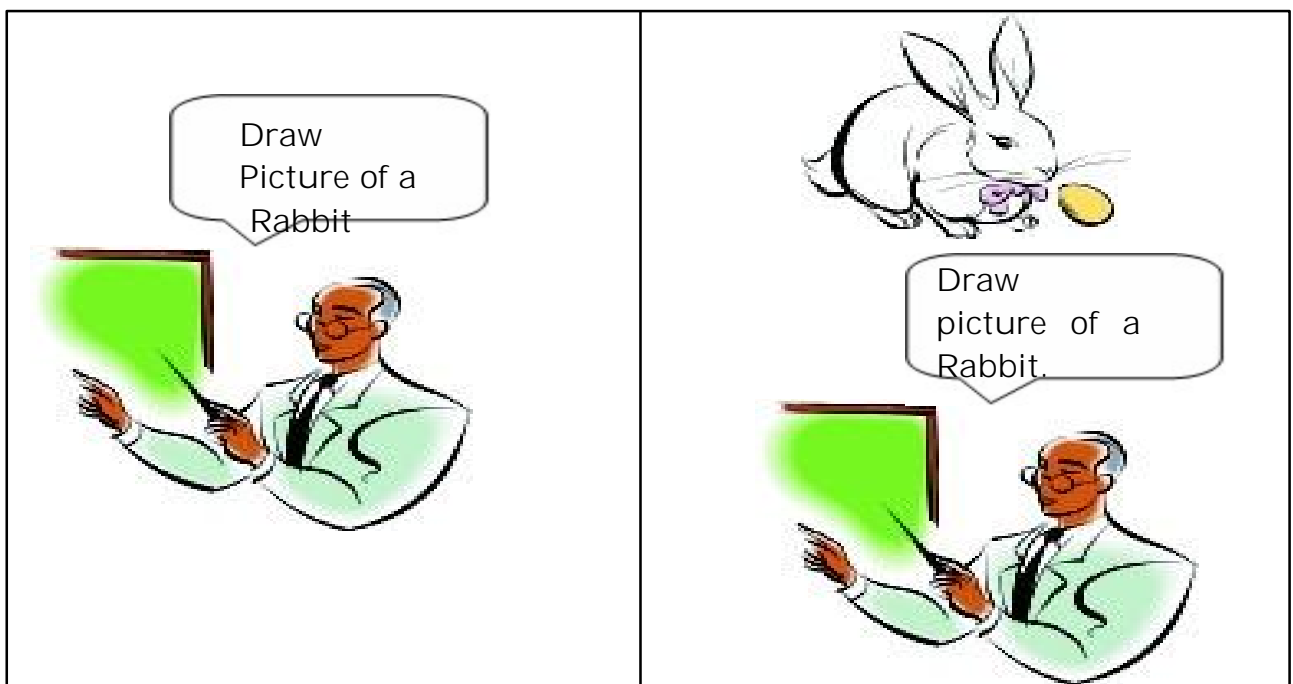
Teaching or instructional materials as these have often been called; provide the basis, the starting point, and the points of reference for the students, and the teacher's teaching –learning activities in the classroom. These teaching materials consist of

- a) Language materials
- b) Instructional aids.



Language materials that the teacher depends on consist of the textbook and other books, prescribed as part of the syllabus. Instructional (teaching) aids are all those materials that the teacher brings into the classroom from time to time to facilitate his teaching and to make the work more creative and effective. These are generally known as teaching aids. Each of these functions as a component of the overall system of classroom teaching.

Look at these two pictures, what do you observe?



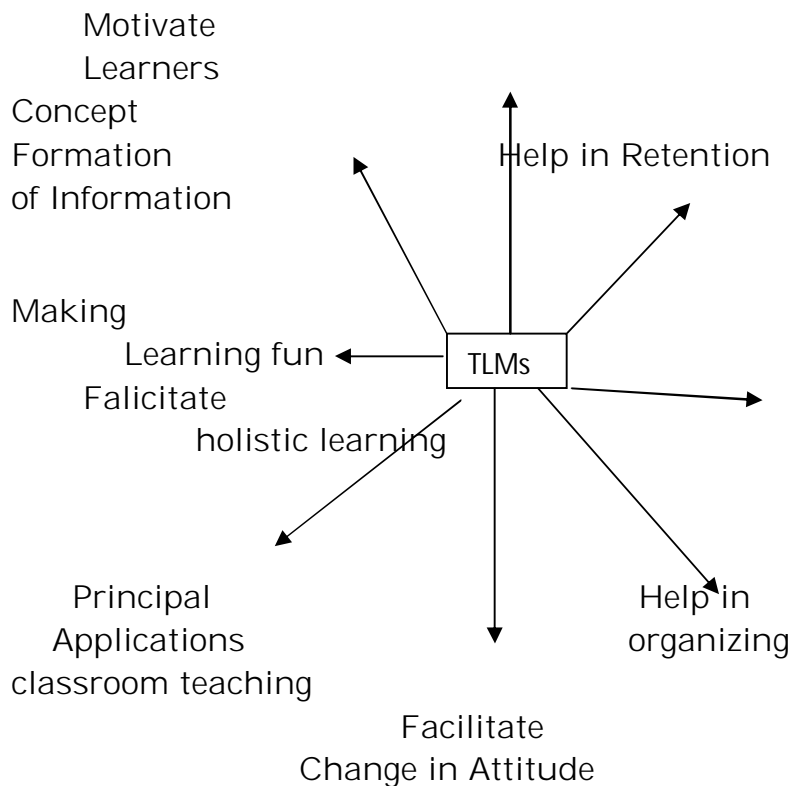
You are right that the learner will be more enthusiastic and willing to learn in second figure. Why? Because the picture of rabbit in the second figure will help the child to learn, how rabbit looks and draw its picture. The picture of rabbit is a type of teaching learning material (TLM)

Instruction aids that help the teacher as resourceful devices in his classroom practices can be conveniently grouped under the following categories:

- Visual aids
- Audio-model aids
- Audio-visual aids.

Visual aids are those instructional aids which functions through their visual modality in providing the instructional stimuli. Audio-model aids are those instructional aids that function through their auditory stimuli. And Audio – visual aids provides the instructional stimuli through both visual and

auditory modalities. These three components of the sub-system of instructional aids have the full coverage of whatever materials the teacher may introduce into the class from time to time.



#### a) Significance of TLM

Some of the definitions of Audio-Visual aids are as follows:

- ✚ BHalla.C.L.: Audio visual aids are devices and procedures that help to make learning more interesting and more effective.
- ✚ Boston: Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.
- ✚ Edgar Dale: Audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations are helped and these are also termed as multi-sensorial materials.
- ✚ Good's Dictionary of Education: Audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.
- ✚ M.C.Kown and Roberts: Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretation and appreciation.

To present in a nut shell, Audio visual aids are devices that help to clarify, establish, correlate and coordinate accurate concepts and make learning more concrete, effective, interesting and meaningful.

**Check your progress**

**Note: Write your answers in the given spaces.**

1. What are Audio visual aids?

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2. How does TLM help in classroom learning?

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**1.2 Need for providing sensorial experiences for wholistic development in young children.**

From birth through to early childhood, children use their senses to explore and try to make sense of the world around them. They do this by touching, tasting, smelling, seeing, moving and hearing.

Children and even adults learn best and retain the most information when they engage their senses. Many of our favorite memories are associated with one or more of our senses: for instance, the smell of a summer night campfire or a song you memorized the lyrics to with a childhood friend. Now, when your nostrils and eardrums are stimulated with those familiar smells and sounds respectively, your brain triggers a flashback memory to those special times.

Providing opportunities for children to actively use their senses as they explore their world through 'sensory play' is crucial to brain development – it helps to build nerve connections in the brain's pathways.

This leads to a child's ability to complete more complex learning tasks and supports cognitive growth, language development, gross motor skills, social interaction and problem solving skills.

### USE OF THE FIVE SENSES

- Use of senses is basic to the process of knowing and understanding. The child learns through five senses.
- The more varied and extensive the sensory experiences the broader will be the child's base for forming ideas about the world.
- Any kind of sensory deprivation or limitation may lead to incomplete or distorted concepts.

**We often talk about the five senses. These are:**

**Taste** – the stimulation that comes when our taste receptors react to chemicals in our mouth.

**Touch** – the stimulation that comes from touch receptors in our skin that react to pressure, heat/cold, or vibration.

**Smell** – the stimulation of chemical receptors in the upper airways (nose).

**Sight** – the stimulation of light receptors in our eyes, which our brains then interpret into visual images.

**Hearing** – the reception of sound, via mechanics in our inner ear.

So, what is sensory play?

*Sensory play* includes any activity that stimulates young child's senses: touch, smell, taste, movement, balance, sight and hearing.

Sensory activities facilitate exploration and naturally encourage children to use scientific processes while they *play*, create, investigate and explore. The sensory activities allow children to refine their thresholds for different sensory information helping their brain to create stronger connections to process and respond to sensory information.

For example, initially a child may find it difficult to play appropriately with a peer when there are other things going on in the environment with conflicting noise. However, through sensory play exploring sounds and tasks a child learns to adapt to being able to block out the noise which is not important and focus on the play which is occurring with their peer.

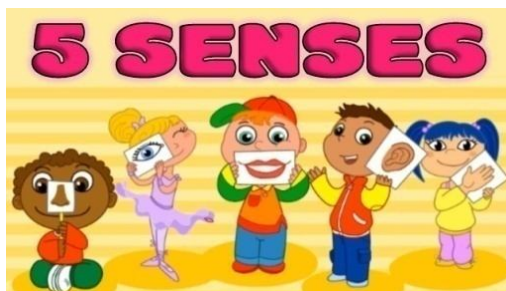
Another example is a child who is particularly fussy with eating foods with a wet texture such as spaghetti; ( Italian food-pasta) the use of sensory

play can assist the child in touching, smelling and playing with the texture in an environment with little expectation.

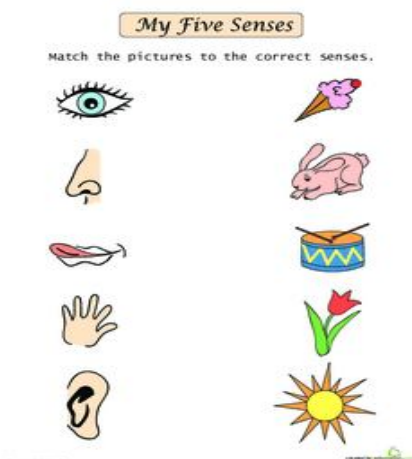
As the child develops trust and understanding of this texture it helps build positive pathways in the brain to say it is safe to engage with this food. Sensory play literally helps shape what children believe to be positive and safe in the brain. Ultimately, shaping the choices children make and impacting behavior.

Here are 5 reasons why sensory play is beneficial:

- Research shows that sensory play builds nerve connections in the brain's pathways, which lead to the child's ability to complete more complex learning tasks.
- Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction.
- This type of play aids in developing and enhancing memory
- Sensory play is great for calming an anxious or frustrated child
- This helps children learn sensory attributes (hot, cold, sticky, dry)



Activities related to different



senses.

Examples of activities for different sense.

Sense of seeing: Let children do the activity "odd man out". Prepare strips of 3 to 4 pictures with one different and three identical. Let them spot the one that is different.



Sense of Hearing: Make little sound boxes for the children with variations in sound. Let them arrange these from softest to loudest.

For identification of beginning sounds of words start with children's own names. Let each child learn to identify the beginning sound of his/her name. Then play the game of classification, for example, ask all the children whose names start with a particular sound to come to one side.

Sense of Touch: Give children opportunity to handle and freely manipulate different objects in the environment. Encourage them to compare objects by feeling their surfaces, and to use the vocabulary 'hard', 'soft', 'rough', 'smooth'.

You can also make 'Touch cards' with different kinds of cloth pieces, for example, satin, jute, cotton, wool, etc. Let the children match cards according to texture.

Sense of Taste: Use snack time to discuss the taste of various eatables with the children. Bring samples of food articles as for the younger age group. Ask each child to close his eyes and let him identify tastes of different objects.

Sense of Smell: Take children on a nature walk and ask them to observe and point out objects with pleasant and unpleasant smells.

Bring strong smelling familiar objects, for example, agarbathi, perfume etc, into the class. Let each child close his eyes and try and identify the objects from its smell. Include some objects also which have no smell, for eg, sugar water, etc.

Check your progress

Note: Write your answers in the given spaces.

1) why do you think sensory play is important?

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2) Give examples of activities for each sense organ.

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### **1.3 Educational Value of TLM in programme Transaction:**

#### A) Significance

Purpose of using TLMs :TLMs is used to enhance the learning of students in classrooms. A teacher uses it to make teaching-learning effective. TLMs also help learners achieve the learning outcomes after classroom teaching and learning. Some of the reasons to use TLMs in classroom are of various types as described below:

- i) *Motivate learners* – Capturing attention is the first step to any learning and TLMs help in capturing the attention of learner in classroom. Once motivated to look at TLMs, the children are curious to learn new things. TLMs provide a variety of stimuli, which helps in making classroom teaching most effective.
- j) *Help in longer retention of information* – The more the number of sensory channels involved in interacting with TLMs, the longer will be the retention of information. Therefore, the learning will be effective and will last long.
- k) *Facilitate holistic learning* – You have read about Blooms –Taxonomy of Objectives. Learning objectives to be achieved through classroom teaching are in all domains- cognitive, affective and psychomotor. Therefore, to achieve varied objectives, varied learning experiences need to be provided, which can be done through the use of TLMs.
- l) *Help in organizing classroom teaching* –As a teacher you need to organize learning experiences, making them as realistic as possible. You can use visual or verbal TLMs to present accurate data in

sequentially organized manner. This helps teacher to verbal and visual communication in classroom. Thus, you may use TLMs to overcome shortcomings in verbal or visual communication.

- m) *Facilitate change in attitude* – TLMs also help in changing attitude of learners towards learning in general and subject content in particular. Pictures, models and other TLMs help in inculcation of positive attitude of learners.
- n) *Practical applications* – TLMs show application of theoretical knowledge into practical applications. The theoretical knowledge studied in class is shown in concrete form through TLMs for effective learning.
- o) *Making learning fun* – TLMs help in making learning fun in the classroom. Students enjoy the novelty of handling new objects and learn new concepts through them.
- p) *Concept formation* – TLMs facilitate the formation and attainment of concepts among children. They concretize the abstract concepts; thus children are able to understand them and not resort to rote learning. Therefore, use of TLMs in classroom teaching is an essential aspect about which you should focus your attention while designing and developing your lesson. There are a variety of TLMs to choose from depending on the context, level of learners and availability.

Check Your Progress Notes: a) Write your answers in the space provided after each item.

1) Explain the purpose of using TMLs in teaching-learning process.

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#### **1.4 Let us sumup:**

Teaching learning materials (TLM) are designed and developed towards achieving the learning objectives. TLMs are, therefore, tools, which are used by teachers to help learners to learn concept with ease and efficiency. TLMs have been in existence in our educational system since ancient times, (Lal, 2011). The role of TLMs in the Classroom are to make learning real, practical and fun for children. Teachers use LMs to illustrate or reinforce a



skill, fact or idea. TLMs also help in bringing novelty and freshness in classroom teaching as they relieve learners from anxiety, fear and boredom. They help to provide a range of learning experiences to learners from direct to indirect. TLMs are used to enhance the learning of students in classrooms. A Teacher uses it to make teaching learning effective. It also helps learners achieve the learning outcomes after classroom teaching and learning.

## UNIT-2: TYPES OF TLM IN ECE

### (5.1) Introduction:

The curriculum for pre-school education promotes the concept of global development of the child, considered to be central in early childhood. The perspective of global development of the child emphasizes the important areas of child development, considering that, in today's society, the training of children for school and for life should take into account not only academic skills, but equally, abilities, skills, attitudes related to socio-emotional development (living and working together or with others, to manage emotions, to accept diversity, tolerance etc.), cognitive development (addressing some problematic situations, divergent thinking, establishment of causal interactions, etc. associations, correlations, etc

### (5.2) Teaching Materials

The teacher is fully responsible for choosing the methods, taking the structure of the group into consideration and the teaching aids available in the kindergarten. The teaching aids used in pre-primary education consist of:

- Natural materials (plants, shells, seeds, insects, rocks, etc.)
- Technical objects (measurement instruments, home appliances, etc.)
- Intuitive materials (cast and clay models)
- Figurative aids (pictures, photographs, atlas books, maps, albums, table games, etc.)
- Printed teaching aids (children books, workbooks, etc.). Printed teaching aids can be acquired by the kindergartens (grădinița) or recommended by the teacher and acquired by the children's parents.

All of us have memories of our teachers who had taught us during school or college days. A few of them were good, whereas others were not so good. Let us analyze why did we call them good? Yes, they were caring, sympathetic and pleasant besides being effective in their teaching. One thing common among them was that they used new methods, techniques and teaching learning materials to make teaching interesting, thus, effective. Teaching learning materials (TLMs), also known as instructional aids, facilitate a teacher in achieving the learning objectives formulated by her/him prior to teaching-learning activities start. In the present Unit, we will introduce you to various teaching learning materials, which are used to make classroom teaching and learning interesting and effective.

**(5.3) Teaching learning materials** are of various types and thus are classified and categorized in several ways. Edgar Dale's cone of experience is one of the simplest ways of categorizing TLMs. He experimented with different TLMs and categorized them on the basis of type of experiences the learner acquires – from concrete to abstract. Another widely accepted and popular way of categorizing TLMs is based on the senses they stimulate in learners, which, in turn affect the effectiveness of teaching learning process. TLMs can broadly be classified into three categories.

iv) Audio TLMs

v) ii) Visual TLMs

vi) iii) Audio Visual TLMs

Let us look: into these categories in details

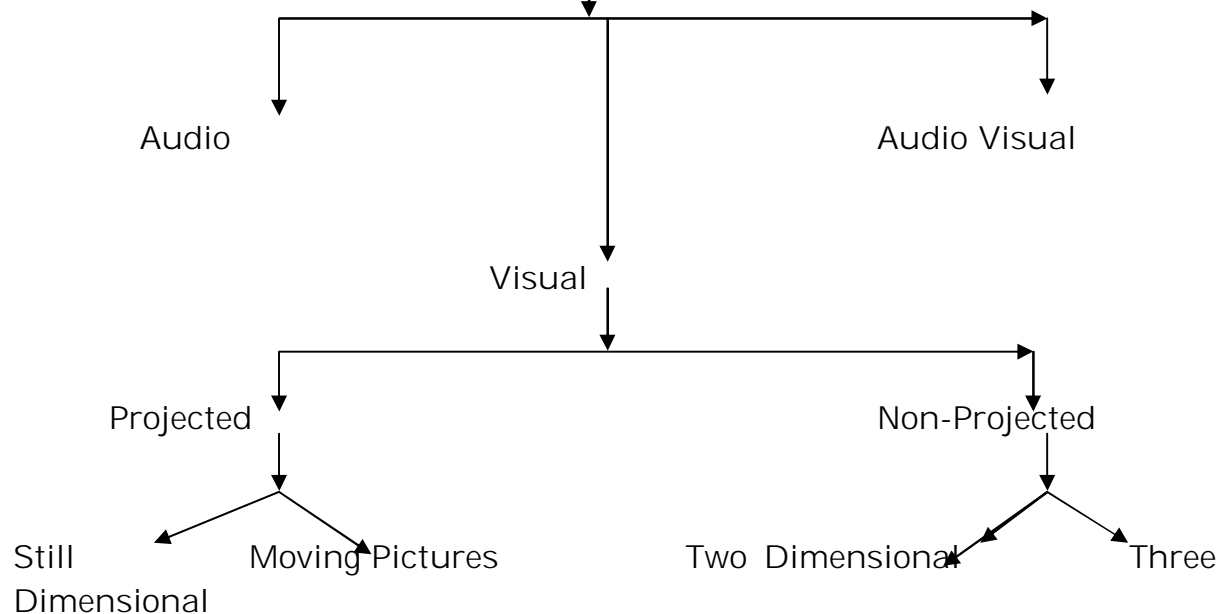
i) Audio TLMs: These TLMs primarily stimulate the hearing sense of learner. It includes – human voice, telephonic conversation, audio discs/tapes, gramophone records, Radio broadcast.

ii) Visual TLMs: These types of TLMs involve the sense of vision. They stimulate the visual impulses. These can be of various types as given below:

- Visual (Verbal) Print. (The text is the main instructional or teaching learning aid) • Textbook, Supplementary book. • Reference books, encyclopedia, etc. • Magazine, Newspaper • Documents and Clippings • Duplicated written material • Programmed material .Case Studies/Reports etc. • Visual (Pictorial- Non Projected) – a) Non-projected two dimensional – Here the TLM is in form of an image or picture explaining the concept. Examples of such type of TLMs are blackboard writing and drawing Charts, Posters, Maps, Diagrams, Graphs, Photographs, Cartoons, Comic strips. b) Non-Projected three-dimensional – This category includes three-dimensional representation of the real object or phenomenon. It helps learners in conceptualization. It includes – Models, Mock-up, Diorama, Globe, Relief Map, Specimen, Puppet, and Hologram. • Visual (Projected but still) – Here the images are projected or displayed on a screen and thus are nearer reality than visual non-projected ones. It includes – Slide, Filmstrips, Over Head Projector (OHP), Microfilm, Micro card, etc.

iii) Audio Visual TLMs: are the projected aids, which use both auditory and visual senses to enhance learning. The greatest advantage of these is they are the closest representation of reality. These include – Motion Picture Film, Television, Video discs/cassettes, slide – tape presentations, Multimedia Computer

Fig : Flow Chart of TLMs



Research finding:

S.Ramadevi (2002:186) in her article has also talked of importance of materials: "For learners the materials act as

1. They act as concrete exposure to the language to be learnt.
2. They also instruct them to do specific things in specific ways so that they practice and use the language and learn it in the process."

#### **(5.4)Importance of Instructional Materials (IMs)**

Materials act as support to teachers by providing the language input that they could use in the classroom, to expose their learners to the language.

They also supply to the teacher, the exercises and activities to give to their students for them to engage in as practice material that will lead them to learn the language. They take on the responsibility of providing material for teaching which will realize the syllabus or objectives of teaching prescribed for the specific level.

The teachers should therefore have a good knowledge of the different types of materials that can be used for promoting learning in children.

## 5) Natural Materials:

- d) Plants and their products such as flowers, fruits, vegetables, leaves food grains, nuts, wood, gum, rubber etc.
- e) Animals, insects, birds and their products such as meat, eggs, leather, feathers, honey, wool, silk etc.
- f) Materials such as sand, pebbles, shells, water and planetary objects.

**6) Processed Material:** This category of learning materials includes the processed or the manufactures materials such as cloth. Paper, thermocol, paints, crayons, brushes, scissors, hand tools etc.

The natural as well as the processed material are abundantly found everywhere. It is the responsibility of the teacher to know the educational value of these materials for providing first hand learning experiences to children.

Teachers can help children count the stones, the pebbles, the flowers and leaves. The mathematical concepts of distance, size and shape can also be taught through the use of these materials. Vocabulary of the children can be enriched and creative art experiences can be provided to the children through the selective use of the above materials.

Examples for Activity aids are: demonstrations dramatizations & role play, excursions, field trips.

**7) Concrete Materials:** A concrete material refers to all materials and physical objects that can be seen, touched, felt and manipulated. Many things in life are abstract (for example: addition and subtraction, a foreign language, or vocabulary). It helps our kids out tremendously if we start by teaching concepts in a concrete manner and build up from there. Concrete means that which can be seen and manipulated it with their hands. All real objects like different fruits, vegetables etc can be used as teaching material to make the concept clearer. Children will get an opportunity to feel, touch, see etc, it also aids in multisensory learning.

## 8) categories

### Graphic Materials

Very often, it is not possible to bring concrete reality to classroom in the form of real objects (specimens) or models. In such situations you may use graphics. These aids provide non verbal or visual learning experiences to

children resulting in the formation of mental association between the abstract and concrete ideas. Some of the widely used graphic aids in preschools are charts, posters, pictures and flash cards.

### **Charts**

A chart is a diagrammatic representation of a system, process, and historical sequence of event. It is visual representation used to summarize, illustrate, compare or contrast, communicate the subject matter in effective and concise way. They are used for presenting subject matter symbolically and for making abstract ideas clear through visuals. They help in summarizing the information and for showing continuity of thought. They help in stimulating the thinking process in children and are used for motivating them to learn.

### **Maps:**

Maps are one of the most commonly used aids in schools; however its use for preschool children is limited.

### **Pictures:**

Pictures are the most commonly used graphic aids. They include photographs, paintings illustrations and clippings. Pictures are inexpensive, readily available and are highly effective in communicating ideas. They have both artistic and educational value and are used for emphasizing key ideas and concepts. Good pictures can be mounted and used as a teaching aid for communicating different concepts to children. Colorful, attractive and bold pictures from newspapers, magazines, books and posters can be collected both by the children and the teachers. Teachers can encourage children to collect pictures and photographs for making scrap books on various concepts such as colors animals, vegetables, fruits, vehicles, furniture, clothes etc.

### **Flip Charts:**

The flip chart is like a calendar with a sheet each for twelve months. As the month changes the sheet is flipped over. Actually, flip chart consists of several charts arranged in a sequential order and fastened together at one end with this spiral, metal or wooden strip. (IGNOU, 2000)

### **Poster**

Poster is symbolic representation of a single idea. As a single idea is depicted posters are usually bold, eye-catching to attract learners for giving a message. Posters have both visual and textual components. Visual component is to attract the attention of learner and thus has to be colorful and eye-catching. Text is used to convey message related to visual and is called 'Caption'. Caption conveys the important message and the visual is to attract attention and therefore to support the message to be converged.

## Models

Model is recognizable imitation of real thing (eyes) or abstract thing (magnetic). Usually a model is similar to the original object in every aspect except the size.

The size of an object may be reduced or enlarged. When size is reduced, the object is simplified to show only the essential parts. For example, globe is model of earth simplified to show earth's essential parts only. On the other hand, when size is enlarged, it shows the details of the object. For example, model of eye is enlarged to allow all the details to be seen easily and clearly. For children models of well, a handpump, types of houses, means of communication can serve as very useful learning aids.

## Flash Cards:

Flash cards are useful in a classroom for learning new concepts, for drilling and practice as well as for recapitulation. Flash cards could be used along with the other aids to make the lesson effective. A series of specially designed flash cards can be used for playing educational games and develop the cognitive abilities of recognition and recall in children.

## Audio Materials

Your voice is the most common form of audio medium, which may be used in Classroom teaching. You use voice to communicate with others. Voice creates Sound, which delivers message to others.

Sender - \_\_\_\_\_ □ Sound/message \_\_\_\_\_ □ - Receiver

In a classroom when a teacher talks the message is sent to students in the form of sound. It is one of the most natural ways of communicating.

To make your voice effective medium of communication you should modulate your voice; express your feelings; emphasis, pause at appropriate places. The skills of using voice as an effective classroom transaction are integral part of teacher training programme.

Many audio TLMs are available to help in making classroom teaching effective

## Audio CD/DVD

Audio recordings in form of CD or DVD are very popular TLM. Stories poems, songs are frequently used in elementary classes. Discussion and debates with Important personalities can be recorded and prepared in form of Audio CD to be used in classroom to motivate students. NCERT, NIOS prepare Audio CD/DVD for children which are very effective TLMs.

You can use a DVD or CD players with speakers in your classroom.

## What is a Diorama?

A diorama is a three dimensional arrangement of objects, models and cut outs to depict a theme or a concept. The objects and models are arranged in a big box and its background is painted to the theme. The box is covered with a glass cover or a transparent sheet of paper to view the inside scene clearly. Some of the scenes that can be shown through dioramas are –a harvest scene, a market scene, a railway station etc.

Check your Progress:

Write your answers in the given spaces.

5) Mention the three categories of Teaching Learning Materials.

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6) Mention the importance of Instructional materials.

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7) What is a Flash card?

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8) Give examples for Audio visual Aids.

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## ( 5.5) LET US SUM UP:

The challenge before the teachers is to make learning for preschools children joyful, effective and easy too. This can be done through the use of teaching learning materials. The child is surrounded by a variety of natural and processes material which should be used extensively by teachers. The teachers should know the different types of aids and their classification. The teachers should possess a sound knowledge of these aids so that a variety of meaningful experiences and activities could be planned and provided for children. We also know that in education, aids help in making both teaching



and learning easy and effective. Mechanical learning is easily forgotten whereas the sensory experiences gained through the use of AV aids are long lasting. The aids contribute to the depth and variety of learning, thus making learning more permanent and enjoyable.

## UNIT-3: SELECTION CRITERIA IN PREPARATION AND USE OF MATERIAL

### 3.0 Introduction:

High quality early learning and child care programs provide safe, stimulating environments that are warm, comfortable and aesthetically pleasing. Children are active learners who use the physical environment in a direct, hands-on manner. The physical environment, as well as all the materials and equipment are part of a child's learning experience. The schedule, space, interaction with others and daily routines all provide learning opportunities. The learning environment should provide a rich assortment of materials and equipment for children to develop socially, cognitively and physically.

For a successful and effective learning to take place a variety of colourful, attractive and adequate numbers of learning materials and equipment are most essential in a preschool. This would enhance their needs of curiosity and manipulation. It would be crucial to emphasize that these are predominantly used to serve as learning materials and not as teaching aids. In other words, materials have to be used by every child to explore, manipulate and learn. They are not to be used merely as aids for demonstration by the teachers. This does not mean however, that the schools must invest on expensive equipment and aids. Most of these could be teacher made and collected from nature/environment. So a lot would depend on the imagination, creativity and resourcefulness of the teacher. For Eg:- beads can be substituted by seeds, bottle caps, corks etc. Play materials are an indispensable part of the pre-school structure and curriculum. Some of the very useful and desirable equipments and materials that a pre-school could invest on are outdoor play materials like, Jungle-gym, swing , tricycles, rubber balls etc., indoor materials like blocks, constructive materials, art and craft materials, musical instruments etc,

**3.1 Objectives:** After completing the unit you will be able to ...

1. Understand the principles involved in selection, preparation and use of material
2. Choose toys and materials that represent the culture, interest and learning goals.
3. Recognize the problems involved and challenges in use of TLM.
4. Understand the important considerations for material selection.

5. Recognize the importance of proper care and maintenance of the play materials.

### **3.2 Principles involved in selection, preparation and use of material**

There are countless toys and materials available for pre-school classrooms. A child needs a variety of materials to sustain his curiosity and interest and promote his learning. Let us look at the principles 'involved' in selection, preparation and use of play material.

#### 3.2.1 The Learning material should be culturally relevant

Cultural relevance means the choice of materials should reflect the backgrounds, knowledge and experiences of the diverse children in the classroom. There are simple ways to expose children to positive images of people from a variety of backgrounds.

In dramatic play area

- Include clothes for men and women

- Display pictures of men and women in a variety of jobs (Police Officer, Construction worker, Teacher, Nurse, Chef).

- Include items that represent different cultures.

- Ask family members to lend you items from their homes.

In the block area, add figurines or dolls that represent a range of ages, races and abilities.

In the music area, offer musical instruments from the local area, CDs of traditional and contemporary music.

Stock your classroom library with books that give positive messages about age, gender, race, culture, special needs, family types and linguistic diversity.

Look for games and toys that allow children to work together, take turns and celebrate each other's success.

Above all, remember to engage families in making your classroom a culturally appropriate space. Display framed pictures of families. Create family books with the children. Encourage family members to share their home language and to help you label items in the classroom with words from that language.

### 3.2.2 Developmentally Appropriate

Toys and materials in the classroom should be developmentally appropriate. This means they should match the stage of development of the children, because children develop at different rates. The toys and materials selected should meet individual children's skills, interests and characteristics. A classroom stocked with developmentally appropriate materials "fits" the child—the child should not have to adjust to "fit" the classroom! These materials should allow pre-schoolers to experiment and solve problems. Materials can encourage children to play with others, take turns and share. Examples of developmentally appropriate materials for preschool, aged children include:

- Wooden blocks for building
- Baby Dolls
- Balls of various shapes and sizes
- Puzzles with large pieces
- Simple games

All materials in the classroom should be made for preschool-aged children. The classroom should be free of toxic materials (e.g., plants, art supplies, natural materials). Teachers need to carefully supervise materials that could be difficult for developmentally younger children.

As part of selecting developmentally appropriate materials, Teachers should consider the developmental needs of all learners. For example, some children with social-emotional or attention needs may benefit from fidgets, or small comfort items, that help them release energy (KIT, 2012). Examples of fidgets include:

- Pieces of felt
- Small bean bags
- Small plush toys
- Pipe cleaners
- Squishy balls

### 3.2.3 Children learn best when adults incorporate their interests

Whenever possible adults should provide materials that capture children's interest and extend their learning for example: if a few children are very interested in construction equipment, the teacher could turn the sensory table, block area into a construction zone. Providing shovels, tools and construction equipment can help to develop children's imaginations. By

incorporating children's interests when choosing classroom materials, teachers can help children make connections that extend their learning to new areas. For example, the creation of a "construction zone" might spark children's interest in learning about bridges, which could lead to discussions about the ocean or types of transportation that move through water. Supporting children's interest in fairy tales could lead to a discussion about magic, which could prompt some children to become interested in magic shows or simple magic tricks. Or, children might become interested in creating their own fairy tale stories (oral or written) with the help of a teacher. Provocations are a great way to incorporate children's interest and help guide children's play in productive, engaging ways.

#### 3.2.4 Varied Toys and Activities

Not all toys develop creativity equally. Some toys sport imagination. Young children are often more interested in the box than the toy that came inside it why? Because the box can become anything. It becomes a drum because you hit it, a house when you put a doll inside it, and a hat when you play by putting on your head. The possibilities are endless. Children explore more and develop their imagination. Examples of toys that spark imaginative play

- Dress-up clothes
- Large boxes
- Tools and items a child might find in the home
- Baby dolls
- Musical instruments
- Arts and crafts materials
- Items that are "open-ended" or can be used in a variety of different ways (e.g., blocks)

#### 3.2.5 Linked to learning goals

The materials which are selected should help the children to learn and promote different skills. Math skills like sorting and patterning, Literary skills like letter matching and rhyming, social skills like turn taking and problem solving scientific knowledge and knowledge of the social world around them.

For Exp: Here are some examples of learning goals and materials that address these common learning goals:

## **Math Skills**

### Measuring

- measuring sets (cups and spoons)
- height charts
- magnetic shapes
- pattern or matching cards for any shape toys
- attribute blocks (of different sizes, colours, shapes, thicknesses)
- puzzles with different geometric shapes

### **Counting**

- small objects to count such as coloured beads, animals, vehicles,  
Sorting/counting tray
- play money in the drama area
- attribute beads and activity cards
- pegs/ pegboards with numbers and holes to match
- games or puzzles where quantities of objects are matched to written numbers,
- dice games

### **Written numbers:**

- number books and posters
- magnetic numbers
- number puzzles
- number lacing cards
- number lottos
- play telephones
- dramatic play cash registers with play money
- clocks
- calendars
- playing cards

### **Quantities:**

- dominos
- playing cards
- abacus
- charts and graphs
- nesting/stacking cups
- toys and games to figure out more or less/fractions
- snap cubes, centimetre cubes

- puzzles or three-dimensional graduated cylinders showing a sequence of different heights

### **Literacy Skills**

- alphabet magnets, beads, stamps, blocks
- variety of writing tools and surfaces
- variety of print materials
- puppets

### **Factual books:**

- real animals
- facts about animals and plants
- real life experiences, ex: going to the doctor
- number, shape, colour

### **Nature and science books:**

- five senses
- human body
- animal homes and lives

### **Diverse abilities books:**

- Books depicting individuals with additional needs (wheelchair, crutches, hearing devices, etc.)

### **Fantasy books:**

- pretend stories about people
- pretend stories about animals

### **Additional language materials:**

- flannel board and accessories
- puppets, puppet theatre
- poster sets (sets of winter scenes, etc.)
- listening centre and recorded stories with or without headphones

### **Socio - emotional Skills**

- Simple cooperative board games (e.g., "Count Your Chickens")
- Cooperative movement games (
- Story books
- Props
- Material for role play / drama etc.

- Musical instruments – commercial or homemade - bells, piano, triangles, xylophones, rhythm sticks, tambourines, drums, maracas, cymbals from various cultures

## **Scientific Knowledge**

### **Natural objects:**

- flowers
- leaves
- shells
- rocks
- bird nests, feathers
- wood, twigs, branches, driftwood

### **Living things:**

- pets (acceptable to health authorities)
- plants, flowers, terrariums
- aquariums/fish bowls with fish, snails, tadpoles
- garden

### **Nature science books/posters, games, puzzles:**

- factual books/posters such as animals, plants, birds, fish, human body, seasons, weather, planets, environment
- maps, globe, atlas, x-rays
- games with a nature theme, nature picture matching cards, nature sequence cards
- puzzles with nature or natural sequences, such as the life cycle, ex: frog, butterfly, chicken,
- plant
- nature/science floor puzzle such as the human body

### **Nature/science materials:**

- pinwheels, wind chimes, sources of wind such as fans
- magnets with iron and non-iron objects
- magnifying glasses, prepared slides/microscopes, bug viewers
- sink and float items
- pulleys/levers
- shaking cans, smelling cans (filled with spices), feeling boxes
- prisms, plastic translucent colour paddles/colour cards, kaleidoscopes, coloured glasses
- realistic plastic insects
- bird houses, feeders visible from a window



### **Physical Development (Large Motor) Stationary equipment:**

- climbing equipment
- slides
- low, balancing equipment
- swings

### **Portable equipment:**

- balls (variety of sizes and textures)
- sports equipment (child-size basketball hoop, plastic bats, hockey sticks)
- wheel toys (wagons, push/ pull toys, wheelbarrows, scooters)
- riding toys (variety of sizes with and without pedals, for use by one or two children)
- tumbling mats
- jump ropes
- bean bags, targets/containers
- hula hoops
- ring toss game
- parachutes
- tunnels
- large blocks (indoors and outdoors)
- loose materials such as big cardboard boxes,

### **Physical Development ( Fine Motor)**

#### **Building toys:**

- small wooden blocks/cubes
- interlocking blocks
- magnetic blocks
- Tinker toys

#### **Puzzles:**

- variety of textures – foam, plastic, wood, multi texture
- different complexities, knobbed, without knobs, variety of pieces (five to 30), interlocking and individual pieces, sequence, floor

#### **Manipulative:**

- small and large beads, strings, bead pattern cards, bead frames
- sewing materials including blunt needles, wool, burlap, buttons, lacing cards with laces/string
- pegs and peg boards
- pounding boards with mallets
- parquet shapes with and without pattern cards
- zip, snap and button dressing frames
- straws/sticks with connectors

- links, linking stars
- nuts and bolts, screws
- train tracks and trains
- shape sorters

### **Art and Creativity:**

#### **Drawing:**

- large and small crayons
- pens, pencils, erasers, coloured pencils
- thick and thin washable markers
- chalk, chalk board, erasers
- paper (various sizes and colours, lined and blank) newspaper, construction, tissue, tea filters, brushes, cards, paper plates, markers

#### **Painting:**

- finger paints
- liquid paints
- trays, variety of paint utensils, paint brushes, rollers, squeeze and spray bottles, sponges,

#### **Collage:**

- glue/paste, glue sticks, glue/paste pots, glue brushes/spreaders
- paper scraps, magazines, cards, wrapping paper, ribbon
- cardboard tubes, boxes, rolls for construction
- yarn/string
- cotton balls, pompoms
- glitter, buttons, sequins, gems (all small materials require supervision and for use with children three years of age and older)
- natural objects (leaves, seeds, twigs, feathers)

#### **Three-dimensional:**

- play dough
- clay
- wood for gluing/construction
- pipe cleaners
- plasticine

#### **Tools:**

- safe scissors (left- and right-handed)
- staplers
- paper punches

- tape (various types), tape holder
- tools to use with play dough (craft sticks, blunt knives, scissors, pipe cleaners)
- stencils

### **Knowledge of the Social World**

- Maps
- Play money and cash register
- Dramatic play items that relate to different occupations

Look for toys that address these important learning goals through play and games. The general rule is that children should want to play with these materials. See the Explore and Apply sections for further examples of learning goals and materials that help address them.

### **3.2 Guidelines for selection, preparation and use of material**

Equipment and materials are tools for the teacher to use in teaching and reinforcing learning. An organized, attractive, clean and stimulating environment includes plenty of ECE equipment and materials for both indoor and outdoor activities.

#### Important considerations for material selection

3.2.1 Safety - Safety is a major priority in preschool classrooms. Unsafe toys and materials can put children at risk for injury or illness.

- Make sure all materials in the classroom including plants are non toxic.
- Choose toys and materials with children's safety in mind.
- Using toys safely teaches children how to be safe and supervise carefully.
- Play material should not have any loose parts which children may swallow by mistake.

3.2.2 Number of children and age level:

The number of items of each type of equipment should be in proportion to the number of children. Example if the school has two balls for group of twenty children, it is bound to lead to quarrels among children at least 6 – 8 balls are necessary to enable the children to use it freely. The swing, merry-go-round,

slide etc., should be sufficiently low if these are to be used by the two to three year old children.

3.2.3 Quality and durability:

It is not advisable to choose breakable equipment or ornamental decorative pieces for young children. It leads to anxiety on the part of the teacher regarding the safety of the equipment. The material /equipment should be strong and made out of local materials. It should be durable and safe, should not have sharp edges, and should be painted with safe paint which is non-toxic.

3.2.4 Appropriateness in terms of children interest, age and learning abilities

Equipment/material selected to suit the age, interest and developmental level of the children. Children learn by doing. They need to touch, move, push, pull, taste, smell and listen to develop understanding.

3.2.5 TLMs allow pupils to practice and apply new skills

TLMs that require children to 'do' something (playing a game, making something) help children to gain new knowledge/ skills and apply it/them.

3.2.6 Flexibility in use i.e., material that can be used in a variety of ways and situations. Equipment must be of proper size and must be multipurpose in usage. Offer many types of play choices, for blocks of time to provide opportunities to experiment, explore and learn.

3.2.7 Materials must be accessible and attractive

It should be bright with attractive colours and provide a variety of learning experiences. TLM attract the attention/ interest of children.

3.2.8 Made of indigenous material

- **Teacher made learning materials can be given for specific structured language and cognitive activities like Dominoes, flash cards, picture cards, charts, puppets, puzzles etc.,**
- **Use of cardboards-cardboards may be effectively used in teaching concepts related to shapes, sizes, addition, subtraction, multiplication, fraction,etc,**

- **Use of Match Sticks-Matchsticks may also be used for teaching children shapes. Two sticks may be joined by a bicycle valve tube or any other narrow tube material.**
- **Use of Flash cards- Flash cards are useful for introducing new letters, words, and other information**
- **Use of locally available materials like coconut shells, bottle caps, socks, pebbles, ropes, tyres etc. can be used for various activities.**

### 3.2.9 Should have educational value

Outdoor play material for developing large motor skills like climbing, jumping, cycling etc.,

Play material for manipulative play like clay, beads, form boards, pebbles etc.,

Play material for imaginative play, example: dolls, doctor set, old dresses, toy utensils, toys etc.,

Material for developing language skills like picture books, puppets, story cards, sound boxes, etc.,

Material for cognitive skills like visual discrimination cards, touch cards, picture cards, puzzles etc., for teaching concepts of colours, shape pre-number and concepts related to social, physical, environment.

### 3.2.10 Material for music

Music instruments like Drum, Harmonium, Daphli, Dholak, improvised teacher made materials.

### 3.2.11 Material for Art/Craft activities

Scissors. Paper, crayons, colours, paints, coloured charts and craft material etc.,

### 3.4.12 Material for constructive play:

Wooden / Plastic blocks, cartons, boxes etc., with bright colours.

## Arrangement of Play Material / Equipment

- Proper arrangement of play material facilitates children to use all the play equipment regularly

- Play equipment should be arranged in low shelves, attractively to promote independence in children.
- Display of equipment enables the teacher to know the available equipment for children
- Providing rest mats, floor cushions, will keep children relaxed during times of rest, play and learning.
- Discovering, building and explaining with blocks and puzzles offers hand-on education.
- Providing a space for children to bring their imagination to life with the help of costumes, props and even puppets in the dramatic play area helps children to explore real life situations.
- Providing a reading corner is essential for children as it gives opportunity to discover letters, words, picture books and story books.
- Keeping a variety of art supplies including items such as Crayons, paint etc., gives children and tools to create and design preschool crafts.
- Listening to music, exploring a variety of instruments and dancing to the beats give children a way to learn through exploration.
- Materials and equipment should be arranged so that quiet and active centres do not interfere with one another and should be provided indoors and outdoors to broaden children's exploration and experiences.

### 3.5 **Problems and challenges in the use of TLM**

A teacher can be a good role model for a student who can inspire them to live a better life in various means. At the same time teachers are also facing a lot of challenges. Here we can have a look at some of the classroom challenges faced by teachers.

(11) Lack of time for Planning :

Updating the subject to new demands, correcting materials, managing field trips as well as bringing in new creative approaches, preparation of TLM are a few among them.

- (12) Inadequate teaching and learning resources:  
Many ECE Centres do not have adequate teaching and learning resources and facilities suitable for ECE learning environments. Hence teachers find difficulty in the implementation of ECE curriculum and in creating a sustainable learning environment.
- (13) Excessive load of work in school:  
Teachers spend many hours planning lessons, assessing pupils, organizing extra curriculum activities etc., It is very difficult for teachers and to take time off for preparation and usage of TLM.
- (14) Preparation of TLM is time consuming task:  
In order to cater to the needs of all children the teacher has to spend good time in preparation and generating TLMs.
- (15) Retaining the attention of children:  
It is not possible that each and every child in a preschool classroom will be the same and pay equal attention to everything that is told by the teacher. In a large sized class, many students will definitely be distracted and even distract others.
- (16) Lack of knowledge in usage of TLM:  
Teachers are not equipped with the knowledge of how to best use the TLM to maximize their instructions based on their learner needs and the requirement of their subject area. They lack the knowledge on relating teaching aids to the lesson in the teaching learning process.
- (17) Teachers low competency in preparation and usage of TLM:  
To prepare teachers for materials, adequate training is necessary. Teachers lack the training in using electronic teaching aides and other aides.
- (18) Cost of acquiring the materials:  
Preparation of TLM involves preparation of charts, posters, flash cards, models, picture cards, Audio based TLM powerpoint slides, concrete materials etc., which is expensive.
- (19) Balancing Diverse learning :  
Needs of students in a classroom will be different and they will have diverse learning needs. Satisfying all of them in the same way while transacting the curriculum will be a serious challenge.

- (20) Lack of creativity . It involves a lot of patience and creativity to collect all the resources or improvise the teaching aids or make effective teaching aids suitable to the developmental level, age, individual needs and interests of the children.

### 3.6 Overcoming the challenges and use of TLMs

Teaching learning materials (TLMs) are important for the teachers in teaching his/her lesson effectively. It enables the children towards concrete learning.

- Teachers need to be given adequate training in preparation and usage of proper TLM.
- They need to manage the time, plan the content approximately based on the needs.
- Teachers need to be equipped with the resources and skills in preparing and using TLM's
- Balancing the different learning needs of students by using different teaching methods and materials.
- Use materials developed by others that have been shown to be effective so that considerable time and effort can be saved.

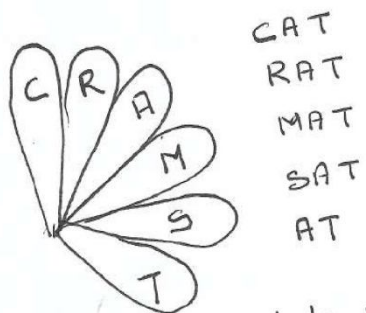
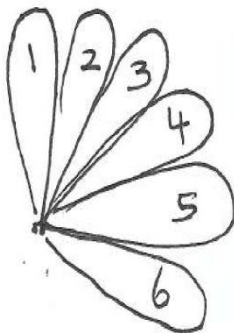
#### Examples of Teaching/Learning Materials which can be used in the classroom

- Storyboards make great teaching learning materials
- Manipulative are physical items such as blocks, marbles , gummy bears that assist student learning.
- Videos – There are educational videos on various topics in different subjects which help in learning.
- Games – Games can be useful in teaching students. Sight words bingo for example can help students learn their basic sight words. Outdoor games can help the children to learn social skills such as taking turns, working as a team etc.
- Flash cards – Flashcards with pictures and words, stories can create a good learning tool for students who have auditory or visual learning styles.



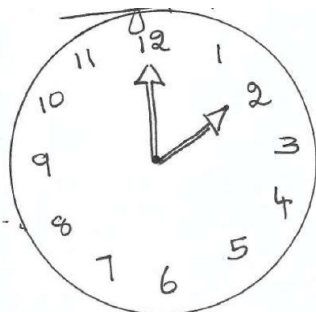
- Model Clay – Children can make letters of the alphabet using clay. They can also prepare models of fruits/vegetables etc. for teaching different concepts.
  - Overhead Transparencies – A teacher can use transparencies for teaching counting skills such as numbers.
  - Visual Aids – Visual aids can be charts, posters for teaching language can be used Materials collected from the environment like pebbles, leaves, twigs, flowers etc., can be used
  - Low cost Materials – Can be prepared using card boards, greeting cards, carton boxes, old socks, charts like dominoes (colour, dot, number, picture etc.), picture cards, puppets (stick, finger and glove puppets) Puzzles, etc.,
  - Improvised Material – can be prepared for science experiments, clocks.
- Lets' Develop some low cost, No Cost Materials

4. Number and letter fans: - for example if a fan has six blades and each blade has one of the numbers or letters



5. Making paper plate clock

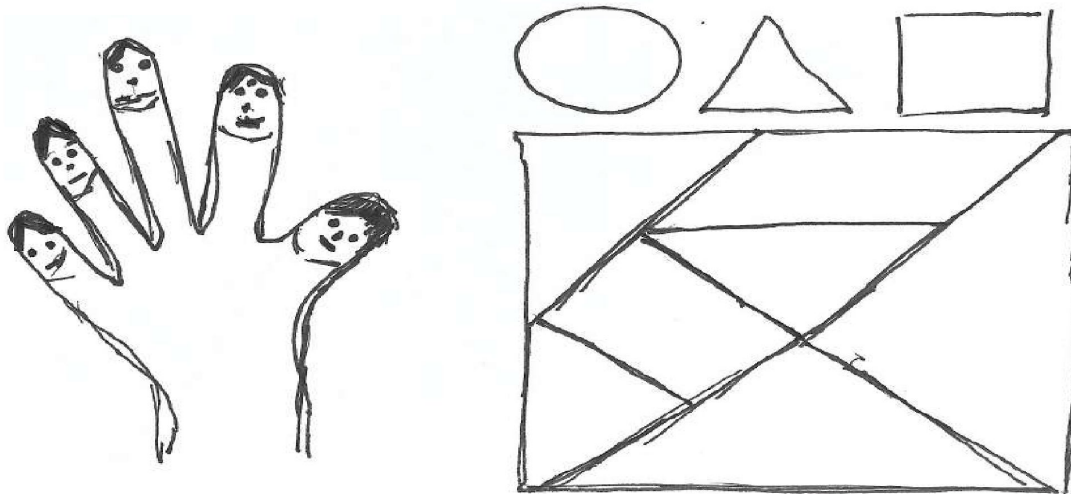
Paper plate literacy games



6. Finger puppet with socks  
(puzzle)

4. Concept of shapes

Sticking hair, eyes etc.



#### 6.4 Care and management of material

Preschool children should be taught the simple rules to make them understand how to handle and take care of the equipment. Equipment is important to use the materials for long time.

##### 3.4.1 Care of the material:

- Care of the materials should be taken while buying, in the form of durability, sturdiness with standing weather conditions, multi-purpose utility, safety to avoid hazards and accidents.
- Materials need to be attractive by arranged, placed on low shelves for easy accessibility and putting them back after use.
- Proper care, maintenance and replacement of the worn-out materials are equally important
- New indigenous materials can be made and replaced with old ones.
- Materials that can harm the children like tools, matches etc., should be stored in areas inaccessible to children.
- Maintenance of outdoor equipment should be regularly attended to, in order to protect children from injuring.
- No toxic colour/paint should be used for play equipment.
- A teacher has to remain vigilant so that no accident or unpleasant event takeplace due to careless handling of the equipment.

- The equipment should not have any sharp corners, gutting nails etc., and should be
- durable.

### 3.4.2 Managing the Classroom and Materials

The key to a successful day is an efficient classroom management plan, organizing the physical space, materials can ensure the children make use of the time effectively.

- The classroom should be arranged to provide space for both large and small group activities.
- The classroom must have provision for display of children's work, project related pictures, charts etc., this display must be at the eye-level of the children.
- The classroom should be with specific activity, centres such as
  - Dolls corner with doll's equipment, puppets, accessories for imaginative play etc.
  - Blocks corner with manipulative materials
  - Picture book corner with books
  - Science corner with simple experiments
  - Creative art and craft corner.

Access to the equipment and organization of materials is an important aspect in managing the classroom. A few preschool classroom, management tips –

- **Get Organized!** Place pictures or written labels on low open shelves so that children know exactly where things belong. Store loose manipulatives (wooden beads, laces, play dough cutters) in see-through plastic bins.
- **Establish Rules.** Set rules , for example: Four children at a table to prevent overcrowding; put the puzzles in the rack when finished; keep sand in the sandbox.
- **Use Clever Containers.** Use clean, flat boxes to store felt board pieces and art paper. Try tall, clear, plastic water bottles to hold paint and long brushes at the easel. Hang stretchy woven net bags by the door to hold playground balls.

- **Rotate Materials.** Keep shelves uncluttered by putting out a few selected materials at a time. Regularly alternate puzzles, games, and other manipulatives.
- **Recycle It!** Discuss with children how to reuse scraps and damaged materials. For example, use construction paper bits for collages and those loose puzzle pieces as cut outs that children can trace with markers.
- **Make It Fun!** Add a dose of fun and humor as children care for classroom materials by singing a song about hanging up dramatic-play clothes or inventing simple chants and rhymes that children can use while cleaning up.
- **Talk About It.** Verbalize your actions as you care for materials so children can understand your thinking behind them. For example, say, "I'm putting the lids on these paint cups so the paint won't spill on the floor."
- **Share Useful Hints.** Discuss cleanup tips such as washing paint brushes in cool water so as not to loosen the glue holding the bristles to the handle.
- **Have Safety Checks.** Take children on a "safety search" around the classroom. Invite them to help you identify objects in need of repair, including wooden blocks or trucks with splinters, cracks, or chips.
- **Plan a Cleanup Party.** Give outdoor equipment some loving care—wash the cycles, inflate tired-looking balls, and add new sand to the sandbox.

### 3.6 Summary

Play Materials should be appropriate for the age, emotional & social development and ability of the children. Materials need to be interesting to children, sturdy, age appropriate & offer variety and choice & be arranged in such a way as to encourage independence & creativity. The above unit discussed in detail about the Principles & guidelines involved in selection, preparation & usage of material, problems faced in the usage of the material & how to overcome them.

An insight into care & handling of play material was given as it is an important aspect in managing the classroom and also to ensure that materials are used in healthy and safe ways while also making the learning experience fun and educational.

### 3.7 Unit End Questions

1. What are developmentally appropriate materials ?
2. Enumerate the principles involved in selection of material ?
3. Give examples of culturally relevant materials ?
4. What are fidgets? Name them ?
5. Mention the purpose of using TLMs in classrooms ?
6. What are the challenges involved in selection and use of TLMs?
7. How does TLMs support learning ?
8. Suggest the measures in overcoming the challenges in the use of TLMs?
9. Give examples of TLMs which can be used in the classroom
10. What are the important considerations for material selection ?
11. Suggest some indigenous materials where teachers can make?
12. Give examples of materials which have educational value ?

## **UNIT-4: PLANNING AND DEVELOPMENT OF TLM FOR TEACHER'S USE AND HANDS-ON EXPERIENCE FOR CHILDREN**

### **Introduction**

Early learning is an exploration that children pursue at their own pace and through their unique developmental needs, children's brains are designed to be stimulated and challenged and to carefully examine and interpret their environment, providing a holistic open ended curriculum catered to each child ensures that every child engages in developmentally appropriate activities and takes an active role in learning.

Children learn by using basic materials. The more hands-on experiences children have, the more curious and capable they become the more encouragement children have the more joy they feel when learning. Young children learn by doing and hand-on experiential learning is encouraged with open-ended materials such as paper, crayons, colours, cardboard boxes and others. Offer children many opportunities to represent their ideas.

### **4-1 Preparation of developmentally appropriate activities for different age groups**

Developmentally appropriate settings are those in which materials, activities and interactions are appropriate for each child's chronological age. Appropriate means that the activities and materials offered to children provide opportunities to practice existing skills to build new skills. Before beginning to plan the activities for children we need to understand.

#### **How Pre-School Children Think**

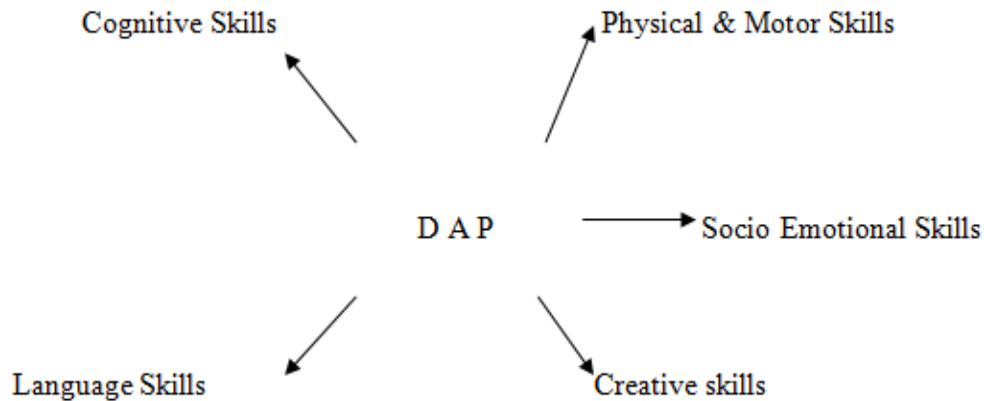
- Young children tend to be concrete thinkers – They learn through their senses. They need to touch, feel and participate in experiences.
- Young children are often egocentric thinkers. They tend to see the world from their own point of view.
- Young children generally have centered thinking. They process one variable at a time. For example they may see an object by its colour, or by its shape but usually not both at the same time.
- Young children tend to confuse appearances with reality. The way things look and the way things are tend to confuse them.

### Importance of providing DAP

- Children learn best when adults recognize their individual needs and interests.
- Children are encouraged to explore what excites their curiosity.
- Children learn best through a combination of explanation and experience.

### Strategies to teach children

- Encourage children to use their senses to feel, taste, see and experience new things and concepts.
- Provide hands-on experiences to help children explore the world directly.
- Give children simple directions, one step at a time.
- Young children are open to the world of learning. Giving them choices often introduces or reinforces interests that are just developing.
- Pair learners with different strengths children can learn from each other.
- Recognize that all children are intelligent in different ways. For one child language may be his strength while another child it may be music, mathematics, science etc.,
- Developmentally Appropriate Programme should include activities and experiences for
  - Physical and Motor Developments (Physical skills)
  - Cognitive Development (Cognitive skills)
  - Language development (language skills)
  - Socio emotional development (Socio emotional skills)
  - Development of creative expression and Aesthetic Appreciation (creative skills)



#### 4.1.1.Socio Emotional Developments – Objectives and Activities

##### Adjustment to ECE Centre

##### Suggested Activities:

- Welcome each child with a warm smile and a word of encouragement.
- Initially allow flexibility in the time spent in the centre.
- Plan interesting and enjoyable group activities that will require active participation of the child.

##### Development of Positive self concept

##### Suggested Activities:

- Celebrate each child's birthday
- Make name cards of each child in the class. Make some design on each card which the child sees and can associate his/her name.
- Put up children's drawings and other activities for display with the child's name on it.

##### Development of Good Personal Habits

##### Suggested Activities:

- Conversation related to daily routine and personal hygiene.
- Stories, Rhymes and Puppet Play
- Dramatization of situation eg:-activity of getting ready in the morning.
- Picture cards of good & bad habits



## Development of Qualities of Initiative Independence and Leadership

### Suggested Activities:

- Free Play Activity – Encourage children to choose their activities by providing attractive alternatives and asking them “What would you like to play today?”
- Assign responsibilities to children like putting away the materials, putting the room in order etc.
- Encourage children to volunteer themselves for any specific task eg:- for telling a story, rhymes etc.

## Development of Ability to control emotions and express them in socially approved ways

### Suggested Activities:

- Provide opportunities for creative activities and imaginative play for example dolls’ play etc.
- Use stories, songs, puppets etc., to enable children to express their feelings

## 4.1.2. Physical and Motor Development

### Maintenance of adequate growth

#### Activities:

- Monthly checkup of height and weight
- Provision of supplementary nutrition
- Health checkups
- Health & Nutrition education to children & parents.

### Development of large muscle coordination

#### Activities:

- Free and structured play activities involving walking, balancing, running. Jumping, creeping, swinging, hopping, climbing, throwing, catching, and kicking.
- Outdoor free play for all age groups

**Example:**

Activity	3 – 4 years	4 – 5 years	5 – 6 years
Walking	Walk to the beat of a drum	Creative moments using dumphli	More variations which involve walking from fast to slow
Running	Throw a ball and ask the children to run and get the ball	Running games like Tiger & Lamb game	Racing game Musical Chairs
Throwing	Let the children sit in two rows opposite each other. Let each child throw ball to the opposite row	Hang a tyre low from a tree and ask children to throw a ball.	Organise relay races with two teams.

Development of fine muscle coordination

- Small muscle development
- Eye-hand coordination
- Hand to mouth coordination

Activities:

- Drawing a painting
- Tearing, cutting and pasting
- Threading and sewing
- Sand and water play
- Clay work
- Free play with manipulative material
- Colouring in enclosed spaces
- Finger rhymes with action
- Eating activity with fingers and spoon

Example

Activity	3 – 4 years	4 – 5 years	5 – 6 years
Threading	Give the children large beads in a bowl with large holes. Let the children string into a necklace.	Give the children smaller beads with smaller holes in a bowl. Let them string into a necklace	Give children outlines of the shape of animals punch all along the outline. Let the children lace the outline with a - -----

Printing	Children can do thumb or hand printing/vegetable printing.	Children can do block printing , Foot and Hand printing.	Potato printing can be done by children by making their own designs.
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#### 4.1.3 Language development

##### Development of listening skills

- sound discrimination
- listening span
- listening comprehension

##### Activities:

- Free and structured conversation
- Listening and vocabulary games like rhyming games, identification of sounds etc.

##### Example

Activity	3 – 4 years	4 – 5 years	5 – 6 years
Listening comprehension	Tell the children short stories. Help them recall the story by asking questions	After the story children may be asked to recall more details	The child with a picture of an animal on his back has to guess by asking clues and questions when the child gets the correct answer all the children will clap

##### Development of vocabulary

- Body related, Home related.
- Environment related

Activities: Conversation, Action rhymes, games riddles, dramatization, story-telling, picture reading. Nature walks, Games; class displays.

##### Example

Activity	3 – 4 years	4 – 5 years	5 – 6 years
Vocabulary related to body	Conversation ,action rhymes, picture reading, storytelling.	Similar activities given for 3 – 4 year olds.	Cut out a detailed picture of a human figure into parts to form a puzzle. Encourage

			children to name the parts as they arrange.
Vocabulary related to home	Action rhyme on family This is my father Big & kind This is my mother Gentle & mild.	Picture reading & puppet play	Quiz on family.

#### Development of oral Expression

- Conversation
- Story telling
- Dramatization and puppet play
- Picture reading
- Creative self expression

#### Activities:

- Rhymes and songs
- Storytelling and making puppets
- Nature walk and outings
- Class display
- Picture books/charts reading
- Creative drama
- Free play
- Free conversation

#### Example

Activity	3 – 4 years	4 – 5 years	5 – 6 years
Conversation	Free conversation - let the children talk about what they would like to share with everyone.	Show & Tell Ask children to talk about any object .For example any object in the class	Nature walks , outings , outdoor & indoor play. Provide many opportunities for verbal interaction  Eg. Doll-play, Dramatic play, Block play etc.

Dramatization & Puppet play	After story telling let the children act out the characters.	<u>Creative Drama</u> After the story , let them adopt different characters & dramatize the story with dialogues.	<u>Puppets play</u> Let the children dramatize a story using finger , hand or sock puppets
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#### 4.1.4 Development of Reading readiness

Auditory discrimination

Visual discrimination

Directionality

Activities:

- Word making games
- Picture word matching
- Picture book handling
- Sound discrimination games
- Rhymes, stories
- Matching activities through dominos (picture , colours dots)

Example

Activity	3 – 4 years	4 – 5 years	5 – 6 years
Auditory discrimination	Ask them to close their eyes and listen to the different sounds in the environment and identify.	Make sound boxes with variations in sound. Let them arrange these from the softest to the loudest to 3 levels	Let the children arrange the sound boxes from softest to the loudest upto 5 levels.  Children can play the game Antakshari with words like cat, tap, pen etc.

Visual discrimination	Ask the children to match blocks of the same colour or shape.	Let the children do the activity "odd man out let them spot the one that is different	Odd man out- instead of pictures use letters of the alphabet and words  Make dominoes and ask the children to arrange by matching
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#### 4.1.5 Development of Writing Readiness

Writing readiness requires activities for

- Small muscle development
- Eye-hand coordination
- Handling writing materials

##### Activities:

- All fine muscle activities
- Colouring in enclosed spaces, joining dots, tracing, copying forms, pattern drawing with crayons/pencil

##### Example:

Activities - 4-6 years

- Draw different shapes or pictures in outline and ask the children to colour the different portions with crayon.
- Put a series of dots on a sheet of paper. Make some shapes with lines in the top row. Let the children copy the shapes by joining dots.
- Draw incomplete outlines of different forms and shapes and ask the children to complete them.

#### 4.1.6. Cognitive Development

##### Development of Basic Cognitive Skills and Processes

Development of the five senses – sight, hearing, touch, smell, taste

##### Activities:

- Games and activities for visual and sound discrimination.
- Activities with touch cards and objects of varying textures.
- Activities with objects differing in smell.
- Activities with objects varying in taste

Example

Activity	3 – 4 years	4 – 6 years
Sense of taste	Encourage children to tell the taste of what they are eating	Ask each child to close his/her eyes and identify the taste of different food items.

Memory and Observation

Activities: Memory Games

- What is missing activity
- Activities involving observation and recall of observation.

Skills of Classification

Activities:

- Classification activities with objects ,Picture cards
- Classification games.

Sequential Thinking

Activities:

- Repeating a given pattern
- Recalling events and stories incorrect sequence
- Games involving sequential thinking

Problem Solving and Reasoning

Activities:

- Solving problems and mazes.
- Activities involving solving problems like relationship cards, prediction cards, answering simple questions etc.

### Example

Activity	3 – 4 years	4 – 5 years	5 – 6 years
Classification	Give children any two sets of objects like leaves & pebbles. Let them separate and sort out in two different piles.	Play the game of categories using any concept.  Eg. Shape, vegetable, animal etc. with children	Make classification cards including two/more concepts  Eg. Shapes, colours.  Children can classify the cards.
Sequential thinking	Let the children recall the day's activities or events in correct sequence	Encourage children to recall and tell stories in correct sequence	Discuss with children the sequence of the steps involved in carrying out various tasks.  Eg. Washing cloths
Problem solving	Make simple picture puzzles by cutting a picture into two or three large parts. Ask children to put these together.	Ask simple questions such as what will happen if it rains?	Make picture puzzle of greater complexity by increasing the number of pieces

#### **4.1.7 Formation of Basic Concepts**

- Colour concept
- Shape concept
- Pre number concept
- Formation of number concept
- Formation of environmental concepts.

Activities:

- Conversation and stories
- Rhymes & Songs
- Dramatisation
- Activities with objects, clothes, dominoes, cards etc.



- Structured play and games.
- Creative activities
- Nature work
- Water play, Sand play, seriation cards
- Block play, play with objects & Number cards
- Number & Rhymes, Number games, Number puzzles.

### Example

Activity	3 – 4 years	4 – 5 years	5 – 6 years
Concept of colour	Let children match each other clothes on the basis of colour	A game with colour dominoes helps children match and name colours	Let children experiment with colour missing to make new shades
Concept of shape	Play a game of shapes	Shape dominoes can be made with two shapes on each domino. Ask children to make a pattern.	Make shape puzzles with cardboard cutouts of different shapes. Let children put these together.
Number concept	---	Make cards with different numbers of dots in each. Ask the child to put a bead on each dot	Make self corrective number puzzles in which one part has a digit and the other has the same number of objects. Let the children put the puzzles together.

#### 4.1.8 Environmental concepts : Vegetables & fruits

- Make picture cards in pairs of different vegetables and fruits. Let children match these and put the pairs together.
- Make a strip consisting of pictures of 3 to 4 vegetables and one fruit. Ask children to identify the odd-man-out.
- Make finger or stick puppets of different fruits and vegetables. Simple riddles can be made for vegetables and fruits.

Ex. I am red in colour, I am eaten raw as well as cooked. What is my name?

#### 4.1.9 Development of Creative Expression and Aesthetic Appreciation

Creative Expression through Art.

Activities Like – Drawing and colouring

Painting

Printing

Tearing, cutting, pasting, collage making

Clay modeling

Paper folding

Creative Movement.

Activities Like – Action rhymes and finger play

Rhythmic movement

Creative drama

Games like : dumb Charade

Creative Thinking

Activities Like – Open ended questions , free play

Dramatic play, constructive play

Creating a story, rhyme.

Aesthetic appreciation

Classroom displays

Nature walks

Classroom decoration

Examples: Rhythmic Movement – with the help of daphle or drum the teacher can introduce a beat and then keep on making it faster or slower.

Creative Drama - Play music and encourage the children to respond to it with their bodies in any way they want.

### Questions:

1. What do you mean by Developmentally Appropriate activities.
2. Suggest activities for developing positive self concept
3. How do you develop good personal habits in children
4. Mention the skills to be developed for large muscle coordination
5. Suggest activities for sound discrimination
6. Name the basic cognitive skills to be developed in children

### **4.2 Planning of activities and preparation of relevant materials for all areas of development in children**

A child needs a stimulating environment which must necessarily have a variety of materials to arouse and sustain his curiosity and interest to promote learning. In order to organize a worthwhile programme of Play Activities for young children ,we need some simple materials and basic equipment. This includes.

#### 1. Outdoor Equipment/Material for large muscle development

- i. Commercially available or improvised equipment from the environment for providing experiences like climbing, jumping, balancing, swinging, cycling etc.,
- ii. Equipment like large and small balls, old tyres, rings etc., for throwing, rolling catching and kicking experiences.
- iii. Sandpits/sand box/trays/plastic straws, containers Eg. Plastic mugs, different mould for sand play.
- iv. A basin/bucket, mugs and cups of different sizes, sieves and floating toys for water play.

#### 2. Indoor Equipment/ Material

- i. Play material for manipulative play for example - form boards, tiles, nesting toys, beads, wire, leaves, tongs, pebbles, clay and any other material that the child can manipulate.
- ii. Play material for constructive play for example wooden/plastic blocks, boxes, cartons etc., To provide scope for constructive play a sample of a set of blocks of varied shapes.

	L	B	Thickness
8 rectangular planks	20 cm.	10 cm	25 cm
8 small bricks	15 cm.	7.5 cm.	2.5 cm.
8 big bricks	20 cm.	10 cm.	5 cm.
8 arches	20 cm.	H 12.5 cm.	20 cm.
8 semi circles	Radius 10 cm		
2 cylinders	Height 15 cm	Diameter 5 cm	
8 triangles	Base	20 cm	Height 10 cm

All these building blocks should be off with weight and in light colours.

- iii. Material for imaginative play: dolls, doctors set, old dresses, toys/kitchen utensils, mirror, old spectacle frames, purses, old shoes, weighing scales, clock and traditional toys and games.
- iv. Indigenously available materials to foster language and cognitive skills.

### 3. Language Skills

- a) Listening to storytelling aids like picture books, puppets, flannelgraph, story cards, sound boxes etc.,
- b) Vocabulary building and verbal expression conversation carts, pictures, flash cards, picture dominoes, picture books, collection of rhymes and stones.
- c) Reading readiness – picture cards/stamps/charts for auditory and visual discrimination and auditory visual association.
- d) Writing readiness – slates, chalks, crayons, black boards, drawing paper, stencils etc.

#### 4. Cognitive Skills

- a) Sensory Development – Sound boxes, visual discrimination cards, touch cards, feely bag, smelling boxes, food items of varying tastes etc.,
- b) Concept Formation – Materials in the environment, cards, pictures, jigsaws puzzles, self corrective puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking.

**Note:** *Cognitive material should include material for all concepts such as colour, shape, square, pre-number concepts and concepts related to sound, physical and biological environment.*

#### 5. Material for Art/Craft Activities:

- a) Material for teaming/cutting and pasting.  
Eg: scissors, paper, cloth, gum, fevicol etc.
- b) Material for drawing/colouring/painting  
Eg: crayons, paints, colours, paint brushes, paper, coloured chalks, slates etc.,
- c) Material for clay work  
Eg: clay, shallow basin, plastic cloth, strainer, tumbler etc.,
- d) Material for stitching  
Eg: blunt needle, coloured thread, gunny bag, cotton cloth, beads, etc.,

**Note:** *Any useful waste material for example cartons, bottles, lids, thermocol, cloth pieces, scraps, newspapers and magazines etc., can be used. The list can go endless FOR THERE ARE NO LIMITS TO CREATION AND INNOVATION!*

#### 6. Material for Music and Movement Activities

Harmonium, Drum, Ghungroos, Daphli, Tambourine, Rhythmic cymbals. Any other locally available or improvised, teacher made material.

#### 7. Other Requisites.

Audio visual equipment – Video, television, slide projector, Tape recorder, computers.

Play equipment/material that is right for children meets their interest, abilities and needs. It is wrong to assume that only expensive materials are useful. Homemade, or teacher made or material collected from the environment may meet the child's needs even better than these bought at great cost. Thus the play equipment should stimulate young children's physical, social, mental and aesthetic development of the children.

Questions:

1. Mention the list of materials required for outdoor play?
2. Provide a list of materials for developing language skills?
3. Mention the materials for sensory development in children?
4. How do you develop creative skills?
5. Suggest a list of materials which are of low cost or no cost?

#### **4. 3. Planning of activities and preparation of material for**

- a. Language and early literacy
- b. Early mathematical concepts
- c. EVS I and EVS II Concepts

##### 4.3.1 Language and early literacy

Language growth and development is one of the important components in education. During the preschool years it is crucial to equip the child with skills necessary for listening, speaking, reading and writing.

Listening – Planned and repeated listening of stories, music, sounds, vocabulary, instructions etc., followed by asking relevant and creative questions will help the child's ability to listen and discriminate auditory stimulus.

Speaking – A planned and repeated conversation for vocabulary to be built up in order to enable them to speak in sentences, asking relevant and creative questions will help the child develop fluency in speech.

Reading -

##### 1. Picture reading or sight reading

The child makes an impression of the patterns of the common words he sees and listens and remembers that word.

A few words that they use as their vocabulary can be chosen and repeated through games, reading colourful picture books, role plays, singing songs, drawing around these words etc., until the child begins to recognize and read them.

2. Teaching Alphabets - It is not compulsory to teach alphabets in the order A, B, C --- till Z, because unlike number, there is no sequence bigger and smaller etc.,

- i. An important prerequisite to read and write is the ability to discriminate all kinds of sounds/sounds associated with certain words Eg. – cow, dog, crow, lion, paper, bell, leaves, water etc.,
- ii. Introduction of letters one at a time with its related words, sound and structure. Activities like sticking, colouring, role play, tracing can be given.
- iii. This stage could be followed by asking them a few questions as - identify the “ha” sound in these words : nail, house,hand, eyes, hut .....
- iv. Identifying letters in books, papers, T.V. advertisements, names etc.,
- v. Recognizing the letter by touch – tracing with finger along the shape of the letter Eg. Sandpaper letters, sand, grains etc.,
- vi. Rewriting the letters a to z in various ways through songs and rhymes.
- vii. Creating new sounds by using two letters like b a , p a encouraging them to initiate bringing together any two letters of their choice and create the sounds.
- viii. Bringing 3 letters together and ask them to explore and create various sounds they produce eg. – pot, cat, rat, mat : encourage them to make simple sentences.
- ix. Showing them action pictures and asking them to describe the picture Eg. The boy is climbing etc., motivate them by exposing them to a variety of colourful charts and pictures.

THIS WOULD SPONTANEOUSLY MAKE THEM TALK

**Prerequisites for beginning to read....**

Recognize the letterof the alphabet.

Associate sound with each letter

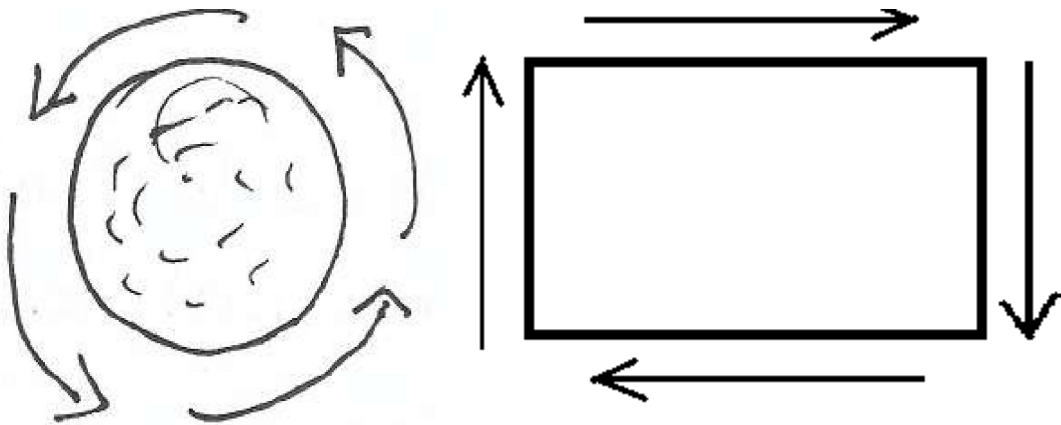
Read some basic sight words

Recognize the relation between sound and print (words)  
Read from left to right and from top to bottom  
Enjoy stories/poems.

Writing:

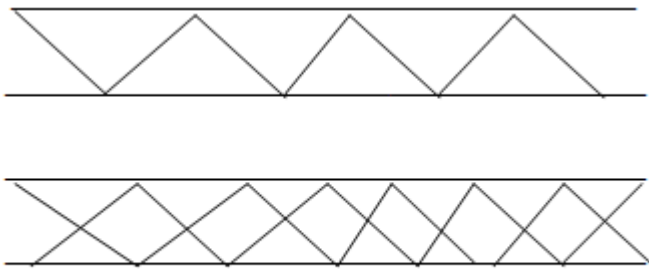
- i) Exploring the tools of writing like chalk, fingers, crayons, pencils, papers etc., by painting, colouring, pasting, manipulating, throwing, scribbling, tearing etc.,
- Finger plays
  - Drawing & Printing activities
  - Colouring within a given large frame-work
  - Colouring with strokes in the direction specified as circular, horizontal, vertical
  - Making pre writing patterns with crayons
  - Beginning to write letters on a slate using chalk ,on a paper using crayons and pencils ,on a full scape paper notebook.

ii. Colour along the circle: Colour along the sides of this rectangle





### iii. Writing Patterns



#### **4.3.2 Early Mathematical Concepts**

Preschoolers learn concepts only through concrete , first hand experiences. They learn by using their body i.e., their senses. Teaching of mathematics in a preschool environment is smooth and gradual movement from

##### i) Mathematical Vocabulary Acquisition

- Given concrete situations and later pictorial representations the child would be able to understand 'in' and 'out'
- Some of the situations can be used to aid teaching and learning
- Asking children stand inside and outside classroom
- Children jumping inside the circle and outside the circle.
- Listening things inside the classroom and outside the classroom

##### Picture talk

Action songs (Put your right hand in, etc.)

Acting out stories will help to develop vocabulary.

- ##### ii) Shapes – The child would be able to demonstrate recognition of the shapes and name them using simple blocks of shapes the child puts them in their proper slots.



**Square**



**Triangle**



**Circle**

iii) Positional and Spatial Concepts

- The child would be able to understand the concepts as up, down, far, near, top, bottom, in, out, above, below, under, in, left, right etc., Similar activities can be done to demonstrate the meaning of the words big;small, long;short, far;near, above;below, more;less, up;down, etc.,

Some activities.

Nursery Rhymes and Action Songs using these words.

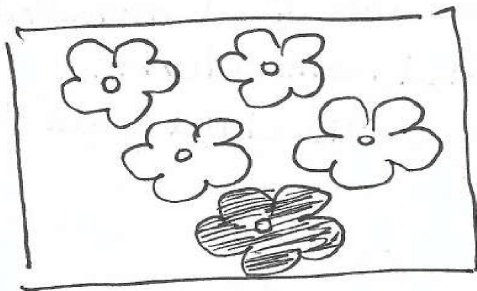
Role playing situations, events, stories and songs using these words

Using concrete materials such as balls, rings, tyres, jungle gyms, swings, slides and so on. The children demonstrate these words.

Picture - where these words could be used colouring pictures.

iv) Comparison and discrimination

Given a set of things of the same colour and one of a different colour, the child would be able to discriminate the odd one.



Same things of the same colour and one of a different

Colour for eg. Collection of red beads and a green bead.

Papers of the same colour and a paper of a different colour.

All activities must lead to discussions about colours of flowers, vegetables, fruits, clothes etc.,

Given two pictures having similarities and differences, the child would be able to identify 3 or 4 similarities and differences.

v) Sorting and classifying

Sorting on the basis of colour-Collection of beads or paper or any same item of different colours. The child is asked to sort them into different groups according to colours.

Similarly sorting of items can be done according to sizes, shapes.

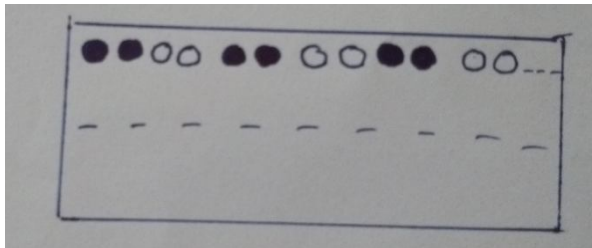
vi) Ordering

- Given a set of sticks or rectangular blocks of different lengths the child would be able to arrange in order according to its length from long to short and vice versa.
- Given a set of containers of different sizes the child would be able to arrange them from big to small or vice versa.
- Similar activities can be done for developing the concept of heavy/light, dark to light, small to big, rough to smooth etc.

vii) Patterning and Sequencing

The child can use a definite number of concrete objects such as beads, bottle caps, dice, counters, shapes etc. to make their own pattern with them. The teacher keeps a few beads in an order: two red, two green, two red, two green .....

The children are asked to observe the pattern and carry on putting more beads in the pattern



viii) Matching and one-to-one correspondence

Given two sets of things the child would be able to do one-to-one matching and state which set is more or less or whether the sets are equal. This can be done with two sets of children, sets of children and sweets, fruits etc.,

ix) Number Names and Number Concepts up to 10

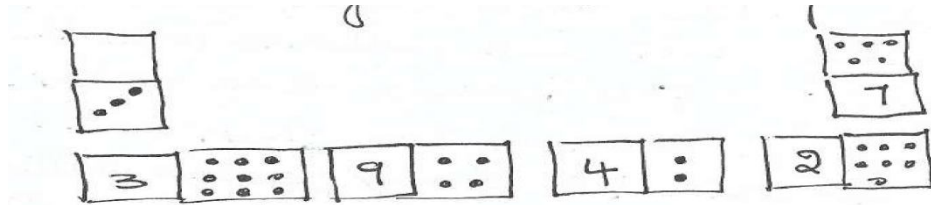
The child would be able to state the number names from one to 9 in order.

Place nine circles made of cardboard on the floor

Teacher starts on each disc and calls out the number. Children repeat the numbers after her children repeat and demonstrate the activity and say the numbers.

The child would be able to recognize the quantitative value of numbers up to 9 through concrete objects.

Number dominoes can be used to teach the number object relationship



FlashCards – on each flash card numerals one written from 1 to 9.  
Children arrange concrete objects on the desk as the teacher calls out the number. Eg. Bottle caps, beads, spoons etc.,

- x) Counting - children count and place the concrete objects according to the numeral. They draw lines to match the objects with numerals. Before writing numbers a lot of pre-writing activities need to be practiced which help in the development of the muscles used for writing.

#### **4.3.2 Environmental Concepts**

These environmental concepts may be taken up as projects and may form a theme for a planned period of time.

##### Concepts Related to the Natural Environment

- i) Animals, Birds and Insects – Objectives
- Identify and differentiate between wild, domestic and pet animals
  - Able to name some common birds and insects
  - Be familiar with the characteristics of food habits and habitat of common animals, birds, and insects.

Material – Models of animals, birds

Picture cards animals, birds

Puzzles

Face Masks of animals

- ii) Vegetables, fruits, plants – objectives

- Differentiate between fruits and vegetables

- Understand the benefits of eating different vegetables and fruits
- Differentiate between trees, plants, flowers
- Understand how a plant grows.

### Activities

- Let children observe the real fruits and vegetables, see them, touch them and if possible taste them
- Make picture cards in pairs of different vegetables and fruits let children match these cards.
- Make finger or stick puppets of different fruits and vegetables. Let the children understand the value of eating, washing etc., through puppet play
- Free conversation about plants, trees, leaves, flowers etc., encourage them to collect things like leaves, mud, flowers, feathers etc.,
- Make a puzzle of the parts of a plant let the children put the parts together

### Materials

- Picture cards of fruits/vegetables
- Models of fruits/vegetables
- Puzzles
- Stick puppets
- Cards on parts of a plant
- Cards on different stages of plant growth

### Concepts related to the physical environment

- Water
- Air
- Sky
- Earth
- Weather/Seasons

#### i) Water and Air –Objectives

- Should be familiar with common uses, sources of water.
- Aware of the need for conserving water
- Develop awareness of the importance of air for all living things
- Understand the properties of air and water.

## Activities

- Rhymes and songs related to water and air
- Simple experiments with water and air – sinking and floating of objects like twigs, leaves, pebbles, corns, feathers, wooden pieces etc.,
- Mixing colours in water and pouring in different containers
- Candle Experiment
- Blowing balloons and releasing air.

## Materials

- Materials for floating and sinking like twigs, pebbles, cotton wool etc.,
- Colours, ice cubes, clothes, balloons
- Candle Experiment papers etc.,

### ii) Sky, Earth, Seasons, Weather - objectives

- Should be able to identify the sun, the moon and the stars.
- Develop the awareness that the sun rises in the morning and sets in the evening.
- Understand that earth consists of land and water
- Develop familiarity with different seasons.

## Activities

- Stories and rhymes related to sun, moon and stars
- Puppet-play or dramatization with stick puppets or masks of the sun, moon and the stars
- Nature walk
- Make picture cards of a variety of objects like an umbrella, fan, bonfire, coat, fruits, vegetables etc., Ask children to clarify objects according to seasons.

## Materials –

### Globe

Puppets of sun, moon stars

Picture cards of seasons

Weather chart

Material for creative activities pictures

### Concepts related to the Social Environment

#### i) Self and family, Neighborhood objectives

- Aware of one's own name, names of family members, address
- Familiar with different relationships within one' family & their roles

### Activities

- An introduction game can be played with the children. The teacher will start by saying/her name. Then each child has to say her/his name by turn.
- Vocabulary related to the family can be developed through stories, dramatization, puppet plays, as well as through rhymes and songs.
- Creative activities related to the family , children can be asked to draw a picture of themselves and their family members.

### Materials

– Puppets of family

Model of house

Picture charts

Books related to family

Doll's play set

Pictures of home – family members for pasting activity

Collection of rhymes and stories.

#### ii) Transport – Objectives

- Able to differentiate between road, air and water transport.
- Able to understand how vehicles move and compare in terms of speed.
- Concept of road safety and basic traffic rules.

## Activities

- Picture reading with picture depicting various modes of transport
- Dramatization and games involving sounds made by transport. Example: train, aeroplane
- Rhymes on traffic signals/rules

Materials – Models, charts depicting sky, land and water and cut outs of different modes of transport, rhymes.

### iii) Community Helpers – Objectives

- Familiar with community helpers for example potter, carpenter, postman, cobbler, doctor, teacher etc., and develop an understanding of the nature of their work.

## Activities:

- Conversation with the help of pictures
- Dramatization on the specific functions of these helpers  
.....
- Stories involving community helpers.

Materials – Materials for imaginative play like doctors set, coat, police dress, whistle etc.,

### iv) Festivals – Objectives

- Should be familiar with major festivals and their mode of celebration

## Activities:

- Children can do some creative activities for example diyas out of clay for Diwali
- Preparation of rakhis for Raksha Bandhan etc.,
- Display pictures related to the festival
- Songs related to the festival

All the major festivals can be celebrated in the school as children enjoy participating. Observation of new experiences will stimulate their thinking, imagination, vocabulary and aesthetic sense.



## **Summary**

Developmentally appropriate practices are teaching and learning experiences grounded in what we know about how children learn at different ages and stages of development. Based on understanding the characteristics of a “typically-developing” child and recognizing that children vary within that norm, these practices require careful and deliberate planning. We need to find every opportunity to reach out to children in specific ways for each child. Developmentally appropriate activities and materials for different age groups in language, mathematics and environmental concepts have been discussed extensively in this unit. Provide hands-on experiences to help children explore the world directly.

### **Questions:**

1. Mention the prerequisites for beginning to read?
2. How can you teach sight words to children?
3. Mention the creativities for developing writing skill?
4. How can you develop vocabulary related to early mathematical concepts?
5. Suggest activities for developing the concept of animals?
6. Plan simple science experiments to introduce water and air concepts?

## UNIT-5: USE OF ICT IN PRESCHOOL PROGRAMME

### Introduction

There is a growing recognition of the many different ways that ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings. The literature indicates the importance of practitioners and other adults in early childhood education settings having guidance and opportunities to become capable, competent, and informed about the ICT can be used to support aspects of learning, including language development and the development of mathematical thinking. ICT also provides unique opportunities for scaffolding and supporting learning for children with special learning needs, and children from culturally or linguistically diverse backgrounds. ICT provides a variety of ways for children to weave together words, pictures, and sounds, thereby providing a range of ways for children to communicate their ideas, thoughts, and feelings. Good software can allow children to engage in self-directed exploration, and can be tailored to children's individual needs, and assistive/adaptive ICTs can reduce barriers to participation for children with special physical or learning needs.

### Objectives:

To enable the student teachers/ teachers to

- Develop knowledge and understanding about the impact of Use of Technology in the preschool.
- Develop the skills of using the technology in the preschool,
- Plan the pre and post activities to be conducted with children while introducing ICT in the classroom

### Use of ICT in preschool

ICT could be used in the preschool to develop the in developing language and strengthen the language skills comprehension abilities audio visual associative skills , expressive skills ,communicative and cooperative skills. Children could be exposed to vedeos of rhymes, stories and other conceptual comprehensions to facilitate children to visualise, listen to develop pronunciation and share and express on their own. Audio devises also could be used to make the children develop language skills and develop comprehension.

Examples of devices used in the classroom and found that these devices help children to develop their pre-academic and academic skills.

Pre and post activities could be planned and conducted in the preschools before and after introducing ICT in the classrooms.

### **Planning lesson plans for ICT in the classroom**

Teachers of preschool should be planned lesson plans in order to use technology in the preschool separately for rhymes, stories, language and mathematical concepts.

### **Sample proforma of lesson plan**

- Age group of children
- Background of children
- Concept /Rhyme / Story /any activity
- Pre-activities of use ICT /Discussion/ practice with children
- ICT use
- Post-activities after using ICT
- Impressions of the teacher

The above details could be taken into consideration and preschool teachers can plan and use in the preschool.

### **Summary**

ICT can be used to support aspects of learning, including language development and the development of mathematical thinking. ICT also provides unique opportunities for scaffolding and supporting learning for children with special learning needs, and children from culturally or linguistically diverse backgrounds. ICT provides a variety of ways for children to weave together words, pictures, and sounds, thereby providing a range of ways for children to communicate their ideas, thoughts, and feelings. Good software can allow children to engage in self-directed exploration, and can be tailored to children's individual needs, and assistive/adaptive ICTs can reduce barriers to participation for children with special physical or learning needs.

## **Power Point Presentation - Preschool**

**What is Power Point?** (adapted from wikipedia) Microsoft Office Power Point is a presentation program developed for computers. In PowerPoint text, graphics, movies, music, and other objects are inserted on individual pages or "slides". You can make a Power Point presentation for any topic and customize it with text, graphics, and music to engage the audience.

**Why use Power Point in the Classroom?** Power Point is particularly helpful when used in the classroom as it can "hook" the learner and make learning more fun. When using PPT's set to music you can time your slide transitions and advance the slides automatically so there is no need for you to be right next to your computer when the show plays. PPT's also support the use of animations; you can animate objects in PPT or insert movie clips to make your presentations more fun.

**How to use PPT in the classroom?** Power Points can be used on a daily basis in the classroom. PPTs can be shown daily to record weather, Days of the Week song daily, welcome /good bye as well as many other educational songs to go with preschool themes. Power Points are also great for vocabulary, especially to learn a new language.

## Video Lessons

Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them. In a nutshell, videos are good teachers.

### Using Videos in Education

The online, asynchronous nature of videos allows them to be shared all across the world and at all hours of the day or night. Educational institutions can gain great autonomy by using videos to reach a broader audience than ever before. They can be used to keep potential, current, and former students involved and engaged.

### Purposes for using video

**Building background knowledge on a topic.** We know that students [learn best when they take in information via multiple modalities](#)—through reading, drawing, listening to the teacher's oral explanations, and viewing visual media. We also know, from much research, that using visuals is key for those acquiring a new language.

Benefits to students:

- **Videos create a more engaging sensory experience than using print materials alone.** Learners actually get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions.
- **They provide a go-to resource that can be watched from anywhere** with an internet connection. Videos are accessible on a multitude of devices including laptops, tablets, and smartphones. This allows for viewing at the student's convenience and from wherever they are.
- **Videos increase knowledge retention**, since they can be stopped and replayed as many times as needed. They can also be reviewed long after the initial lesson was taught.
- **They greatly assist in the learning of all subjects**, but particularly those topics that are complex and/or highly visual, such as step-by-step procedures, problem-solving, or science and math formulas.
- **They increase proficiency in digital literacy and communication**, which are important 21st-century skills.

Benefits to teachers:

- **Videos increase student engagement**, which in turn helps boost achievement. If students are interested in the material, they will process and remember it better.
- **They offer the flexibility** to pause, rewind, or skip throughout the video to have class discussions or review particular areas.
- **They enable teachers to create a flipped classroom** or “blended” learning environment. However, videos are also beneficial to teachers who teach in traditional classroom settings.
- **Digital videos facilitate remote learning opportunities** so that teachers can reach students from all over the world.
- **They provide opportunities for student feedback and assistance** through video. This is helpful for students who are unable to attend classes, or who need tutoring or review sessions.
- **Videos seek to change the roles of teachers from lecturers to facilitators.** It’s important to note that videos are meant to enhance course materials and lectures — not replace them.

## **Pedagogy of Early childhood Education Activities and material Development**

### **Plan and develop activities/lesson plans using ICT**

#### **Introduction**

A preschool teacher /student teacher when planned to use ICT (Integration of Technology in class room) need to get equipped with skills to prepare and use technology in the class room They need to prepare and implement introductory activities, pre activities then use the technology by making the children understand the concept then reinforce with post activities after the transaction in the class by using technology. The Pre and post activities are to be planned by the teacher and make the children to participate and get strengthened with the skills and concept.

#### **Concept:**

#### **Use of “What” “WHAT IS THIS?”**

#### **Objectives:**

To enable teachers and student teachers to

- Use of technology in the preschool programme implementation process.
- Develop skills to plan and implement teaching learning activities using ICT
- develop vocabulary, questioning and responding among children
- develop language skills.,listening, speaking, pre reading and reading, prewriting and writing skills among children using ICT

To develop language skills, vocabulary use and process of questioning and answering the children are to be introduced with different activities in different situations by using and without using technology.

#### **Pre activities:**

#### **Conversation:**

Teacher and children sit in a circle and teacher initiates interacting with the children by wishing, and by free talk. Teacher asks the children few questions by showing concrete things to develop listening, speaking and pre reading skills. Teacher shows few common things and asks them to name them.

Teacher shows the a toy elephant which is already known to children and ask " them by questioning

- Teacher :“What is this?  
Children answer as' elephant'

Teacher repeats as “yes, Good This is an elephant toy”

- Teacher: points to" window" and asks 'What is this'?  
Children: "window" teacher repeats and says "This is a window "

Teacher: points to a child and asks "What colour is your dress?"

Children: "Red and yellow" Yes your dress is in yellow and red colour.

### **Rhyme:**

- Teacher and children stand in a circle and teacher sings a song and ask them to listen and repeat along with her.

Teacher makes the children into two groups and one group asks the question using "what "

The group answers

- First group showing an Apple ..  
And asks **"What is this? What is this?"**

Other group **"This is an apple".. "This is an apple"**

### **An apple to eat and to be healthy**

- First group showing a book and asks **"What is this?" "What is this?"**  
Other group **"This is a book .. This is a book .. This is a book to read ,read, read .**

- First group Showing a bottle and ask **"What is this? What is this ?**  
Other group **...This is a bottle., This is a bottle to fill water and..to drink water**



Teacher can add any other things ....to make children sing.

After reciting the rhyme teacher and children sit in a circle. Teacher explain children that they are going to visualize video lesson about “what is this”

Children visualize -video lesson on “what is this” --- teacher- children interactions, in classroom , in play ground and at home

**Video lesson ----- “What is this”**

<b>Animation</b>	<b>Voice/Dialogues</b>
<p><b>Situation: Classroom</b></p> <p>All children sat in a circle. Teacher comes in with a <b>shoulder bag</b> and greets them with a big smile on her face.</p> <p>Teacher puts her shoulder bag down on the floor. There are some picture cards inside her shoulder bag. A part of one of the cards is visible to the children. The children look at it and wonder what this is.</p> <p>“Thinking Bubbles” with question marks on the heads of some of the children.</p> <p>Teacher notices the curiosity (there is a smile on her face and her eyes are moving from one side to other looking at the children.). She then</p>	<p>Teacher: Good morning, children.</p> <p>Children: Good morning, Teacher.</p> <p>Teacher: How are you all?</p> <p>Children: Fine teacher.</p> <p>Teacher: Do you know children,</p>

<p>takes out a card with a Camel's picture on it.</p> <p>Children still with the <b>expression</b> of curiosity.</p>	<p>what is this?</p> <p>Children: (Remain silent).</p> <p>Teacher: This is a camel.</p> <p>Children: A camel.</p> <p>Teacher: Yes. When you want to know the names of things, you should ask "What is this?" OK, now I will show you a few things and you tell me what they are. Ready?</p> <p>Children: Yes teacher.</p>
<p>Now, teacher takes out some more picture cards one-by-one from her <b>shoulder bag</b> and shows them to the children.</p> <p>She shows the card of an <b>Apple</b>.</p> <p>She shows the card of a <b>Book</b>.</p> <p>She shows the card of a <b>Carrot</b>.</p>	<p>Teacher: OK, I am sure you all know it. Tell me, what is this?</p> <p>Children: Apple.</p> <p>Teacher: Yes, this is an apple</p> <p>Teacher: Let me show you another one. Now, what is this?</p> <p>Children: Book.</p> <p>Teacher: Yes, this is a book.</p> <p>Teacher: Hmm.. now, what is this?</p> <p>Children: Carrot.</p> <p>Teacher: Yes, this is a carrot.</p>

<p>She shows the card of a <b>Doll</b>.</p>	<p>Teacher: Look at this one! What is this?</p> <p>Children: Doll.</p> <p>Teacher: Yes, this is a doll.</p>
<p>She shows the card of an <b>Egg</b>.</p>	<p>Teacher: And this one, you all love to eat. What is this?</p> <p>Children: Egg.</p> <p>Teacher: Yes, this is an egg.</p>
<p>She shows the card of a <b>Feather</b>.</p>	<p>Teacher: And, what is this?</p> <p>Children: Ummmm..... (Expression ??)</p> <p>Teacher: This is a feather</p> <p>Children: This is a feather...</p> <p>Teacher: Very good.</p> <p>Teacher: Now, let's go to the playground.</p> <p>Children: Yeah.....</p>
<p>All the children start clapping. They get up and follow their teacher as she moves out of the class.</p>	

<p><b>Situation: Playground</b></p> <p>All the children stand in a group in front of the teacher.</p> <p>Geeta, Raju and Ravi went in different directions. <b>Raju</b> comes back with a ball, a leaf, and a pebble. <b>Ravi</b> comes back with a plastic cricket bat, a Frisbee, and a piece of paper. <b>Geeta</b> comes back with a bucket, a toy car, and a flower.</p> <p>Teacher to <b>Raju</b> holding the ball:</p> <p>Teacher to <b>Raju</b> holding the leaf:</p> <p>Teacher to <b>Raju</b> holding the pebble:</p> <p>All the children clap. Teacher now turns to <b>Ravi</b>.</p> <p>Teacher to <b>Ravi</b> holding the plastic bat:</p>	<p>Teacher: Ok. Ravi, Raju, and Geeta, you each go to a corner of the playground and bring me any three items you want. You have to tell me what they are when I ask you. Are you ready?</p> <p>Geeta, Ravi and Raju: Yes teacher.</p> <p>Teacher: Good. Now go and bring them here.</p> <p>Teacher: Raju, What is this?</p> <p>Raju: This is a <b>Ball</b></p> <p>Teacher: Right. What is this (with curiosity)?</p> <p>Raju: This is a <b>Leaf</b>.</p> <p>Teacher: And What is this?</p> <p>Raju: Ummmm.. (<b>Thinking expression</b>)</p> <p><b>Teacher: This is a Pebble.</b></p>
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<p>Teacher to <b>Ravi</b> holding the Frisbee:</p> <p>Teacher to <b>Ravi</b> holding the piece of paper:</p> <p>All the children clap. Teacher now turns to <b>Geeta</b> holding the bucket:</p> <p>Teacher to <b>Geeta</b> holding the toy car.</p> <p>Teacher to <b>Geeta</b> holding the flower.</p>	<p>Teacher: Now Ravi, What is this?</p> <p>Ravi: This is a <b>Bat</b>.</p> <p>Teacher: What is this?</p> <p>Ravi: Ummmm.....(<b>Thinking expression</b>)</p> <p>Teacher: This is a <b>Frisbee</b>.</p> <p>Teacher: Hmmmm..and what is this?</p> <p>Ravi: This is a <b>Paper</b>.</p> <p>Teacher: Good.</p> <p>Teacher: Geeta, What is this?</p> <p>Geeta: This is a <b>Bucket</b>.</p> <p>Teacher: What is this?</p> <p>Geeta: This is a <b>Toy car</b>.</p> <p>Teacher: And What is this?</p> <p>Geeta: This is a <b>flower</b>.</p> <p>Teacher: Very Good. Children, do you remember all the items?</p> <p>All children: Yes, teacher.</p> <p>Teacher (To all the children): Then</p>
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	<p>tell me, What is this</p> <p>Children: This is a <b>Ball</b></p> <p>Teacher: What is this?</p> <p>Children: This is a <b>Leaf</b>.</p> <p>Teacher: What is this?</p> <p>Children: This is a <b>Pebble</b>.</p> <p>Teacher: What is this?</p> <p>Children: This is a <b>Bat</b>.</p> <p>Teacher: What is this?</p> <p>Children: This is a <b>Frisbee</b>.</p> <p>Teacher: What is this?</p> <p>Children: This is a <b>Paper</b>.</p> <p>Teacher: What is this?</p> <p>Children: This is a <b>Bucket</b>.</p> <p>Teacher: What is this?</p> <p>Children: This is a <b>Toy car</b>.</p> <p>Teacher: And the last one, What is this?</p>
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Teacher shows a picture of a fish, a radish, a pair of socks, and a bunch of flowers and starts singing. Children follow her.

Children: This is a **Flower**.

Teacher: Very good, children. Did you enjoy the game?

Children: Yes, teacher.

Teacher: Now, let's sing a song.

Teacher: **What is this?**

A little fish.

**What is this?**

A white radish.

**What is this?**

A pair of socks.

And **what is this?**

A bunch of \_\_\_\_.

Children: **What is this?**

A little fish.

**What is this?**

A white radish.

**What is this?**

A pair of socks.

And **what is this?**

A bunch of \_\_\_\_.

<p>Children and teacher move out of the playground.</p>	<p>Teacher: Well done children. You can go home now. We will learn some more new things tomorrow.</p> <p>Children: Okay teacher. Bye teacher.</p> <p>Teacher: Bye, children.</p>
<p><b>Situation: Home</b></p> <p>Geeta was having dinner. She saw a new sweet dish. It was tasty. Geeta did not know what it was and asked her mother about that.</p> <p>After finishing dinner, Geeta goes to her grandfather with some Gulab Jamuns in a plate. She gives one to her grandfather.</p> <p>Geeta smiles and goes to bed, singing the rhyme that she was taught at her school:</p>	<p>Geeta: <b>Amma</b>, what is this?</p> <p>Mother: This is gulab jamun.</p> <p>Geeta: Yummy, this is very tasty. Thank you <b>Amma</b>.</p> <p>Geeta: Grandpa, have a sweet.</p> <p>Grandpa: What is this?</p> <p>Geeta: This is Gulab Jamun.</p> <p>Grandpa: This is really very tasty. Thank you Geeta.</p> <p>Geeta: <b>What is this?</b></p> <p style="padding-left: 40px;">A little fish.</p> <p style="text-align: center;"><b>What is this?</b></p> <p style="padding-left: 40px;">A white radish.</p>



	<p><b>What is this?</b></p> <p>A pair of socks.</p> <p>And <b>what is this?</b></p> <p>A bunch of ____.</p>
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**Post activities**

After visualising the video teacher interacts with children about the video they have observed.

Teacher explains the children about use of what, framing questions and how to answer to the question starting with “What’ basing on the video. .

Teacher shows the children a feather, Egg, doll, carrot, bat, leaf, bucket, toy car, flower, and ask them to name them.

- Teacher prepares worksheet for each child and ask them to complete the work sheet as per the instructions given by the teacher.

1. Work sheet is with two column

1	Eg... Picture of Carrot	Carrot_____
2	Picture of book	B_____
3	Picture of an Egg	E_____

4	Picture of Doll	D_____
5	Picture of a leaf	L_____

2. Sing the rhyme what you have learnt on "What"

3. Teacher asks the children to develop questions on the following items and ask their friends to give answer.

Apple, door, , table, tree, water melon fruit , and on few vegetables. , .

Using "what" giving main focus ,when and how. as a practice.

4 Ask children to develop and tell a story using five vegetables and a brother and sister,

## Brown Bear Brown Bear What do you see ?

### Objectives:

After looking at the slides and listening to the story Brown Bear Children will be able to

- Learn to predict,
- Sequence events,
- Learn colours
- What is real what is not real
- Answers simple questions .

### Learning Outcomes:

After completion of the presentation children will be able to

- Learn new vocabulary (animal names)
  - Learn names of colours
  - Develop skill of prediction
  - Develop sequencing skill
  - Retell story on their own
  - Answer WH questions ("Where does this animal live?", "What does he eat?")
  - Categorize (colors, animals, size, sea animals, zoo animals, pets)
  - Learn words ....looking, yellow, blue, black, purple, black, goldfish
  - Question and answer ..What do you see?; I see a \_\_\_\_\_
- 

### PRE- ACTIVITIES:

Teacher asks questions and use what the child already knows to add to the discussion, assisting the child in understanding and enjoying the story.

#### 1) Conversation:

Teacher asks questions related to the concept that is going to be presented through chosen technology. Asks each child to look outside and what they see...

#### Exp

Teacher: .....( child's name) What do you see?

Child : I see a tree .

Teacher : Oh great , in which colour the tree is ?

Teacher involves all children in the activity.

## **PRESENTATION:**

1. As the teacher goes through the presentation teacher stops and talk about the colours of the animals. Teacher asks children if they have ever seen a real horse. What colour is it? Can a horse really be blue? What colour are the horses they have seen? Teacher does this with each of the animals.
2. Before turning to the next the slide, teacher asks where questions: Where can you find a .....( name of the picture that is in the slide). Where do( name of the picture that is in the slide) live? Emphasize the preposition – “In ”, “Under ” etc;
3. Teacher asks children whether they think this is a real or make believe story.
4. Teacher talks about the differences between farm animals and zoo animals.
5. Teacher talks about the different sounds the animals make. Teacher makes the noises. Encourages children to identify the animal by listening to the sound.

## **POST ACTIVITIES**

1. Teacher plays a form of “I spy” with the Brown Bear chant: “.....Child’s name, .....Child’s name, what do you see?” Encourages them to respond back with complete sentences, “I see a \_\_\_ looking at me!”
2. Teacher encourages children to name other objects that are in the same colour as the animals in the presentation.
3. Dramatization: Teacher practices sequencing with children by trying to remember the order of the animals through drama.
4. Worksheets: Teacher prepares worksheets of animal outline and encourages children to identify the animal and colour of the animals that were in the book and colour them.
5. Discuss where each animal can live to focus on ‘where’ questions (zoo, house, forest, ocean, etc).

**Culminating activity:** Children can be asked to create their own story using .....”(name)what do you see?.

## UNIT-6: ASSESSMENT AND EVALUATION

### INTRODUCTION

The early childhood programme is to meet the needs of children and serve for good education and care, that is, to provide opportunities for children to develop physically, socially, cognitively and emotionally with sufficient scope for holistic development and required skills. It is also understood that whether it is a 'balwadi'/ anganwadi or any other preschool in a rural setting, or in an urban area, each child has their own way to achieve particular goals and objectives.

Curriculum, Planning the programme, (Goals and objectives) is one, implementation process (teaching – learning process/ conducting activities, encouraging children to participate and interact) is the other aspect, observing and recording their development and learning (and achievement) levels /status (assessment and evaluation) is the third. These three go together hand –in-hand.. Keeping in mind these, As teachers we have to question ourselves:

- “What is that I need to develop among children?” –This refers to goals (Planning With objectives)
- “How can I proceed?” – This refers to objectives/methods/ strategies/ approaches. (Implementation process)
- “Are these activities (process of implementation) helping children in their development and learning?” – this refers to observing the children' learning levels and out comes. (Assessment and evaluation)

Let us (student teachers and teachers) keep the following in mind while proceeding towards evaluation process at preschool stage. Every Early childhood care taker need to develop knowledge and skills on the following to understand and indentify the child's developmental and learning levels to support and provide opportunities relevantly.

- What is evaluation and how it should be done at preschool level ? Importance and need of different evaluation techniques to be used by ECE teachers./care takers.
- Why to evaluate?
- When to evaluate the child progress?
- In which context the child is to be evaluated?
- Is evaluation subject based /programme oriented or child development based?

- Are home - school connections required?

### **Early Childhood Education Programme**

- Early Childhood Care and Education is development oriented and not syllabus oriented
- Early childhood care and education implementation process is Child centred and play based.
- Evaluation is continuous informal evaluation of the child in terms of *developmental objectives*.

***No child in pre schools should be made to take written or oral test – NCERT The purpose of evaluation at the preschool stage is not to label a child as “pass” “fail” The basic purpose of assessment and evaluation (in preschool program )at preschool stage is to determine every child's developmental status at a time and how they are progressing over time.***

### **OBJECTIVES**

To enable the student teachers to

- Understand the need and importance of evaluation and assessment in Early Childhood Education.
- Develop knowledge about the different techniques of evaluation
- Develop the skills of implementing the evaluation process by using different evaluation techniques to identify progress of the child in the areas of learning and development.
- Develop knowledge on prevalent practices of assessment in the yearly years about children's literacy learning, numeracy and development
- Understand the need for using different assessment procedures; maintaining necessary records and registers in ECE centres.
- develop understanding about the developmental indicators and use to identify developmental and achievement levels of children.
- To interpret evaluation outcomes in terms of the effectiveness of the programme.

### **6.1 Concept of Assessment and Evaluation and importance in Pre School Education**

### **6.1.1 Assessment**

#### Assessment

- Is an integral part of learning and teaching.
- Is to enhance child learning, development and improve, modify teachers' teaching /transaction process.
- At pre primary level should focus on child development and learning so that teachers and parents will find out in what the children are interested ,what they can do, and how they progress.
- Is a process of collecting /gathering information about children in order to understand and make decisions about each child's progress.
- Is to support learning and development of children. Assessment process should be planned basing on the goals and objectives of the curriculum.
- This will enable us to:
  - Collect information about the interests and abilities of the child
  - Identify developmental needs and learning levels of the child
  - Initiate action to support the learning process of the child.

### **6.1.2 Assessment Process**

There are three important steps to be followed in the assessment process:

- Observing children, collecting facts/information about participation and learning levels.
- Analyzing and evaluating the collected facts,
- Basing on the information teacher is to plan to meet each child' needs and development

Assessing individual at different levels / in groups, cannot be done in isolation and should be contextual.

### **6.1.3 Importance of assessment and evaluation**

The basic purpose of assessment in preschool program is to determine every child's developmental status at a time periodically and how they are progressing over time. Through continuous observation and assessment, it becomes easy to plan early learning experiences to match the needs of children and challenge their abilities. The main purpose of observing children is to get to know them, identify their needs and accordingly support their learning. The teacher need to know *what, when and how to observe* and to evaluate.

Each child's progress need to be assessed on a continues basis using different tools and techniques, such as interactions with children, anecdotal records, checklist, portfolios and through continuous observation of child's participation. The teacher should make brief written notes based on observations of children.. how and where children spent time, their social relationships, use of language, modes of interaction, participation levels in the classroom transaction and outside the class., information about health and nutrition habits. Each child's folder / Portfolio should be available for parents and children to view, and these should remain with pre school until the children stay in the school and child's transition to another preschool or in the primary school. All the parents should receive a written and verbal progress summary report of their child at least twice a year.

Each child's learning outcome should be observed and assessed in a continuous comprehensive manner so as to improve scope for improvement.

### **What to observe while assessing children**

- Major growth and development in all the domains
- P  
Progress in learning /achievement levels
- Children's unique style and pace of learning, knowledge, attitudes and interests
- Issues or concerns about a child or group of children
- Expected outcomes of preschool program.

### **6.1.4 What is Evaluation**

Evaluation is defined as the process by means of which changes in the behaviour of the learners are studied. Evaluation is a continuous process to identify the needs and levels of development of the individual and then provide appropriate experiences. Hence evaluation is concerned with learning and behavioural changes and is a continuous process.



Early childhood education is development oriented and not syllabus oriented. Continuous informal evaluation of the child in terms of the developmental objectives is absolutely essential.

### **Why of Evaluation?**

- Purpose of evaluation is to identify at what level the child is, in terms of different developmental areas as reflected in the behavior, performance, participation, interaction, expression, etc.
- Evaluation also helps to identify the learning needs of the children and make decisions to support them.
- Evaluation is to help the teacher to reflect on strategies, materials and methods – assessment based on skills the children are acquiring. This can help to determine the children's readiness for planned instruction and to gather information about how well children are learning from the activities presented to them in the class. This would also help the teacher to identify learning problems if any.

### **What to Evaluate?**

Evaluation can be on any one or a group or all of the following :

- Suitability of the programme – how far the programme is suitable to the group?
- Programme implementation strategies – to what extent are the strategies effective?
- The child's participation – to what extent the child's participation is?
- The child's learning outcomes – what are the learning outcomes suitable to process age and developmental appropriate.

### **When to Evaluate:**

Evaluation is a continuous process and must go on through out the teaching year and not just at the end of a term or the year. To a great extent it should be carried out informally and naturally time to time.

### **How to Evaluate/ Process**

While working with children a teacher has to simultaneously observe and assess their progress. This observation helps the teacher in identifying the developmental and learning levels of children individually and in groups. Basing on the gaps and strengths identified, the teacher can change the approach and techniques to meet the individual needs. In the context of learning situations, the teacher has to make changes and plan for the appropriate next step to support children. This continuous evaluation not only supports children in learning and development but is also professional development for the teacher and also to observe the effectiveness of the programme and implementation.

Learning takes place incidentally, when certain stimulation is provided and this might be permanent. Sometimes learning takes place accidentally through impact of certain situations, this might be permanent or temporary. So during early childhood, which is the concept formation stage – (pre-operational), the role of the teacher is to provide repeated experiences to sustain.

Hence at the preschool level, there is less focus on testing and more on evaluating the individual child's development.

#### **6.1.5 Guidelines for observing and assessing children**

- Watch for mood and temperament. Is the child easygoing or tense? Is s/he able to express her feelings verbally? Does s/he easily get frustrated?
- How does a child interact with other children? Does the child share materials? Does the child initiate her/his task/activity or wait to be invited?
- Does s/he spend time in activity areas? Does s/he move on her/his own from one activity area to another or does s/he require teacher's help?
- What kind of roles s/he takes within the group like leader, talker, follower, and listener etc.
- How do children respond to daily routines/ schedule of preschool program?
- Watch for the quality of use such as - Is the crayon /pencil securely held?
- The imaginative use, like, "Does the child invent new ways to use blocks or other material?"
- How many pieces can the child join in puzzles?, how the child doing sorting/classification?
- Does the child show interest in books and other reading material?

- Does the teacher feel their language development is slow, normal or advanced? Give reasons for the assessment, Observe early literacy skills of the children, a month later for example, how has each child's language development and changed or enhanced since the last time?
- How extensive is the child's vocabulary?
- Watch the child outside at playground; does s/he climbs using alternate foot.
- Does she exhibit any specific emotion too often?

### Check your progress

- What is evaluation.? and what is the process of evaluating the child at preschool stage?
- Mention the guidelines for observing the child- participation levels during the class room transaction of the programme.
- How does observation helps teacher to support the child for further learning.

**6.2 Examination of prevalent practices of Assessment in the yearly years including Shrutlekh, sulekh, Saswar vachan; the assumption these convey about children's literacy learning and development**

**Reference : II year DPSE paper 3 from additional supplement**

**Examination of prevalent practices of assessment in the early years including shruthlekh (dictation), sulekh (good handwriting), saswar vachan(recitation); the assumption these convey about children's literacy learning and development.**

#### **6.2.1 Importance of assessment**

Assessment is crucial to the learning process because it indicates the growth in learning to the various stakeholders in the learning process including children, parents and teachers.

This is particularly important during preschool and primary years because these are the foundation years that have an impact on the child's future. If there is no assessment then there is no understanding of the expected performance. This leads to a failure in course correction, leaving the child without skills and knowledge.

But in the case of early childhood education, most of the research recommends assessing young children by observation only. This fact has been reiterated by the Government of India. In fact, the Ministry of Women and Child Development published a document titled 'Quality Standard for Early Childhood Care and Education (ECCE)' in 2014. Here are 4 points highlighted in this document on assessment methods:

- Caregivers are sensitive to and are able to understand factors that may be affecting children's progress/ performance
- Teachers/ caregivers observe children's learning and development and keep a record of how progress is made towards the goals
- Use information from observations to provide specific intervention for individual children, when required
- Use different tools and strategies that are continuous, ongoing and in the language understood by children

Assessment, if done right, is a valuable aid in discovering and nurturing a child's potential. It is not a measure of a child's progress against some external yardstick. In that context, the importance of assessment cannot be overstated.

### **6.2.2 Examining the prevailing situation:**

We need to ask whether the present process of assessment fulfils the objectives of language and literacy development in young children. Does it lead to assessment of what actually needs to be assessed? To understand the present process let us analyse a language class.

Preschool Classroom: Teacher calls each child one by one and asks to recite a rhyme or poem which was already taught. Teacher gives full marks for children who recite the same poem with clear pronunciation (sasvar vachan), another child who recites different poem with clear pronunciation is not given any marks. That means here teacher is assessing for memory rather than the child clarity in recitation.

Dictation (shruthkekh): Teacher say words orally and children are supposed to write the word. The child who memorizes the words can write all the words correctly and he/she gets full marks and the child who writes the words based on the sound will not get any marks.

Sulekh (good handwriting) : Children in preschool age are in the process of development. Their fine motor development does not support to

hold the writing material and write neatly as grown ups .So teachers giving marks based on the hand writing is not correct at this age.

The use of 'correct' words with 'correct' grammar and 'correct' pronunciation or 'correctness' in writing is termed as 'using pure and accurate language'. On the other hand, the ability that enables the child to speak, read and write with felicity and express herself is called fluency. In this the emphasis is more on meaning and context rather than on grammatical errors. Assessment at this stage needs to focus on fluency. Accuracy and correctness can come later. After the primary stage we may balance correctness and fluency and pay attention to both. We want to know the language abilities acquired by the child through assessment. Before starting, the assessor has to consider if the learners have been provided a variety of repeated opportunities to acquire these abilities. Unless they have had such opportunities, assessment is pointless. Generally , in the prevailing system it is believed that , good handwriting( writing of alphabets and words) , recitation of rhymes and writing dictation without any spelling mistakes is considered as literacy learning and development in young children, as it is further believed that these are the foundational and prerequisite skills for later success in language and literacy learning.

### **6.3 Principles of assessment; assessing and valuing the processes of literacy rather than the product, assessing the context and authenticity of assessment.**

Ref:2<sup>nd</sup> DPSE Paper 3 assessment, additional/ supplement

#### **6.3.1 Principles of assessment : assessing and valuing the processes of literacy rather than the product , assessing the context and authenticity of assessment.**

The National Council of Teachers of English believes that literacy assessment is an integral part of literacy teaching and learning; that literacy assessment contributes to the conditions for literacy teaching and learning; and that professional knowledge about literacy assessment is a critical component of a literacy teacher's development and practice.

**They also include a set of principles:**

#### **Principles of Literacy assessment**

Literacy assessment

- Is a social process, not a technical activity. Accordingly, all children's language is observed and assessed basing on /language acquisition process and acquired language skills

- Is in a classroom learning context; and outside the classroom to help stakeholders focus on strengths, areas of concern, goals for improvement, and actions to be taken. The assessment of literacy development and/or achievement therefore does not rely solely on standardized tests, which are especially disruptive to instruction.
- Is to be meaningful to the learner.
- Includes to assess language and cognitive abilities; it also includes a range of practices and perceptions, including beliefs about literacy, dispositions toward literacy, and self-efficacy regarding literacy.
- Is valid only to the extent that they help in providing environment for children to learn.
- Is purposeful; therefore, assessments designed for one purpose—for example, program assessment—are not used for another—for example, individual assessment. but it is measured the impact of programme on individuals.
- Practices embrace several kinds of diversity, including diversity in languages, in learning styles, and in rates and routes of learning.
- Is varied and includes multiple measures of different domains, including processes, texts, and reflection.

### 6.3.2 The Process of Literacy Assessment

To understand literacy assessment, we first need to think about the term “literacy,” which is discussed throughout. Literacy has traditionally been regarded as having to do with the ability to read and write. More recently, literacy has evolved to encompass multidimensional abilities such as **listening, speaking,( viewing, and performing) reading and writing** (NGA & CCSSO, 2010), along with cultural and societal factors ([Snow](#), 2002) that can facilitate or constrain literacy development. This multidimensional definition of literacy requires educators and policy makers to conceptualize literacy in complex ways. **Hence literacy assessments in early grades should give importance to the process of learning language than the end product.** The following are the areas in which the teachers should focus to understand the child’s level of literacy so that needed interventions can be planned.

#### Listening and Speaking

Children should be able to talk about and describe a picture, they should be able to express themselves freely and give their views on what they have visualise and heard. These could be conversations, lectures or discussions.

They should be able to use correct words and respond in complete sentences to information seeking questions. They should be able to talk about known things, people and events.

What to assess:

It is to observe and assess in the process of ...

- How Children are getting engaged and participating in conversation with others and talk confidently about matters of immediate and personal interest.
- are describing objects, events and their plans for the day
- enjoy listening to stories and poems and making up their own stories and rhymes
- participate in oral tests which can be both formal and informal. Talking to children on different topics, asking questions, organising group discussions, having them act or mime can be a part of the teaching learning process. During these the language abilities can be assessed.
- Question answer session: In this children are taken through a question answer session. The initial questions should require only such answers that all children can provide. These questions could be around their daily life, their experience, their interest and needs. In this activity, the teacher, as the assessor, must give children plenty of opportunity to articulate their ideas. Of course, the teacher must have the capability and art of making good questions. This question answer session can assess the vocabulary, pronunciation and sentence formation ability of the children.

### **Reading with comprehension:**

The basic issue here is reading pictures with understanding. Reading picture stories and be able to tell the main points of the material read. S/he should also be able to interpret pictures and read accordingly to context.

**What to assess:**

**How**

- Children enjoy reading picture books and handle them carefully.
- Children understand how books are organized
- Children recognize familiar words in simple texts
- Express in their own words about what they have read

## **Writing:**

During the assessment of writing, try and see if learners are able to demonstrate prewriting skills confidently – colouring the pictures within the boundaries, holding a writing material like pencil/crayon to join the dots, trace and draw different lines, shapes follow left to right directionality, cut and paste paper, indulge in art and craft work, write symbols, lines, letters etc as per the instructions

## **What to assess:**

### **How**

Children use pictures, symbols, and familiar letters to communicate meaning, showing awareness of some of the different purposes of writing

## **Expression:**

In this the learner should be able to make a picture of things or events according to his/her gained experiences. Subsequently s/he should be expected to make pictures on his/her own freely and talk about the event. We may also like to assess them on creating or extending stories etc.

## **What to assess:**

### **How**

Children express freely and confidently their experiences and about the events.

Story telling The child telling a story that s/he has read or heard in his/her own words can be an important form of assessment. The story could also be something that (s)he has created herself. We should keep in mind this objective in assessing and take into account the expression, the presentation and the remembering of the order of events as indicators in assessment.

## **Describing:**

Describing what has been seen, heard or read .In assessing language ability, description is a very important aspect. In the beginning of the primary classes the learner can be shown an object, a picture or some action in familiar context and asked to describe it. In the initial stages the description can start just with one sentence.

**Assessing the context:** Literacy is somewhat local, that is people engage in literate practices differently in different contexts. Different tools and social contexts invoke different strategies and ways of thinking. Common assessment practices do not recognize this fact; instead they assume that



performance on a particular task in a testing context is representative of all literate contexts. But children perform differently, for example, in more meaningful or authentic activities. The Primary Language Record (PLR) (Barrs, Ellis, Hester, & Thomas, 1989), an early literacy assessment instrument, requires the assessment community (teachers, families, administrators, and students) to recognize (and document) performance in different contexts including “collaborative reading and writing activities,” “play,” “dramatic play,” and “drama and storying” across different social groups that include “pair,” “small group,” and “child with adult” (p. 38). It draws attention to what a child can do independently and with different kinds of support. Assessing children’s literate learning requires attending not only to what they know and do but also at least as much to the context in which they know and do. Indeed, as the PLR manual notes, “progress or lack of progress should always be seen in relation to the adequacy of the context” (p. 18). When a child appears to be unsuccessful at literate endeavors, we want to know the circumstances in which this happens. Such circumstances include the extent to which literate practices and the logic of participation are made visible in the classroom and valued as purposeful social activities, the extent to which materials are relevant and accessible, and the extent to which classroom discourse is supportive, specific, reflective, nonjudgmental, and values problem solving (Allington & Johnston, 2002; Johnston & Rogers, 2001; Pressley, Allington, Wharton-MacDonald, Collins-Block, & Morrow, 2001).

**6.3.3 Authenticity of assessment:** Measuring children's early literacy development is an important part of a comprehensive early childhood program. Assessment is used to measure development and learning, to guide teacher and program planning and decision making, to identify children who might benefit from special services, and to report to and communicate with others. In addition to the ongoing, day-by-day systematic observations that link closely to the early childhood curriculum, there is a growing trend toward child assessment for program accountability. These assessments, in which early literacy is often a major component, reflect an increasingly high-stakes climate in which programs are required to demonstrate effectiveness in improving school readiness and creating positive child outcomes.

Concerns about trends in early literacy assessment include the use of assessments that focus on a limited range of skills and the nature of the assessments in use. Both factors may cause teachers to narrow their curriculum and teaching practices, especially when the stakes are high. For example, the ability to name the letters of the alphabet is usually assessed

in a decontextualized manner in which the child is asked to name each letter as it is presented, one at a time. Unfortunately, this can lead to teaching in which the letters of the alphabet are presented in a discrete and decontextualized manner apart from children's names or the application of that knowledge to other meaningful print.

Although children may be capable of naming letters in a robotic-like, rote memorization manner, they may fail to acquire the long-term goal— an understanding of how the letters function for reading and writing and the ability to use what they know to make sense of the print in their environment.

Cheque your progress

- What are the principles to keep in mind while assessing language skill acquisition of children?
- How do we observe and assess the expressive skills of children?
- What are the pre writing skills? How do preschool teacher evaluate development of writing skills of the children.

#### **6.4. Assessment procedures; maintaining records of children's work; portfolios and anecdotal records, reporting children's progress pertaining to all developmental domains, early literacy and numeracy.**

- Evaluation is a complex process and it should be proceeded in a comprehensive way. Hence single evaluation technique is not enough to evaluate the child's learning progress and extend support for further learning and development. Hence multiple tools and techniques are to be used.
- Evaluation need to be done in a phased manner periodically/ term wise to note the participation/ learning / developmental levels of the child.
- It is not what the child has leant, but it is how the child is learning. Evaluation need to be contextual. Child need to be evaluated at different contexts of child's learning process. It is not the content but it is the process (Eg. relating to different developmental areas physical, cognitive socio emotional, language etc.)

Eg. when we ask a question .... the child may give answer spontaneously but how far the child has comprehended and also about learning in various angles. reciting numbers from 1-20s without break but not able to continue if we stop in the middle some children may not be able to continue by themselves but again they may start from beginning.

- Each child is unique each child learn in their own way, their learning styles are different. viz they may be visual, /auditory / kinaesthetic. Learners, hence it is to be noted in which context the children are able learn.
- The development indicators are and the process of using them to identify the developmental levels of children. The developmental indicators are given in annexure.
- While observing children, theory of multiple intelligence also to be taken into consideration
- Some schools / ECE centres follow development oriented programme and some other follow subject oriented programme.
- Teachers should develop interactions with parents to develop home school connections., it is not just to extent support from family to teaches and from teachers to parents for continuous support and family.

#### **6.4.1 Tools and Techniques of Evaluation**

The tools and techniques of assessment are suggested below, which give ways of recording the information.

- Child Study
- Anecdotal records,
- Collecting Samples of children's work,
- Daily or weekly observation notes about progress
- Checklists or rating scales
- Photographs and video tapes
- (Interview Talking to the child in-depth

##### **6.4.1.1 Child Study**

Child study is the most appropriate tool of assessment for early child hood education.

Assessment in the form of child study takes into account the whole child and provides integrated inputs into child learning.

Let us now know how to study the child to support development.

Some children are easy to get to know and immediately they draw the attention of the teacher (any adult) and develop relationships. Some other children may be more difficult to understand and make it hard for teacher to develop relationship, hence they need more time to develop rapport with teacher/new adults.

The above two situations require the teacher to be resourceful and use different ways of studying the children to know and collect information relating to their developmental levels. It is to know –

- what skills are they developing?
- what are their cognitive levels?
- what are their emotional and social adjustment levels?
- what challenges would they like to face?
- whom/what do they like?
- what are their communication and expression skills? So on and so forth

**6.4.1.2 Anecdotal records:** Brief written notes based on observations of children - how and where children spend time, their social relationships, their use of language, modes of interaction, information about health and nutrition habits.

**6.4.1.3 Checklist:** Checklists are a list of learning outcomes, behaviours, or traits of a child in a particular developmental area. A teacher is to determine whether these traits exist in a child or not. She has to mark on the checklist as in the process/indicating not yet, with support, achieved to indicate whether a particular child exhibited a behaviour during that observational period. Developmental indicators are base to develop check lists. This can be done periodically with a purpose.

**6.4.1.4 Rating Scale:** A rating scale is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end product. Rating scales are similar to checklists except that they indicate the degree of accomplishment rather than just yes or no

**6.4.1.5. Photographs and video clips:** Videos and audio help teachers to assess the child's progress and program progress and boost the motivation and confidence of children. Teachers can accordingly design and modify suitable classroom practices by viewing and listening to the recordings subject to privacy considerations. In addition to the assessment of preschool children, it is important that assessment of preschool programme should also be done.

**6.4.1.6 Observations/observation Record :**

Observation could be planned purposefully for observing a child or group of children in specific situation/context. It is also carried out as an on-going natural process in every day teaching learning activities. Observation carried out scientifically is source of valid information about child's various personality dimensions and learning progress.

Observation is one of the main important technique to be used by the teacher to observe the child's progress in the classroom and outside the classroom while the child participating in the classroom transaction process. The observations made by the teacher are to be recorded in a record for all the children. The cumulative progress of the each child is recorded in the observation record basing on developmental indicators pertaining to different areas of development along with learning approaches of the individual child. Observations are to be noted once in a week, by the teacher after observing the child's performance /participation level for a minimum one week. Again after another week the observations are noted ..... This continues for all the children against the each developmental area. The role of the teacher in recording theses observations are to identify and understand how the children are reflecting during the transaction process and their participation levels in strategies like conversation, rhymes, games indoor and outdoor story, creative sessions, readiness activities. To record these observations the teacher need to maintain one observation reord

**The details of assessment form :**

S.No	Name of the child	Date of observation	Observations					Remarks
And			Ph.Dev/	L.Dev	S.E	C.D	App	
Reporting /	Personal		N A/	I.P/	N A/	N A/	.lea	
			A.c	I.P/	A.c	I.P/		
						A.c		

In each developmental area it is to be noted whether the child is achieved the skill AC,/ /With support, in the process I.P / not yet achieved N.A

#### **6.4.1.7. Child's Portfolio**

A portfolio is a flexible and adaptable collection of data of a child over time. This is with various concrete work samples showing many dimensions of the child's learning. This type of assessment also focuses on the child's strengths and demonstrations of knowledge and skills.

**Samples of Children's work** in art, painting, craft work, collage making etc. also become a part of the portfolio.

Portfolio is a tool to demonstrate each child's individual progress from the beginning to the end of /ECE centre/school year.

- It is a record of child's progress what and how they are learning. .through a collection of various assessments and documentations that reflects child's progress of development and learning.
- It is an ongoing process to record and help parents and others to understand and share about the individual child's learning process and developmental levels.
- The purpose of a portfolio for each child is a perfect opportunity to display the documented evidence and samples of child's achievements through out .the year. This includes various observations, photos, learning stories, reflection or description, developmental checklists with various work sheets, art work , language and number worksheets. of the child.
- Items can be added as you go, daily, weekly, monthly it is really what works best. There is not a set time frame, although having a checklist or spreadsheet system to tick off will be beneficial in checking the evidence being collected and added and ensure that all children have regularly added items to their portfolio.
- A good tip to remember: as the child completes something to be added to the portfolio only do so once a copy has been made for the teacher's record.
- The worksheets of the any child, work would be kept as and when the child completes with date and title of the work done. This will be shared with parents or any visitors and when required.

Child' portfolio should include the following:

## Background Information of the child

Child's Name:

Date of Birth

Child's current ECE centre/ School

Parent's/Guardian's Name:

Address:

Phone Numbers: Cell: \_\_\_\_\_ Home: \_\_\_\_\_ Email:  
\_\_\_\_\_

Emergency Contact: \_\_\_\_\_ Phone Number:

### 6.4.1.8. Report card / Reporting for communication to Parents

Report card is shared with parents to understand about their child's development periodically once in a month / three months. and annually. As we know at preschool stage there are no tests and examinations hence no marks but the developmental level need to indicate s per the developmental domains.

Reporting about the progress of the child should include:

- attainment levels of fine and large motor skills
- developmental levels of child's social and emotional domain .
- stages of Cognitive development
- acquisition of language skills
- Approaches to learning.

This gives a picture of child's progressive levels in all the areas of developments to the teacher /care taker to plan the learning environment to support the child to enhance the development.

### Bases for Reporting

Reporting of the child's progress is done basing on observations of the outcomes using different evaluation techniques while the child is participating in the classroom transaction process through strategies or activities.

To evaluate and report the child's progress:-

- Observe the child's level of participation during the learning or interacting process (learning activities)
- Record the observations every day/ once in a week /fortnight., at regular intervals following developmental indicators

- Review the outcomes of the child's learning/ developmental levels.
- Analyze the facts of observations basing on the developmental indicators
- Relate and identify the status of child referring to their age and programme.
- Consolidate the recorded findings and identify where does the child stands
- Prepare reports informing the progress of the child through acquired skills in the different developmental area.
- Interact with parents and develop home school connections.

### **Report card / for communication to parents.**

Parent- teacher meetings will be conducted once in a month or three months with the parents -weekly /monthly along with teacher,centre organizer/ head of the centre/ school ,to discuss about the child's participation and progress and also relating to home school connects .

**Monthly Report: (for teacher)** It is essential to have particulars regarding the number of both boys and girls at the beginning and at the end of the month, working dates, particulars about the classes taken, health check up and other activities of the whole month.

**Yearly Planning Report:** This record would contain programme for the whole year. Total number working days, holidays, and activities for each month would be written an yearly calendar is to be maintained to facilitate school administrators and the staff to carry on the programme planned, but it can flexible

#### **6.4.1.9 Child's Dairy and teacher's dairy.**

The teacher / class in charge need to maintain dairy by her / him to note down daily routine , special planned programmes or any other for the week and also for every day's special programme.

Child' dairy is maintained by children to take information from teacher to parent and parents to teachers about the children' learning or developmental process. Information is given by the teachers in dairies for young children who have not yet stated writing..these dairies are to be signed by the teachers and parents as and when the information given.

The teacher need to maintain a observation report card and is to be recorded three times ayear on the bases of the observations collected .this will be shared with the parents and also information about child experiences at home also are considered.



Check your progress

What is the importance of maintaining observation record for preschool children

Describe the steps to be taken to maintain a child's profile .and its benefits for the chil, teacher and parents.

Valuing process of learning than the product – explain

#### **6.4.1.10 Early literacy and Numeracy**

The teacher role in preparing the child for school is very crucial in developing

Early literacy refers to the development of skills child need in order to transition from learning to read, to reading to learn. These skills include **vocabulary**, phonics, language, and numeracy, to name a few. Early literacy gives students the foundation they need in order to learn and grow.

- *Early literacy skills* are actually pre-literacy skills and include wanting to look at books, following narratives, recognizing print, learning vocabulary and identifying ...

#### **Early literacy**

The care taker/teacher of preschool children should understand about what is early literacy. when will the child develop literary skills., and role of the teacher in the preschools.

Early literacy is everything a child knows about reading and writing before he or she can read or write. As older children learn to read and write it can be helpful to introduce a multi-sensory learning process that combines audio, visual and tactile learning,

[When can children begin developing the following literacy skills?](#)

- Vocabulary
- A love of books
- Exposure to print
- Letters (ABCs)
- Phonemic awareness
- Narrative
- Helping young readers
- Multi-sensory learning and technology



## Early literacy skills

Early literacy skills are actually pre-literacy skills and include wanting to look at books, following narratives, recognizing print, learning vocabulary and identifying letters and sounds. Reading and writing aren't typically taught until after preschool, children can begin developing the skills they need to develop pre reading skills, to become strong readers from a very young age. Visual discrimination and audio visual association lay foundation for reading and writing.

Parents /Teachers who develops interest towards reading in early years to their children and to lay foundation they need to build strong literacy skills, which are crucial for success across the primary and elementary school curriculum.

Not all children learn to read at exactly the same age or pace and parents can certainly benefit from knowing the [steps young readers will go through on their way to literacy](#)

Additionally working to achieve [pre-literacy milestones](#) can help parents identify the first signs of any learning difficulties which may be present, such as [dyslexia](#), so children can receive the extra support they need when they first start to read and write..

## Expand child's vocabulary

Vocabulary is knowing all kinds of words

It's much easier to read a word when it's a word is already known. Children with bigger vocabularies have an easier time when they start to read, since it's much easier for them to make sense of what they're reading and sounding.

### Building this skill teachers/adults need to

- Encourage children to learn their native or home language first; this makes learning another language (speaking and reading) easier later.
- Talk with children in positive and conversational ways; commands and "no's" do not encourage language development.
- Carry on lots of conversations with children.
- Explain the meanings of new words.
- Read books! Picture books use a different vocabulary than casual spoken conversation.
- Children have the skills needed to articulate spoken language, babies as young as 6 months can learn to recognize words. Later on at 8-9 months they may even be able to produce some vocally and certainly to recognize and use baby signs. That's why it's never too soon to start expanding your child's vocabulary The vocabulary development continues from this early stage.
- [Developing a child's vocabulary](#) is crucial because he or she will find it much easier to read and write words that are already known. Early reading requires moving slowly from picture -sound (and attached sound) - to letter.
- [Parents can help children learn words](#) by teaching them how to describe the world around them. Books are an excellent way to introduce vocabulary that may not be in the child's immediate environment, as is simply talking to children so they learn to recognize common words and what they stand for.
- Children pick up words passively, teacher/parents speed the process along by addressing a child directly (even a baby under the age of one) as it helps to draw their attention to the new word, which encourages learning and acquisition.
- Through children's books, picture reading, mastering vocabulary help children learn to read as they have familiarity with most of the words on any given page. This leads to concentrate their cognitive resources on the new vocabulary they encounter in a text.

- [Introducing children to books early on](#), so they associate them with positive emotions and are interested in them, child observes and is curious about print and motivated to learn to read. Child get stimulated in the development of multiple skills at a time. Reading with a baby is also a great opportunity to work on vocabulary.

### **Print awareness (Show to child maximum print) /print motivation**

- Children enjoy books will be curious about reading and motivated to learn to read for themselves. Motivation is important because learning to read is HARD WORK!
- It's important that we make sure our children start reading and listening to books from day one and that they have a good time with books.
- There's a lot to look at and see when the child is new to this world. Looking at books, words on cereal boxes, posters, signs, even on tags, magazines, news papers, wall postes, story books etc and pointing them at, encourages children to pay attention to print. They may begin to reach for and interact with their parents

### **Building this skill teachers/adults need to :**

- Facilitate children, noticing print everywhere, knowing how to handle a book, and knowing how to follow the written word on the page
- Encourage children to be aware of words before they can read them. They need to know how books work--the front cover, what's upside down, which page to start on, how to look from left to right.
- Understand that, when children are comfortable with books, from knowing how to open a book to understanding what those black squiggles are, they can concentrate on starting to read the words.
- Read board books that your child can handle on his/her own; let him/her turn the pages as you read together.
- Sometimes point to the words as you read. Talk about print even when you are not reading together. Look for letters and words on signs, labels, and lists.

### **Exposure to letters /regional written letters/ ABCs/letter knowledge**

- When children are exposed to enough print, at some point they will begin to identify common patterns, such as the letters of the alphabet. Teacher can introduce a child to the letters in his name as an initial foray into breaking a word into its parts.
- Additionally, children learn letters by looking at shapes, playing with puzzles, talking about the different forms, and of course, studying the

pages of the books their parents read to them This leads to visual perception, visual discrimination an audio visual association

- **knowing that letters are different from each other, knowing letter names and sounds, and recognizing letters everywhere**
- To read words, children have to understand that a word is made up of individual letters.

#### **Building this skill teachers/adults need to:**

- Look at and talk about different shapes (letters are based on shapes).
- Play "same and different" type games.
- Expose to different types of books.
- Make them notice different types of letters ("a" or "A") on signs and in books.
- Read ABC books.
- Talk about and draw the letters of a child's own name.

#### **Phonological awareness / Play with sounds.**

##### **Hearing and playing with the sounds of words is important.**

Children who can hear how words "come apart" into separate sounds will be more successful at "sounding out" words when they start to read.

- To learn to read, teacher need to be able to [map sounds to letters](#), so can sound out the first words. Phonics can be especially for a language like English in which different letters can stand for the same sound.
- Singing songs, such as Old MacDonald Had a Farm, is great for working on sound recognition, think (Ee-I-ee-I-oo), as are children's books with exaggerated animal sounds and other silly content that may make much exposure to the child.

#### **Building this skill teachers/adults need to;**

- Sing songs; break words up into one syllable, make them listen and note it,-- Reading works with syllables also.
- Recite rhymes; rhymes rhyming with/upon ending sounds.
- Play with tongue twisters.
- Pick a sound for the day. Notice it at the beginning of words and at the end of words.

#### **Present narratives**

It is important to notice when children can describe something or retell stories, it shows that they are comprehending what they are reading.

Understanding what they're reading is crucial to helping them stay motivated to keep reading.

**Story time including teacher/ older children [reading](#) to a group of youngsters. Children listening, some of them quite attentively, and making sense of the story as they look at the pictures and process the language. If the reader stops to ask questions and comment on the books, they can perform a sort of comprehension check to be confident the children are following along.**

Recognizing a narrative and being able to produce one by talking about one's day( a day routine) and/or organizing steps into a logical order, story sequence., assists children when they to learn to read and write.

Parents might encourage children to talk about what they've done during the day or narrate activities as they're happening.

Make sure that they get plenty of practice telling and listening to stories of all shapes, kinds and sizes..

### **Building this skill teachers/adults need to**

- Ask open-ended questions that encourage conversations rather than yes/no or right/wrong answers.
- Talk about your day and its series of events.
- Mix up the events in a story; make it enjoyable
- Guess what comes next—or come up with a different ending.
- Read stories without words; they really help focus on this skill.
- Name objects, feelings, and events.

#### **6.4.1. 11.Numeracy**

*Numeracy is*

- The ability to reason and to apply simple numerical concepts
- Numeracy is the ability to do arithmetic.
- The ability to do calculations
- The degree to which individuals have the capacity to access, process, interpret, communicate, and act on.
- Ability to understand and work with numbers : the quality or state of being numerate.

Numeracy is

- Number Concepts & Quantities
- Number Relationships & Operations
- Geometry & Spatial sense
- Patterns
- Measurements & Comp

Developing **numeracy** skills **early** gives children a foundation for their learning and development. It prepares them for daily life, including general problem solving and handling money. Pre mathematical concepts includes development of pre number concepts, noticing numbers, shapes, patterns, size, time, measurement and temperature.etc.. Children start to notice relationships: can sort and match things that are the same or different; arrange things in simple patterns, based on their characteristics; beginning to understand the meaning of words and phrases like "more," "less," "a lot," and "the same as."They are starting to use measurement to describe, compare, and order things, using both unconventional tools (like pieces of string, sticks, and their footsteps) or conventional tools (like rulers and measuring cups).

They are also starting to recognize and describe the positions of people and objects and how they move through space in relation to other people and objects. Develop spatial awareness, and put together puzzles and build with blocks. Children recognize and use number words and symbols.

Mathematics Knowledge & Skills refers to the conceptual understanding of numbers, their relationships, combinations, and operations. Mathematics also includes shapes and their structure; reasoning; measurement; classification; and patterns. Because math is also about generalizations and abstractions, math skills during the early years help children to connect ideas, develop logical and abstract thinking, and to question, analyze, and understand the world around them. Math knowledge, interest, and skills are basic to children's success in school and later life. Early math skills are highly predictive of later academic achievement in multiple subject areas. In the domain of Mathematics Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

## Pre number concept

	Big	Small	Same as
Concept of Size			
Concept of length	Long	Short	Same as
Concept of weight	Heavy	Light	Same as
Concept of height	Tall	Short	Same as
Concept of Thickness	Fat/ Thick	Thin	Same as
Concept of Width	Wide	Narrow	Same as
Concept of Mass quantity	More	Less	Same as
Concept of Distance	Far	Near	Same as

## Number concept

One to one correspondence

Number object relation ship

Numbers up to 5 in terms of their relative value and till 9 by five to six years

Identify numbers up to 5 and later till nine later by five to six years

Count and place numbers in order up to 5

Use of numbers to describe the relationships and solve the problems.

Uses a range of strategies, such as counting, matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.

Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.

Identifies the new number created when numbers are combined or separated.

## Concept of space/ concept of Geometry & spatial sense

Develop basic senses of shape, their properties, and how objects are related to one another.

Recognise positions like in and out, over and under ,front and back, above below, beside-behind –in front of , open –close.

Understands directionality,



Compares objects in size and shape.

Recognizes and names common shapes, their parts, and attributes.

Combines and separates shapes to make other shapes.

### **Concept of time**

Aware of the concept of day, night, afternoon and evening

Aware of the concept of early and late

Aware of time is measured with a clock

Aware of days of week

Aware about months

### **Concept of temperature**

Able to discriminate, recognise and identify conditions of temperature like hot and cold

### **Concept of measurement and & comparison**

Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).

Orders objects by size or length.

Uses nonstandard and standard techniques and tools to measure and compare.

Recognizes numbers and quantities in the everyday environment.

Recites numbers in the correct order

understands that numbers come "before" or "after" one another.

Associates quantities and the names of numbers with written numerals.

Uses one-to-one counting (identifying the number of objects without counting) to determine quantity.

- Recognise of patterns,
- Sequence the events identify sequence
- Predict what comes next

- Classify objects in a pattern.
- Recognizes, duplicates, and extends simple patterns.

Creates patterns through the repetition of a unit.

Understands that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

#### 6.4.1. 12 .Developmental indicators-

Guidelines for observing the child's developmental and learning levels

3-4 Years

Name of the child :

Name of the Mother :

Name of the Father :

Age of the child :

Male/ Female

Date of Enrolment :

Name of the School :

Name of the Project :

The profile is to know about the development of the children as per domain. Every child should be assessed for 3 times in a year i.e., last week of July, December and first two weeks of April and not the developmental status. In this context. The observation record which is maintained by the teacher is the base to identify the child's status.

Assessment of Development	Important points of Development	
Physical	1	Jumps at one place with both legs.
	2	Walks forward & backward.
	3	Throws & catches a big ball.
	4	Kicks a ball.
	5	Strings beads.
	6	Uses pegboards with pegs.
	7	Tears a paper on a line.
	8	Scribbles on paper/ slate/ floor/blackboard.

	9	Demonstrates tripod grasp.
	10	Colours within a picture outline.
Personal, Social & Emotional	1	Separates with parents easily and participates in activities.
	2	Uses toilet independently.
	3	Follows daily routines, to keep oneself neat & tidy.
	4	Follows simple rules.
	5	Expresses feelings through appropriate gestures.
	6	Waits for turn.
	7	Learns to take care of class-room property.
	8	Engages in interactive play and shares things with others.
	9	Demonstrates good manners.
	10	Shows empathy towards others.
Cognitive	1	Matches objects of similar shapes.
	2	Identifies objects by basic colours.
	3	Sorts objects by colours and shape.
	4	Identifies common objects and pictures in the environment.
	5	Recognize and copies simple patterns.
	6	Sequences 3 pictures of a story in order.
	7	Uses appropriate vocabulary
		a) More / Less
		b) Big / Small
		c) Far / Near
		d) Rough / Smooth
		e) Up / Down,
	8	Uses appropriate vocabulary
		a) Morning / Evening
	b) Late / Early	
9	Asks question - what, why?	
10	Identifies- left/right	

Performance index: \* - Not yet; \*\* - Needs support, \*\*\* - Does independently

Language	1	Listens attentively and responds to other adults/peer.
	2	Follows simple instructions.
	3	Engages in communication clearly confidently in home language.
	4	Expresses in words their likes & dislikes
	5	Repeats sounds / songs.
	6	Identifies sounds in the environment.
	7	Holds picture books correctly & pretends reading.
	8	Answers about story element (setting, events, and characters).
	9	Draws (scribbles) to communicate.
	10	Recognizes his/her name by sight.

Performance index: \* - Not yet; \*\* - Needs support, \*\*\* - Does independently

Month	June	July	Aug	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April.
No. of days attended											
Weight											
Height											

Opinion and  
signature of  
teacher

Parent's  
signature:

4-5 Years

Domains of Development

Name of the child :

Name of the Mother :

Name of the Father :

Age of the child :

Male/Female :

Date of Enrolment :

Name of the AWC :

Name of the Project :

The profile is to know about the development of the children as per domain. Every child should be assessed for 3 terms in a year i.e., last week of July, December and first two weeks of April.

Aspects of Developments	Important points of developments	
Language	1	Listens with increasing attention and responds with relevant questions/ comments/actions.

	2	Speaks clearly & confidently complete sentences about different concepts.
	3	Develops awareness and more vocabulary related to body.
	4	Develops a small story based on pictures using grammatical structures and in sequence.
	5	Uses language to imagine during Role Play.
	6	Can retell a simple Story / Events / Rhymes.
	7	Represents idea through drawings / pictures.
	8	Reads their written name.
	School Readine SS	1
2		Links sounds to letters.
3		Distinguishes similar looking letters.
4		Enjoys pretend writing
5		Joins dots of letters/numbers.
6		Makes one to one correspondence.
7		Can sequence concepts upto three levels.
		(a)Greater to Smaller
		(b)Heavier to Lighter
		(c)Far to near
		(d)Soft to hard
8		Counts up to 10 and Match.
9		Able to do oral Additions & Subtractions up to 5.

Performance index: \* - Not yet; \*\* - Needs support

\*\*\* - Does independently

Socio, Personal & Emotional	1	Takes and gives, shares toys during play.
	2	Demonstrates self help skills.
	3	Talks freely about family & other people.
	4	Expresses needs and feelings.
	5	Sensitive to needs & feelings to others.
	6	Understands what is right, wrong & why.
	7	Over comes shyness and interacts more playfully

	8	Identifies Emotions.
Physical	1	Moves safely with confidence around, forward and backward.
	2	Walks on toes.
	3	Tears as per the shape
	4	Has pencil grip( draws/join the dots).
	5	Handles tools/objects, construct safely with basic control.
	6	Runs fast about 5metres .
	7	Draws vertical, horizontal, curved lines.
	8	Scribbles in anti-clock wise direction.
	9	Throws / kicks the ball in a mentioned direction, catches.
Cognitive	1	Ask questions about why & how things happen.
	2	Gives at least 2 responses on how to solve a problem.
	3	Understands the concepts:
		(a) Sink / Float
		(b) Dissolve / Undissolve
	4	Use tools for investigations in the environment.
	5	Observe & examine natural events / processes.
	6	Can sequence story upto 5 levels.
7	Understands about Present, Past and Future.(yesterday, today tomorrow)	

#### 6.4.1. 13 Early literacy

Early literacy	1	• Able to develop relevant vocabulary
	2	• Able to discriminate sounds (auditory) related to beginning and ending sounds etc
	3	• " Develop visual discrimination
		• "" ""
	4	• Develop visual- auditory association



- Date of Enrollment :
- Name of the AWC :
- Name of the Project :

The profile is to know about the development of the children as per domain. Every child should be assessed for 3 times in a year i.e., last week of July, December and first two weeks of April as per the academic year.

The child development and learning levels are noted in the different areas of development and in each area of learning the child's approaches towards learning is noted. The different approaches the child shows are as follows

### **Child**

- Shows interest in various experiences
- Asks many questions about a topic
- Initiates games with other children
- Repeats preferred tasks for longer period of times(5-10 minutes)
- Tries a difficult task for several times
- Uses objects in different ways .
- Engages in pretend play with other children
- Draws connecting lines and creates images
- Chooses the music s/he likes

### **Approaches towards learning 4-5 years old children.**

- Shows interest in new experiences with other children
- Asks high level questions
- Initiates an activity and puts it into practice
- Makes decisions regarding their own self
- Focuses on a task with increased attention and can ignore interruptions
- Tries a difficult task for several times for 10- 15 minutes
- Begins to experiment with objects in usual ways.
- Chooses the music s/he likes s

### **6.4.1. 14.Assessment of Preschool Programme**

#### **Role of the teacher**

There is a need to inform and monitor instructions in a preschool programme to identify developmental progress of individual children and monitoring of progress over time.

- Awareness of how children are acquiring knowledge and skills, developing dispositions and attitudes provides information about the appropriateness as well as the need for modifications of curriculum activities.



- The purpose of assessing preschool programme is mainly to improve the quality of the programme and other basic services given to children.
- The preschool programme should always be reviewed on a periodic basis keeping in mind the preschool goals and early learning outcomes. It must address the components designed and delivery of the preschool programme
- The stages and principles of child development, help us to understand how the child develops as a whole. Planning developmentally appropriate programme helps the child to get support to the child in proper growth and development.
- Hence the teachers of preschool need to observe the child' development, participation during the programme and relatively use the indicators continuously in the shorter periods and once in a year, so that the teachers of preschool will be able support the child as required.

#### **6.4.5 Summary :**

- Evaluation in ECCE is a complex process and it should be proceeded in a comprehensive way. Hence single evaluation tool/ technique is not enough to evaluate the child's learning progress and to extend support for further learning and development. Hence multiple tools and techniques are to be used.
- Evaluation need to be done in a phased manner periodically/ term wise to note the participation/ learning / developmental levels of the child.
- It is not what the child has learnt, but it is how the child is learning. Evaluation need to be contextual. Child need to be evaluated at different contexts of child's learning process. It is not the content but it is the process ( Eg . relating to different developmental areas physical, cognitive socio emotional, language etc.)

Eg. when we ask a question .... the child may give answer spontaneously but what is the level of child's comprehension/ learning about the concept and also in various angles -- reciting numbers from 1-20 might be easy task for the child without break but not able to continue if we stop in the middle., some children may not be able to continue by themselves but again they may have to start from beginning number.

- Each child is unique., and each child learns in their own way, their learning styles are different. viz they may be visual, /auditory / kinaesthetic Learners, hence it is to be noted in which context the children are able to learn. And hence evaluation process to be adapted.

Some schools / ECE centres follow development oriented programme and some other follow subject oriented programme.

The teacher need to develop different evaluation procedures to know th development and leaning/ achievement leels of children to support the children and enhance their progress.

Teachers should develop interactions with parents to develop home school connections., it is not just to extent support from family to teachers and from teachers to parents for continuous support for further development

Each child's progress need to be observed and recorded in a folder and this folder should be available for parents and children to view, and these should remain with pres school until the children stay in the school and child's transition to another preschool programme or in the primary school. All the parents should receive a written or verbal progress summary report of their child at least twice a year. The evaluation process should be development oriented.

### **Suggested Practical Activities:**

#### **Physical and motor development**

- Providing Opportunities and Activities for gross motor development: walking, running, balancing, climbing, jumping, kicking, galloping, throwing, catching, music and movement etc.
- Providing Opportunities and Activities for fine motor development and eye hand coordination : threading; tearing and pasting; scribbling; free drawing; cutting;
- Tracing; sorting; painting; painting; work; block play etc.

#### **Communication and language**

Activities relating to fostering communication and language such as using games for building vocabulary, making child use proper pronunciation and sentence construction.

Making the child to speak with peer members and teacher, listen to what others speak, singsongs, rhymes etc.

Exposing children to story narration and making them to repeat and create new stories

Making the child to perform role play, drama etc.

### **Sensory and cognitive development**

- Activities and materials for cognitive development — puzzles, games, worksheets, science experiences, nature walk, experiments and books; cards, dominoes, feely bag; sensory materials, story cards; what is missing etc.
- Assessing children's progress — indicators and methods.

### **Personal and social development**

Making the child follow good habits related to health and hygiene; conducting activities for developing pro-social behaviour like sharing, cooperating, waiting for turn, respecting other; and appreciating different cultures and traditions; expressing emotions in socially acceptable ways.

- Activities for promoting socio emotional
- Development such as celebration of festivals, birthdays; encouraging group activities; doll's corner; imaginative play; cooperative learning activities; projects; group activities etc.
- Assessing children's progress — indicators and methods.

### **Development of creativity and aesthetic appreciation**

- Encouraging children to explore and experience variations in colour, shape, texture in nature like flowers, leaves and others.
- Conduct of Activities to create art forms like drawing, painting, finger painting, collage, printing, cutting, tearing, pasting, folding and cutting and modelling with clay and dough.
- Exposing children to experience different forms of music and rhythm in the environment like chirruping of birds, train, or sound of rain etc.
- Exposing children to local songs, rhymes and folk songs.
- Use of different material in the environment to create music and also encouraging children to create music rhymes.

## School Readiness

- Pre-reading Activities: Reading stories and rhymes from picture and story books; print rich environment; Activities for sound discrimination like words with beginning sounds and end sounds; picture talk and picture books; discriminating shapes and symbols through work sheets like what is different? Reading /books corner for free play etc.
- Activities for writing readiness: activities such as colouring within outline, pattern drawing, joining dots, drawing, threading beads, recording of children's stories, activities and conversation; encouraging make believe writing; following patterns from left to right and gradually moving down the page, printing labels in class etc.
- Conduct of activities for promotion of mathematical concepts and number sense such as Recognition and naming of shapes, concept of space; length, width, height, volume, space, distance, weight .
- Developing mathematical vocabulary through seriation cards /objects; classification on basis of colour/shape; number games; activity sheets; counting with help of objects one to one correspondence, counting numbers up to 10. Less than more than, adding with concrete objects. Recognizing written numbers upto 20.

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