



Editors' Note

Dear Reader,

As a child, we surely remember how enthusiastically we would wait to see a special program in school... a dance or a song performance... anything different from the daily school routine. We would all wait for that special day, and we can't but agree how this experience remains in our memories even now!!!

As facilitators in preschool, we can always give children that opportunity to experience something new and different in the classroom. With a little effort we can blend in the curriculum, some fun by implying various teaching strategies like story telling with "Sand Tray Technique", "Flannel-O-graph" etc.

In this issue of Teachers Trends we bring to you the use of different teaching strategies and different kinds of teaching aids that can be used by the facilitators in the classroom. The Activity Corner would definitely add value to the skills of Facilitators!!!

Let's indulge in some fun-filled teaching!!!

South Academics Team

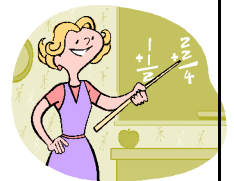
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Making Learning Fun and Easy

Making the process of teaching - learning fun filled and easy, depends upon the use of different types of equipments/ aids available in the classroom. Teaching aids not only makes learning easier but also makes the children more enthusiastic about learning new concepts.

Need of Teaching Aids

- Every child has the tendency to forget. Proper use of teaching aids helps to retain concepts permanently/ for a long time.
- Children can learn better when they are taught with the help of different teaching aids.
- Teaching aids develop a sound knowledge as they let the children use their senses and learn by doing.
- The teaching aids create the environment of interest for the children.
- Teaching aids helps to increase the vocabulary of the children.
- Teaching aids helps the teacher to hold the attention of children for a longer period of time.
- Teaching aids provide direct experience to the children and they learn, as they experiment upon their environment.



Types of Teaching Aids:

We may classify the teaching aids as follows:

- Visual Aids
- Audio Aids
- Audio - Visual Aids



Visual Aids

The teaching aids which use sense of vision are called Visual aids. For example :- actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc.

Let's discuss a few in detail:

a) Flannel - O - Graph: Flannel graphs have been favorite teaching aids when it comes to telling stories with moving characters and changing backgrounds with every scene. The materials are shown step by step (displaying the title first) which ultimately leads towards building up a story. It is most adoptable and flexible teaching aid. Materials can be re arranged and developed or simplified to convenience.



b) Flash Cards: A set of cards with brief visual message (drawing/ photo) flashed one after the other in a logical sequence, before the children. Especially suited for step by step teaching. A set of flash cards can be made quickly with inexpensive

material, is easy to carry and attractive for the children. Size of cards depends on the number of children. For a group of 30 --- 22" x 28" and for a group of 10-15 -- 10' x 15"

c) Roller-Screen Technique: also known as T.V. Technique. The scenes of the story are prepared and pasted in a sequence as they appear in the story. A TV is prepared with the help of a box covered with bright papers and a transparent paper in the front. The story is rolled through the pictures. This aid is very attractive for the kids and draws attention easily.

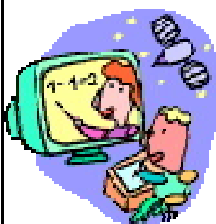


d) Sand Tray Technique: Here sand is placed in a tray and used as a base for placing the puppets and 3-D models. The tray should be filled up to the rim and sand should be fixed tightly to prevent the models from falling down. This method is attractive for children and holds there interest for long time if conducted in the right manner.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. --- William A. Ward

Audio Aids

The aids that involve the sense of hearing are called Audio aids. For example: - radio, tape recorder, Audio CDs, etc. Including



listening activities around music, noise, etc involves auditory learners and helps in better understanding. Here are a few ways in which Audio Aids can be

used in the classroom:

- Introduction and identification of animal sounds
- Introduction and identification of musical instruments
- Introducing Phonics to kids.
- Telling stories
- Recording children's voice and playing it at the beginning of class.

Audio - Visual Aids

The aids which involve the sense of vision as well as hearing are called Audio-Visual aids. For example:- Computers, DVDs, Television, Film projector, Puppetry, film strips etc.

Audio-Visual Aids helps in involving different types of learners and leads to better understanding of the concepts. The areas where direct learning experiences are not possible, Audio-Visual Aids make the best tools for teaching like: talking about extinct animals, universe, whether cycle etc.

Here are a few ways in which Audio-Visual Aids can be used in the classroom:

- Using Video CDs for story-telling and rhymes.
- Concepts like Wild Animals, Habitats of different animals, etc can be explained easily using motion pictures.
- Online videos and websites can be used for various purposes like story-telling and various concepts related to the theme can be covered.
- Puppets are always attractive for kids and provide a great medium for story-telling.

Importance of Teaching Aids

- Teaching aids motivate the students so that they can learn better.
- Teaching aids helps in clarifying the concept more easily.
- Teaching aids make the classroom lively and active. They grab and hold attention of kids for a longer time.
- It provides direct experiences to kids which they can relate to.
- Teaching aids allows children to use multiple senses thus making learning fun and easy for them.
- Avoids dullness in the classroom, by bringing in more variety and activities to surprise kids.



Teaching Strategies in Classroom

Instruction is more effective when it is embedded in the meaningful activities and contexts that occur throughout a child's day (Katz & Mc Clellan 1997). Here are suggestions and examples for teaching social skills within classroom activities.

- **Modeling:** Demonstrate the skill while explaining what you are doing. As you pass a block to a child, say, "look, I am sharing my blocks with my friend"
- **Modeling with Puppets:** Use puppets to model the skill while interacting with a child, an adult or another puppet. A puppet can explain to the teacher and the class how she became angry and hit her brother to get a toy. You can ask the puppet to consider other solutions and then discuss what a child might do when he or she wants a toy that another child is using.
- **Preparing Peer Partners:** Ask one child to show another child the skill or to help the child use the target skill. You can prompt the peer by saying "Carmen, since you know what to do, can you help him? Show him the line-up picture while you wait for a drink at the water fountain".



- **Singing:** Introduce a new skill through a song. To teach children to trade toys, pass out small toys during a large group activity, then sing the following song to the tune of "Mary had a Little Lamb" and practice trading:

*I can be a problem solver, problem solver,
problem solver,*

I can be a problem solver, let me show you how.

*Maybe I can trade with you, trade with you,
trade with you,*

Maybe I can trade with you let me show you how.

*Children then practice trading toys with each
other.*

- **Doing Finger Plays:** Introduce the skill with a finger-play, and then follow up with a discussion or story. While showing fingers have children recite this rhyme:

One little friend cried, "Boo-hoo"; a friend gives
a hug and then there are two.

Two little friends share with me; we play
together and that makes three.

Three little friends ask for more: they all say
"Please" and then come four.

Four little friends take turns down the slide;
another comes to play and that makes five.

Five little friends have fun at school, because
they follow every rule.



- **Using a Flannel Board:** Introduce a new skill using flannel board activities and stories. For example, to teach turn taking you could have flannel pieces for Humpty Dumpty and change the

rhyme so that "All the king's horses and all the king's friends/work as a team to put humpty together again". As you say the rhyme, have the children take turns putting the pieces (castle, bricks, humpty dumpty pieces, horses, and friends) on the flannel board. When you finish the rhyme, extend the activity by talking about how much Humpty felt when he sat on the wall, when he fell and when his friends put him back together.

- **Using Prompts:** Give a child verbal, visual or physical prompts to use a skill during interactions and activities. When a child who has difficulty with initiating play interactions moves towards a group playing together, you might say privately, "Remember to use your words and ask to play"
- **Giving Encouragement:** Provide specific feedback when the child uses the skill. For example, describe what the child did: "You asked Joey for a turn. I saw that you two had a good time playing together. "Encouragement can be verbal or a signal (a thumbs-up or a High Five)

- **Using incidental teaching:** Guide the child to use the skill during interactions and activities. Quietly say to the child, "Quan, I see that you are very angry that all trucks are being used. What can you do when you are angry? Let's go over the steps."

- **Playing Games:** Use games to teach problem solving, words that express feelings, identification of others feelings, friendship skills, and so on .Place photographs of each child in a bag. Have the children take turns pulling a photo out of the bag and offering a compliment to the child in the photo.



- **Discussing children's literature:** Read books to help teach friendship skills, feeling words, problem solving, and so on. While reading story, pause and ask the children how a character in the story might feel or ask them to suggest ideas for solving the character's problem. (Source: CSEF for Early Learning)

The aim of education should be teaching us how to think, rather than what to think.

James Beatti

Activity Corner

Make your own Flannel-O-Graph

Materials Required:

- canvas/ piece of plywood or thick mat board
- Flannel or felt (any color)
- Adhesive
- Scissors
- Clipart/ Pictures of the different characters



Method:

- 1) Take a canvas/ piece of plywood/ thick mat board to serve as the base of the Flannel-O-Graph. Choose a size large enough to accommodate several shapes-18 by 24 inches is commonly used.
- 2) Cover the board with flannel (fuzzy side up) or felt. Use adhesive to attach the fabric to the surface. Black, white, beige and blue are popular colors since they allow most flannel figures to stand out.
- 3) Draw shapes of characters from the story or rhyme with cardstock and mount them onto flannel/felt with adhesive before trimming. You can also print clipart paste them onto cardstock and adhere the images to flannel/felt.
- 4) While telling a story, you can stick and remove the characters as they appear in the story. Also, place the flannel board at a slight angle as this helps in sticking the pictures to the board for a long time.

*I dreamed I stood in a studio
And watched two sculptors
there,
The clay they used was a young
child's mind
And they fashioned it with care.*

*One was a teacher,
the tools she used were books and
music and art;
One was a parent
With a guiding hand and gentle
loving heart.*

*And when at last their work was
done,
They were proud of what they
had wrought.
For the things they had worked
into the child
could never be sold or bought!*

*And each agreed she would have
failed
if she had worked alone.
For behind the parent stood the
school,
and behind the teacher stood the
home!*