



TIPS FOR CREATING THE BEST PRESCHOOL

Editors' Note



Dear Reader,

What can be more important than paving the way for our young tots as they go through their stages of transition and learning? What better place than a preschool that can offer the environment conducive for this very purpose. Therefore our agenda in this issue of Teachers' Trends is to bring to you a healthy quota of tips and much to be noted ideas in developing the best preschool there is!

In this issue we further delve into the importance of teacher child interaction by way of activities and suggested worksheet. We also present some thoughts on certain behavioral issues which would serve as an addendum for teachers during observation sessions.

With the inclusion of Counselor's Speak our "ask the expert column", queries pertaining to classroom behavior and how to deal with them are tackled. This platform serves as a medium for our teachers to bring in more queries and hopefully find a solution there in.

We look forward to Bouquets & Brickbats and hope that you can share more of your experiences with us. Mail in at south.academics@iplayilearn.com. Do watch out for our next issue! Happy Reading & Happy Diwali!

Have a look at our Basic points to check if your classroom provides a good learning environment to make your preschool one of the best!!

1. Play & Activities

Children are involved in meaningful well designed activities; they work with materials and spend most of their time in quality play. They do not roam pointlessly in the classroom and they are not expected to sit quietly for a long time either.



2. Frequent inclusion of new materials

Some classrooms have an official "discovery table" for displaying items such as autumn leaves. "Bringing in new items for the children to explore leads to discussion as well as longer-term projects," For example, an assortment of leaves may prompt a discussion of different types of trees and plants and then inspire the class to plant seeds to see how plants grow, as well as gain an appreciation for the living world around them. It is said that Kids need the chance to wrap their mind around a topic in depth and to know that there's something they can come back to and explore the next day.

3. Manipulatives

These items build the fine motor skills that are imperative for writing. In addition, puzzles strengthen spatial skills; sorting and counting buttons or beads help develop early math skills; and Peg-Boards and stringing beads require hand-eye coordination, which is also an important part of learning how to write. Children should have easy access to various materials to work with through the day be it role-play, building blocks, musical instruments, picture books, puzzles or other toys. All Children should be involved in doing different activities at the same time as opposed to all children doing the same thing at the same time.

4. Individual Attention

Facilitators are required to give individual attention to children working in small groups and the whole groups at different times during the day. Facilitators do not spend all their time with a whole group only.

(Contd. on pg.2)



TIPS FOR CREATING THE BEST PRESCHOOL (Contd.)

5. Language Rich Environment

The classroom is decorated with children's original creations with their own hand writing and coloring and their own invented spellings and stories as narrated by children to facilitators. Children learn the concept of alphabets and numbers in context of their everyday experience. Activities like cooking, serving during the tummy time, taking attendance, observing the day's weather provide the basis of learning. Besides developing a sense of responsibility and accomplishment, children will be asked to help out in chores with in preschool fostering math basics. For instance, handing out cups, paper plates, or napkins to each child at snack time introduces the key math concept of one-to-one correspondence.

those who are ahead than their peers and for those who need additional support. The facilitators need to understand that each child is unique and since they come from different backgrounds and have different experiences they cannot learn the same way and at the same time.



6. Art Corner

This should be stocked with easels, chunky paint-brushes, and other materials, such as crayons and clay. While art -- and getting messy -- is certainly fun, it also allows children to express their thoughts in a way they might not yet be able to in words. In addition, art helps kids develop fine motor control and a basic understanding of science concepts, such as seeing what happens when colors are mixed and how different media create varying textures. It also gives children a sense of how things change as time passes -- paint dries and clay hardens.

9. Reading Corner

The facilitators must nurture a habit of reading in children; they read books to children individually or in small groups throughout the day and not only during the story- time session. The classroom should have plenty of books available, as well as words posted all over the walls: signs labeling objects, weather charts, and posters describing the children's activities.

Even preschoolers' artwork can be used to promote literacy; facilitators should write the children's dictated descriptions (e.g. "Here is my black dog. His name is Tony.") on the bottom of their pictures.

7. Outdoor Play

Outdoor play is vital every day. Children get an opportunity to play outside everyday and they are never deprived of the outdoor activities for a more instructional time within the classroom.



Water Table and a Sand Table: Not only are both of these materials fun, but children can explore so much with them -- space, size, weight, force, pressure, and volume.

8. Planned /Accommodating Curriculum

The facilitators make sure that the curriculum is adapted as per the needs of the children in class, for

10. Daily Circle Time

During group circle time, children practice important social skills, such as taking turns, listening to each other, and sitting still. They'll also hone their language skills by listening to stories and singing songs.

In fact, singing is very important in preschool. It is said that as kids get older, they can link song words to written words, and that encourages literacy. Songs also help children recognize rhythms and count beats, which enhances their understanding of math.

The above mentioned tips ensure that Children and Parents are eager to come to school and the parents feel secure about sending their child to your centre. Children feel happy to come to school and they do not cry often or complain of feeling unwell either. References: (NAEYC)





HANDLING DIFFICULT PRESCHOOLERS



T.S, a difficult three-year-old and bites other children at daycare. One day, after a daycare worker asked him to sit in a circle for reading time, he refused and said he hated her. Four-year-old P.R swears at her mother and tells her preschool teacher she will hit her.

While all preschoolers will be negative and oppositional at times of change; as they strive for more independence and a little more control over their lives, the truly difficult youngster will be hard enough for the most patient and caring adult to handle. In most cases, the biggest surprise for teachers is that you're often facing some of the same battles at three and four -- which you thought were part of a passing phase -- that you dealt with at an earlier scenario.

When the difficulties of a child are related to temperament, the traits don't magically disappear. They remain in one form or another. Your task as a teacher is to help your child channel his/her more challenging characteristics, behavior, and traits into positive areas of life -- without making these traits actually worse.

Here are some tips to



COUNSELOR'S SPEAK

Q- Why does a preschooler get difficult?

A- During phases such as a sudden change a child will be negative and oppositional. A child strives for more independence and a little more control over his/her life and hence tends to get difficult.

SEND YOUR QUERIES TO:

COUNSELOR'S SPEAK,
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handling that more difficult and more demanding preschooler:

1. **Understand the difficult child's temperament.** To be able to manage a difficult child adequately, you must be aware of your child's temperament. Learn to see him as an individual who has personality traits that are uniquely his and that give him the special qualities that make him an individual. By getting to know his temperament, you can begin to accept the traits you didn't cause and you can't change.
2. **Manage your stress.** You won't be able to handle a difficult child unless you work on your own stress level. This will require teacher time-out from the child to replenish your energy level. The more positive social and emotional support you can get, the better.
3. **Avoid labeling the child in a negative way.** It's essential to protect your child's self-image. Do not use negative statements or critical names. Don't brand her as an angry, aggressive, violent, or unmanageable child. Once a child begins to see herself in this way, she will be psychologically obligated to continue to live up to the label.
4. **Do not model aggression, hostility, or out-of-control behavior.** When you spank or use other physical punishments, your methods contradict what you're attempting to teach. Instead model and teach ways to control angry behavior.
5. **Solve problems without resorting to force.** Don't expose the child to aggressiveness. Difficult children, who already have problems by being easily frustrated, impulsive, or aggressive, should not be allowed to watch TV shows, videos, movies, or cartoons with aggressive themes. These children will be less well equipped to handle aggressive content in stories and TV shows and are more likely to imitate such behavior -- even in innocent play.

Difficult preschoolers are not impossible. They are just greater challenges. Using the tips listed here will help out in the long run to assist such a child to learn to control their difficult traits and channel them into positive and successful social skills.

Activity CORNER

Craft activities are always a fun way to interact, bringing out an array of skills and ideas on both the teacher's part as well the preschoolers' part . In this issue, Activity Corner suggests an activity for our teachers inspired by the festival of lights- "Diwali"! Happy craft making!!!



Hanging Diwali Lantern

Materials Required:

A Sheet of cardboard, cut into size 20cm X 6.5cm.

A colored paper (preferably marble paper) of your choice cut it into size 19cm X 8.5cm

A different colored paper, of size 19cmX19cm

White paper of size 20cmX6.5cm or water color.

A large piece of string or ribbon.

Scissors, Glue and stapler



Instructions:

Paint the cardboard into a contrast color, or white, with water color, or just stick plain white paper, throughout it.

Roll the piece of cardboard.

Take the piece of color paper of size 19cm x 8.5cm and fold it in half.

1

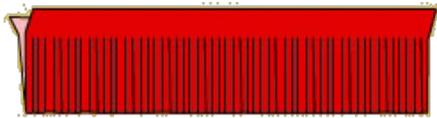


2



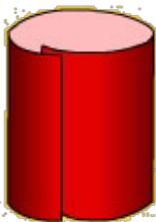
Now from the lower, closed side, make deep, straight cuts with scissors, keeping a margin of 1cm at the top.

3

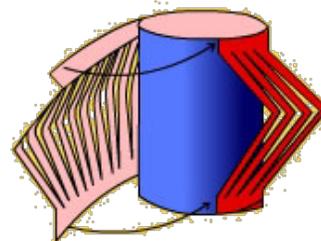


Now unfold the piece of paper, and stick in the upper and lower part of the cardboard cylinder, using the margins.

4



5



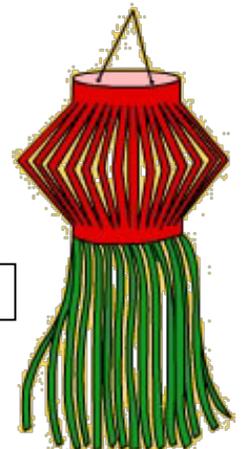
Take the remaining piece of paper, cut it in the same way keeping a margin of 1cm, but this time without folding.

Stick the paper along the lower part of the lantern, using the margin.

Make two holes on the top, and use the string/ribbon to hang your lantern.

Your Diwali hanging lantern is ready! You can put a florescent bulb inside to light it up as well!

6



HAPPY DIWALI!!!

COLOURING WORKSHEET

Diwali Diya

