

Educator's Guide

Tools to help shape
your students

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Expanded with informative new content for the 2021-2022 school year





**Giving
children
the ability
to grow at
every stage
of their
education**

Dear Provider,

Thank you for being a valuable part of the Enhanced team. Our mission is to ensure that, at every moment of a child's education, their strengths are realized and amplified. Through your involvement, your students will be able to build a future filled with success.

This guide is a valuable asset that will help you with your important work. It covers many different domains that we hope you will find helpful, including lesson planning, teaching techniques, behavior management tips, and more. We ask that you take the time to read the guide through so that you can gain as much as possible from what's inside.

We welcome you to reach out with any questions or comments. The team is here for you and we want to provide you with all the guidance, tools, and resources you need to provide quality, professional, and effective services to each individual student.

Thank you again for being such a valuable part of our team. We believe in your ability to transform children's lives. We watch you make it happen every day. Enhanced's strength comes from people like you, the providers working with each child and helping them fuel a lifetime of growth.

We look forward to working with you!

**Warmly,
The Enhanced Team**

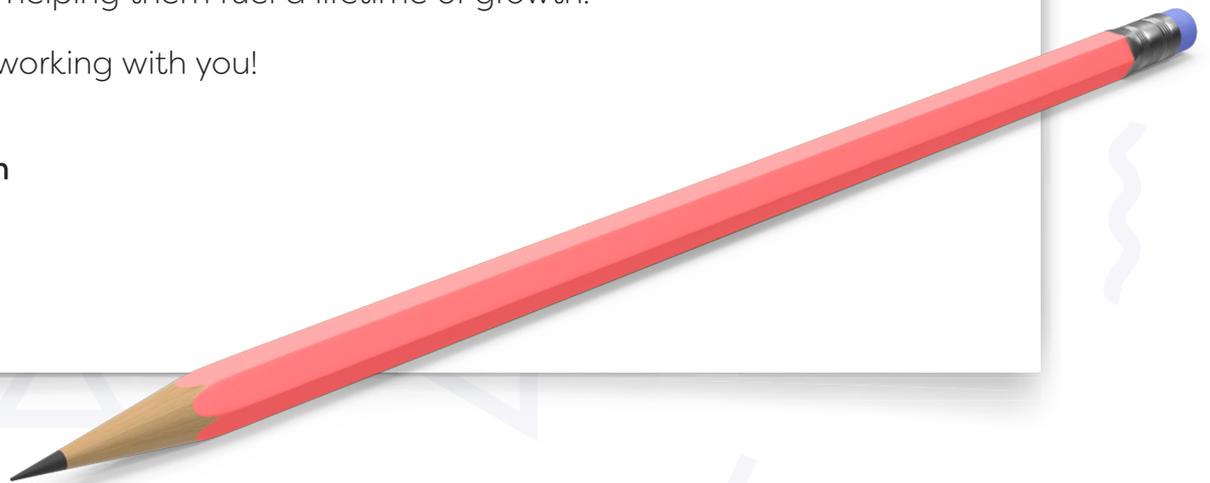


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Lesson Planning

Lessons should include the following:

1. Aim – A topic statement/question about what you are teaching
2. Instructional Objectives – Measurable actions that the child will demonstrate during the lesson to show that he/she is learning what you are teaching
3. Hook – A way to engage the child in the lesson
4. Procedure – Your lesson should include 3 parts
 - Direct Instruction – You teaching a concept
 - Guided Practice – The child practicing the skill with your support
 - Independent Work- Child completing the skill independently
5. Self-Reflection – An honest assessment of the effectiveness of your lesson

Questions to ask yourself when planning a lesson:

- What am I trying to teach my student?
- How will I connect it to other concepts that were previously taught?
- How will I introduce the lesson and engage my student?
- How will I assess if my student understands and has mastered what I taught?
- Do I have to provide background information for my student to understand this lesson?
- Do I have the necessary tools (i.e. visuals) to help my student understand what I am teaching?
- How will I include Direct Instruction, Guided Practice and Independent Work into my session?
- Am I able to move on to the next skill in the next session or does my student require additional review?
- What skill should I teach next?
- Do I have to adjust my lesson next time I teach this concept?



Alphabet

Ideas for Teaching the Alphabet

- Print large alphabet letters in upper and lower case on tag paper. Have the child trace the letter with a marker and then fill each letter in with something that begins with that letter. For example, fill a B/b with buttons or a V/v with velcro. Create an alphabet book that they can take home upon completion.
- Have the child sort pictures according to beginning sounds.
- Have the child make the letters out of multi-sensory and interesting material (i.e. clay, blocks, straws).
- Review the entire alphabet daily in a song.
- Make sure that the child can provide the sounds of the letters without saying the name of the letter first.
- Have the student match a letter to a picture that begins with its sound.
- Develop worksheets where the student is asked to fill in a missing sound (i.e. ___ ag - make the word say bag, ta___ - make the word say tap).
- Encourage your student to use inventive spelling to describe pictures he/she has drawn.
- Label items around the room to encourage the connection between the written and spoken word.
- Teach that a, e, i, o, u are vowels using a chant or song.
- Use fun worksheets which reinforce letter recognition (i.e. color by letter).
- Have the child provide a word that begins with a specific letter before transitioning to a new activity.
- Letter hunt- have the child find specific letters around the school and then collect them and create a collage.



- Sound hunt – have the child find things around the school that start with a specific sound.
- Match upper and lower case letters.
- Trace a letter on a child’s back and have him/her guess what the letter is. If the letter is pre-printed the child can take turns with the provider tracing and guessing the letter.
- Give a child a 3-dimensional letter to hold behind his/her back and have him/her guess the letter.
- Use alphabet puzzles and games to reinforce the letters and their sounds.
- Play alphabet hop scotch – Make a hop scotch mat with letters instead of numbers and have the child provide the sound and the name of the letter he/she lands on.
- Turn Twister into an ABC mat and have the child jump on letters/sounds on demand.
- Play thumbs up - If a word starts with a given letter have the child put their thumbs up, if not then down.
- Have the child bring in items that start with a letter for show and tell each week and discuss the item.
- Play catch- whoever has the ball must state a word that begins with a given letter.

The order in which letters should be taught:

B, T, P, K, D, J, V, Z (Names and initial sounds are the same)

F, L, M, N, S, R (Names and final sounds are the same)

C, G, H, W, Y, X, Q (Irregular sounds or two sounds)

A, I, O, U, E (Teach short vowel sounds)



Phonics

When teaching phonics:

- Teach rules systematically and slowly.
- Build in consistent, strong drill for phonemic awareness.
- Help the child remember sounds with visual cues and key words.
- Ask your student to read material based on what he/she have been taught. Use an organized leveled reader.
- Consistently review previously learned skills when introducing a new sound.
- Build phonetic spelling into the lessons.
- Use nonsense words for assessment purposes.
- Let the child know when you are presenting nonsense words. Do not mix real and nonsense words on the same sheet or activity.
- Build reading comprehension into every session.

Additional Tips:

- If necessary, place an index card under the line that the child is reading, and teach the child to point.
- If a child is having trouble breaking down a word, cover up part of the word with your finger.
- If a child confuses the same letters consistently (i.e. b/d) tell him/her what the letter is and have the child read the word again.
- If your student is having difficulty reading a word have them tap out the sounds (Wilson technique).
- It is sometimes helpful to have a child read from the vowel and then extend the word.
- Use ongoing informal assessment to determine when to move on to the next skill.



Drills for Decoding:

- Vowels in isolation (see attached)
- Sort pictures according to initial or middle vowel sound
- Rapid Exchange (Orton -Gillingham)
- Switch the letter (phoneme manipulation)
- Phonetic spelling
 - Fill in parts of the words
 - Spell full words
- List the different ways we can spell a sound
- Read and Rhyme (see attached)
- Nonsense Words (see attached)



Phonics Rules:

CVC – consonant vowel consonant – short vowel sounds

a as in apple

e as in egg

i as in igloo

o as in octopus

u as in umbrella

CVCE - Magic e- all vowels sound like their name - e is silent

a as in made

e as in Pete

i as in bike

o as in hope

u as in tune

CVVC - When 2 vowels go walking the first one does the talking – sounds like the first vowel

ai as in mail

oa as in goat

ee as in need

ea as in heat

ie as in lied – (can be taught as magic e too)

oe as in toe

ue as in blue

ui as in suit

R controlled long vowels

eer, ear, ere as in deer, hear, here

air, are as in hair, care

ore as in store

ire as in fire



Beginning Blends

bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, str, sw, tr etc.

Ending Blends

nd, nt, ld, lt, ng, pt, mp, st, rt, rd etc.

Consonant Diagraphs

ch, tch, sh, th, wh, ck, ph

R controlled vowels

ar as in farm

or as in form

ir, ur, er as in firm, hurt, her

Assorted vowel teams

oo as in hook or boot

ou/ow as in house and town

ow as in know

aw/au as in saw and taught

ew as in new

ay as in say

y as in fly

ey as in key

oi, oy as in boy and boil

Miscellaneous

Soft g – sound made when it is followed by e, i, or y – giraffe, gentle, gym

Soft c- sound made when followed by e, i, or y – cycle, city, cent

dge – as in fudge

igh as in night

ed as a suffix

tion as a suffix – nation



Phonemic Awareness

Ideas for Strengthening Phonemic Awareness:

- Have the child listen to and identify environmental sounds
- Have the child imitate rhythms by using instruments, or by banging or clapping their hands
- Have the child differentiate between initial and final sounds. State a word and ask the child if the word begins with a specific sound. Once he/she can differentiate initial sounds do the same for final sounds.
- Develop rhyming skills
- Listen to stories that incorporate rhymes
- Match rhyming pictures
- Create rhyming nonsense words
- Have the child isolate parts of words. Ask them to say a specific word and then say it without a component (i.e. say cowboy without cow or without boy, say frog without f etc.)
- Have your student “crash” sounds together to build a word. When c and at crash it makes the word cat.
- Have the child blend sounds to synthesize a word (i.e. c..a..t = cat)
- Inventive spelling - Have young children write captions on their drawings and encourage phonetic spelling.
- Have the child sort pictures according to middle, beginning and end sounds.
- Have children tell you how many words there are in a sentence.
- Have your student clap out words to determine how many syllables are in a word.



Sight Words

Techniques for Teaching Sight Words:

- Students are expected to master approximately 150 - 200 sight words.
- Teach High Frequency and Irregular words.
- Use a varied list of sight words versus just those in a leveled reader.
- Teach 3 new words at a time. Do not replace or add a new word until an “old” word is mastered.
- Review some old and all new words consistently each week.
- Introduce words with a chant or song in which the children spell the words and write them in the air.
- Have the children form the new words out of wikki sticks or pipe cleaners.
- Mix up the order of the words when reviewing.
- Use the words in a variety of contexts (i.e. lists, sentences, stories).
- Have student write the sight words in the air, on a white board and or on paper in large print.
- Put a few words on a white board and ask the student to erase a word that is read to him/ her or used in a sentence.
- Put a few words on a white board, provide a clue and ask the student to erase the word to which you are referring.
- Allow the student to be the teacher. Have them read words to you, and you erase them.
- Have student write sentences with the words.
- Have student locate sight words in a text.



Reading Comprehension

Tips for Teaching Reading Comprehension:

- Reading comprehension begins at the picture level.
- Read alouds are a great way to help teach a reading comprehension skill.
- Reading comprehension skills have to be taught as a skill and then practiced. It is important to move from direct instruction to guided practice to independent work.
- Graphic organizers can be very helpful in teaching reading comprehension.
- Rewording questions and leading children to the correct answers are important strategies for building comprehension and confidence.
- It is important to provide children with background information before reading a story.
- Help children make connections by referring to information that was taught in the past and is relevant to the story you are teaching.
- Make sure the student can comfortably read the material when teaching reading comprehension skills.
- Not every comprehension skill will be taught in every lesson. Pick the ones that make the most sense.
- Reading should incorporate writing activities.
- Use think-alouds to help children draw conclusions.
- Teach children what each “wh” question is looking for.
- (i.e. Who- person or character)
- Allow children to take risks and make mistakes. Their answers may not be the same as yours. Accept their ideas and they will be more likely to share them.
- Reading should be meaningful.



Task Approach Techniques:

- Have your student refer back to the text to find a response.
- Have the child highlight clues that lead to an inference.
- Have the child pay attention to punctuation when reading.
- Have your student utilize context clues to understand unfamiliar words, draw inferences, and understand the overall meaning of the passage.
- Teach children to ask questions when they don't understand what they are reading.
- Teach students to differentiate between important and unimportant details.

Questions to ask yourself when planning a literacy lesson:

- What skill does this story lend itself to?
- How am I going to introduce and teach the actual skill?
- What information does the student need to understand the story and what background information is worth teaching?
- How will I introduce the story and engage the child?
- What task approach skills will I build in?
- What active role will the student play in this lesson?
- How will I assess if the child has understood and applied the information taught?



Behavior Management

How can we help a child improve his/her behavior?

- Set clear simple rules and expectations.
- Be consistent in your expectations, rules and reactions.
- Incorporate a positive approach which includes:
 - Honest praise
 - Tangible reinforcers
 - Labeling the specific behavior that is being complimented
- Utilize matter of fact limit setting – avoid emotions when setting limits.
- Develop natural consequences for unacceptable behaviors.
(i.e. If a student didn't complete the required work in school due to resistance, it should be done at home.)
- Maintain routine and structure in sessions.
- Allow the student to make choices when possible.
- Make sure the lessons are on the child's instructional level.
- Switch activities frequently based on attention span, ability and difficulty of the activity.
- Alternate simple and challenging activities.
- Model good alternatives in behavior.
- Reinforce others for good behavior (i.e. I like the way...).
- Ignore as much negative behavior as possible.
- Don't set up confrontations with your student.



When setting up a plan:

- Target the undesirable behavior and determine what behavior it will be replaced with.
- Discuss what has been tried and the child's responses to the implemented approaches.
- Discuss possible plans.
- Incorporate a positive reward and if necessary, a natural consequence.
- Decide on an approach.
- Be sure that everyone working with the child is on board.

General Tips:

- After implementing a behavior plan, the undesirable behavior can increase before it decreases. It can sometimes take several weeks to see a positive change in behavior. If there is no change after 2 weeks the plan may have to be readjusted.
- Do not take away something that was earned.
- Do not withhold a reward if the child does not comply with a different rule.
- Give extra reinforcers for good behavior even if it is not being targeted.
- Update plans as behaviors improve.
- Make sure that the behaviors are clearly defined for the teacher and student.
- Share feedback with parents and include them in the reward if applicable.
- Make sure the child understands and agrees to participate in the behavior management plan.
- Create a contract for students who are older. Have the child, principal and provider sign.
- Getting angry with a child who is non-compliant is generally counterproductive. Calm, matter of fact limit setting and being consistent in responses is much more effective.



Executive Functioning

How to Help a Student with Executive Functioning Difficulties:

- Make sure sessions are well organized.
- Establish joint attention when providing directives.
- Show the student what “Done” means (i.e. a completed page of math examples), and help the student determine how to get to the “Done” (Sara Ward).
- Use visuals for organizational and sequential purpose
- Teach the child about the passage of time.
- Schedule time to help the child clean and organize his/her knapsack and personal supplies.
- Teach task approach techniques.
- Help your student problem solve and determine good solutions to problems. Use think alouds as a tool to accomplish this.
- Provide a checklist for activities that must be completed during the session and throughout the school day as a point of reference for your student.
- Use calendars/planners to organize work and homework.
- Break assignments into manageable pieces.
- Use color coding for organizational purposes.
- Use graphic organizers to help organize academic work.
- Allow only necessary material on a student’s desk.
- Reinforce the child for organized behavior.
- Establish simple rules that will help organize the child.
- Don’t allow students to use ADD as an excuse.



Language Processing

How to Help a Child with Language Processing Difficulties:

- Use simple, clear concise directions.
- Use visuals.
- Use a multi-sensory approach.
- Use appropriate questioning techniques.
- Allow the child time to process and respond to a question.
- Ask one question at a time.
- Based on the child's responses simplify questions to lead your student to the correct answer.
- Use worksheets and fun activities to develop your student's listening skills and ability to follow directives (i.e. Barrier Activities).
- Teach children to visualize what they are hearing or reading (i.e. draw pictures).
- Teach strong task approach skills in reading comprehension.
- Teach your student to use context clues.
- Teach your student to refer back to text and locate an answer.
- Teach your student to locate clues to figure out an inference.
- Teach your student to read with expression and attend to punctuation when reading.
- Use graphic organizers in your lessons.
- Teach the child how to differentiate between important and unimportant details in a text.
- Teach your student the relevant Academic Vocabulary.
- Be sure to include direct instruction, guided practice and independent work in your lessons.



- Include process oriented work regularly.
- Create notebooks with relevant information that students can use for reference. (i.e. notebook with math processes, notebook with relevant gemara facts).
- Model how to complete the expected work
- Teach idioms and other forms of figurative language.
- Teach students to interpret pictures.
- Help students make connections from one concept to the next.
- Conduct frequent comprehension checks to make sure the child understands what you are teaching.
- Model language when student cannot express themselves.
- Teach study skills and test taking skills.
- Read all the choices of a multiplication question.
- Process of elimination.
- Crossing off answers used in a word box.
- Reading questions slowly and carefully to understand their meaning.
- Do not be sarcastic.



English Language Learners

Teaching English Language Learners:

- Use English when teaching but translate into Yiddish as necessary to ensure comprehension. Use less Yiddish as the child becomes more proficient in English.
- Encourage your student to use English when speaking with you.
- Use different modalities. Be sure to include movement, visuals, and manipulatives to teach concepts and ensure comprehension.
- Incorporate process-oriented activities into your sessions.
- Present the new vocabulary before the lesson.
- Teach new vocabulary words in context so your student can understand their meaning and apply them to new situations.
- Speak slowly and simplify your use of English.
- While giving directions in English model what is expected.
- When teaching new concepts build on the student's culture.
- Make sure that the student has the necessary background knowledge to understand the concepts and information being taught.
- Create a vocabulary book where students can illustrate the new vocabulary words they are being taught.
- Teach essential academic vocabulary that will reappear in their lessons and textbooks.
- When applicable teach the student what figurative language is and explain the concepts of idioms.
- Model and teach English sentence structure for usage and writing purposes.

Visual Perception

How do help a child with visual perceptual difficulties:

- If the child has not had a recent eye checkup recommend that he/she see an ophthalmologist.
- When teaching reading-
 - Develop strong phonological skills.
 - Use a multi-sensory approach to teach letters and words.
 - Have the child highlight the letter that confuses him/her before beginning to read a page.
 - Ask the teacher if it is possible to avoid having the child read out loud in class.
 - Place an A on one side of his/her notebook and an Aleph on the other to help the child know whether he/she should begin on the left or right side of the book.
 - Insist that the child places an index card or bookmark under the line he/she is reading and teach him/her to point.
- If tracking difficulties are evidenced when writing, highlight the lines in the child's notebook or use paper with raised lines.
- Don't crowd too much on a page.
- Organize a child visually. For example, have him/her use a red divider for science and a blue one for math.
- Have the child highlight math signs before beginning the page.
- Have the child turn the paper around to line up math problems.
- If necessary, speak to the teacher about modifications. For example, the child can be given oral tests, questions can be read to the student, and/or providers can write student's responses on worksheets and tests.
- If a child reverses a letter or number when writing, point it out and ask him/her to correct it.
- Check the student's work after he/she copies information from the board and make corrections as needed.
- Limit the number of words on spelling tests.
- Use wide ruled paper.



Preschool Intro

All I Really Need To Know I Learned In Kindergarten

by Robert Fulghum - an excerpt from the book, All I Really Need To Know I Learned in Kindergarten

All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandbox.

These are the things I learned:

- Share everything.
- Play fair.
- Don't hit people.
- Put things back where you found them.
- Clean up your own mess.
- Don't take things that aren't yours.
- Say you're sorry when you hurt somebody.
- Wash your hands before you eat.
- Warm cookies and cold milk are good for you.
- Live a balanced life - learn some and think some and draw and paint and sing and dance and play and work every day some.
- Take a nap every afternoon.
- When you go out into the world, watch out for traffic, hold hands, and stick together.
- Be aware of wonder.
- Remember the little seed in the styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.
- Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup - they all die. So do we.
- And then remember the Dick-and-Jane books and the first word you learned - the biggest word of all - LOOK.

Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living. Take any of those items and extrapolate it into sophisticated adult terms and apply it to your family life or your work or your government or your world and it holds true and clear and firm.

Think what a better world it would be if all - the whole world - had cookies and milk about three o'clock every afternoon and then lay down with our blankies for a nap. Or if all governments had a basic policy to always put thing back where they found them and to clean up their own mess. And it is still true, no matter how old you are - when you go out into the world, it is best to hold hands and stick together.

© Robert Fulghum, 1990. Found in Robert Fulghum, All I Really Need To Know I Learned In Kindergarten, Villard Books: New York, 1990, page 6-7.



Preschool skills

Preschool Skills are divided into 6 different domains: Cognitive, Social Emotional, Language, Fine Motor, Gross Motor and ADL (Activities of Daily Living). Listed below are skills that the SEIT should address when working with students.

Cognitive Skills

Cognitive skills refer to the academic skills that children must master to perform well in school. Cognitive skills are divided into 3 different areas: readiness skills, reasoning skills and play skills. The following are the skills that we expect children to learn between the ages of 3 to 5 in these areas.

Readiness Skills

Skills mastered through repetition – rote learning

- State first name, last name and age
- State birthdate
- Identify people according to gender
- Identify family members
- Label animals and corresponding sounds
- Label all colors
- Label shapes
- Count rotely until 20
- Count with 1:1 correspondence until 10
- List the days of the week
- State address and phone number



Reasoning Skills

Skills that involve thinking and logic

- Identify absurdities in pictures
- State cause and effect of a situation
- Make logical predictions
- Categorize objects
- Draw inferences from stories and pictures
- Sequence 3 to 5 pictures
- Compare and Contrast
- Complete 3 part patterns
- Task Approach
- Problem solving

Play Skills

- Play with toys in a concrete, appropriate manner
- Play imaginatively with toys
- Pretend an object is something that it is not
- Imitate play schema that are modeled by adults or other children
- Create new imaginative schema during play
- Engage in role play with peers
- Build structures and develop scenarios around the structures

Social-Emotional Skills

Social Emotional development refers to one's ability to interact, attend, comply and cope with situations that arise on a daily basis. The following are skills that we expect a child to master between the ages of 3 to 5.



Interactions

- Greets people when entering a room
- Initiates appropriate interaction with peers
- Engages in play with peers
- Waits his/her turn
- Shares
- Takes turns in a game
- Empathizes with others
- Recognizes and verbalize emotions
- Negotiates and compromise
- Chooses a “preferred” friend
- Works with a friend to accomplish a goal
- Respects other peoples’ space and property
- Stands up for oneself

Compliance / Self- Regulation

- Anticipates and follow class routine
- Follows class rules and expectations
- Cooperates with teachers and peers
- Learns to function in a group
- Listens while others speak
- Participates in teacher directed lessons and activities
- Manages change in routine
- Transitions comfortably from one activity to another
- Handles disappointments and frustration



- Allows others to be the center of attention
- Allows oneself to be the center of attention
- Refrains from tantrums
- Refrains from hurting others

Attention

- Attends to a task of his choosing for up to 20 minutes
- Attends to an assigned task for up to 15 minutes
- Attends to an entire lesson
- Initiates tasks independently
- Completes assigned tasks

Language

Language refers to the following three areas: Receptive language- understanding; Expressive language – speaking; Pragmatics – social part of language.

Both teachers and speech and language pathologists help students develop these skills. SEITs should be addressing these skills through play, stories, classroom activities and a unit approach. The following are skills that we expect a child to master between the ages of 3 to 5.

Receptive Language Skills

- Vocabulary Development- points to pictures
- Interprets pictures
- Processes questions
- Follows 1 and 2 step directions without cues
- Follows multi-step directions without cues
- Sorts objects into categories
- Understands lessons, stories and directions



Expressive Language Skills

- Vocabulary development – labels objects/pictures
- Speaks in full, grammatically correct sentences
- Retells stories in an organized fashion
- Relays a message
- Answers yes/no questions
- Answers “wh” question
- Describes pictures
- Lists objects in categories
- Labels a category

Pragmatics

- Maintains eye contact
- Establishes joint attention
- Maintains an on topic conversation
- Uses language to request wants and needs
- Uses language to share emotions
- Uses language to share ideas

Fine Motor

Fine Motor skills refer to skills that require use of hand/eye coordination, hand and finger dexterity and visual perceptual skills. Some sensory integration skills fall under this area as well. Both teachers and occupational therapists help students develop these skills. The following are skills that we expect a child to master between the ages of 3 to 5.



Fine Motor/Visual Perception

- Plays with a variety of manipulatives (i.e. magnatiles, blocks etc.)
- Strings beads
- Places pegs in a board
- Completes formboard puzzle
- Completes interlocking puzzle (up to 24 pieces)
- Completes parquetry patterns

Graphomotor – pre-writing skills

- Imitates horizontal and vertical lines
- Imitates a circle
- Imitates a plus sign
- Imitates a square
- Colors within boundaries
- Draws a person
- Writes approximation of first name
- Develops appropriate pencil grasp

Cutting Skills

- Snips with scissors
- Cuts across a paper
- Cuts across a line
- Cuts out a shape
- Develops appropriate scissor grasp



Sensory Activities

- Touches a variety of materials
- Water play
- Sand play
- Finger paint
- Play-doh
- Shaving Cream

Gross Motor

Gross Motor skills refer to those skills that require use of our whole bodies. These skills are primarily addressed by the Physical Therapist, though they should be encouraged and monitored throughout the day. The following are skills that we expect a child to master between the ages of 3 to 5.

Skills

- Engages in dance and movement activities
- Throws, catches and kicks a ball
- Walk up and down stairs alternating feet
- Runs smoothly
- Jump forward, backwards, in place and off a step
- Hops on one foot
- Skips
- Rides a tricycle
- Walks along a balance beam
- Plays on playground equipment
- Completes an obstacle course



Activities of Daily Living Skills (ADL)

ADL skills refer to the skills that allow independence in our daily life. Most of these are taught at home but these skills are reinforced at schools. The following are skills that we expect a child to master between the ages of 3 to 5.

Eating Skills

- Eats a variety of textured food
- Uses utensils while eating
- Uses a napkin as needed
- Cleans up spills
- Pours drinks
- Puts garbage in garbage can

Dressing Skills

- Takes shoes and socks off and puts them on
- Puts on coat
- Fastens button and zippers

Bathroom Skills

- Uses the bathroom independently
- Washes hands after using the bathroom

General Skills

- Washes hands and face when dirty
- Uses tissues as needed
- Covers mouth when coughing



Teaching Pre-School

Units

A unit is a compilation of information in a concentrated area. We teach preschool students using units for the following reasons:

- Units build the student’s fund of information
- Unit lessons allow teachers to build many subjects into one lesson
- Units help ensure that students get a total picture of the concepts that are being taught thereby expanding their understanding of the world
- Units can be adjusted to a variety of levels
- It is easy to develop and build in skills within units in a contextual, relevant manner
- One unit can tie into another, building on experiential base
- Read alouds and literacy can easily be built in to lessons
- Units include both process and product oriented activities
- Units make it easier for teachers to organize and present information

Process vs. Product

When we teach pre-school the process is more important than the product. All students, but especially young children, learn by “doing.” The important part of any activity is the student’s active, creative work. The finished product should reflect the student’s work, creativity, enjoyment and pride.



When teaching preschool children remember:

- It is important to plan lessons on your student's developmental level
- Process oriented, hands on activities should be built into lessons
- Sometimes it makes sense to have a product oriented activity (i.e. sequencing pictures)
- Encourage creativity and allow for diversity. Everyone's project should be unique.
- Incorporate sensory-based activities into lessons
- Regardless of what the aim of your lesson is, realize that many additional skills can be taught and reinforced during lessons
- Use visuals or manipulatives when teaching new ideas
- Use a multi-sensory approach to learning (i.e. visual, auditory, kinesthetic).
- Model activities to ensure that students will understand your directions
- Make sure to give clear, concise directions
- Help students make connections by tying in past lessons when introducing new ideas
- Make sure to build in frequent comprehension checks during your lesson
- Incorporate books, music and movement into lessons
- Prepare in advance for your lessons
- **LEARNING SHOULD BE FUN!!!**



Preschool Literacy

Literacy

Literacy is the ability to read and write well enough to solve one's problems, meet one's needs, and learn new information. Literacy includes reading, writing and language. Reading stories to children is one of the most important things we can do to promote literacy.

Read alouds

- Develop listening skills for the future
- Teach children to interpret pictures
- Teach children how to answer WH questions
- Build fund of information in a natural manner
- Provide scenarios that children can relate to
- Provide good opportunities to teach social skills
- Allow for discussion and development of ideas and expressive language
- Help develop vocabulary
- Allow for analysis and value judgment
- Set the stage for future development of reading comprehension skills

When conducting a read aloud remember to

- Read with expression
- Encourage students to interpret pictures to understand the story, make predictions and draw inferences
- Ask a variety of “wh” questions linked to the story



- Encourage discussion and listen to student's ideas
- Help the student make text to self-connections
- Use the characters' emotions to help your students develop empathy and emotional awareness
- Use academic vocabulary (i.e. title, author, prediction etc)
- Encourage shared reading
- Have children create artwork in response to the literature and have them dictate a sentence describing what they created
- When developmentally appropriate, encourage children to write about their own pictures using inventive spelling
- Use language experience charts after reading a story which allows children to share their experiences or feelings which relate to the story
- Read stories that incorporate rhymes or alliteration to help develop phonemic awareness
- Skill based work can be incorporated based on the story
- (i.e. sequencing, categorizing etc).
- Read both fiction and non-fiction books to young children



Preschool Play

Play

Play is an extremely valuable learning tool for pre-school children. Studies show that children who have weak play often do poorly in school. The reason for that is that play is language based and strong language skills are the basis of academic success. Play helps children understand the world around them. It allows them to learn by participating in the play process. It is fun and non-threatening.

Play is important because it

- Teaches turn taking and sharing
- Encourages social interactions
- Develops language and vocabulary
- Helps children learn to deal with transitions and change
- Teaches concepts
- Teaches problem solving
- Builds fund of information and experiential base
- Develops creativity
- Develops organizational skills
- Develops persuasive skills
- Helps children learn to consider others' points of view
- Teaches children to respect property, toys and other people's rights
- Teaches empathy
- Helps children verbalize emotions
- Develops motor skills



What is the teacher's role in play?

1. Observer

The teacher observes the child to

- Determine his/her strengths and weakness in the area of play
- See how long a child can attend to specific activity
- See how he/she interacts with peers
- See the type of play the child engages in
- Plan how to help the child improve his/her plays skills

2. Modeler

The teacher plays with the child to model

- Play skills
- A variety of play schema
- Language
- Socialization skills
- Expected behaviors

3. Facilitator

As play skills develop the teacher's role changes. The teacher now

- Helps children organize material
- Asks questions to facilitate play
- Assist students in expanding their play schema
- Reinforces concepts taught in class through play



4. Evaluator

The teacher now observes and evaluates how much progress the child is making and what he/she has learned through play.

5. Planner

After observing the progress, the teacher determines what skills are still missing and sets new goals for improving and facilitating his/her student's play.

When developing play skills the teacher should:

- Choose appropriate toys to address the goals
- Actively teach concepts and language through play
- Encourage peer interaction
- Help children engage in role play
- Be proactive in addressing socialization difficulties that might emerge during the play session
- Model ways to solve disputes between peers
- Involve herself/himself only to the point that is necessary and try to build skills so that children will eventually be able to engage with peers independently during play



Teacher Resources

Games that help children develop skills:

Language/Auditory Processing

- Some games will have to be modified for content and level
- Guess Who
- Bop-It
- Pictionary
- Hedbanz
- Boggle (spelling)
- Sequence
- Guess in 10
- Apples to Apples
- Malarky
- Tribond
- Scattegories
- Taboo

Logic and Strategies

- Racko
- Othello
- Stratego
- Rush Hour
- Clue
- Chess
- Sorry
- Trouble
- Uno
- Tic Tac Toe

Cooperative Games

- Hoot Owl Hoot
- Stone Soup
- Outfoxed
- Noah's Animal Rescue
- Race to the Treasure



Websites

Super Teacher Worksheets - <https://www.superteacherworksheets.com>

Teachers Pay Teachers - <https://www.teacherspayteachers.com>

Graphic Organizers - <https://www.eduplace.com/graphicorganizer>

Barrier Activities - <https://www.andnextcomesl.com/p/free-printables.html>

Stories that can be used to teach reading comprehension skills

Books

Picture Interpretation

- Good Night Gorilla – Peggy Rathmann
- What to do With a Box- Jane Yolen

Cause and Effect

- Henry’s Awful Mistake - Robert Quackenbush
- What if Everybody Did That – Ellen Javernick
- Harry the Dirty Dog – Gene Zion

Compare and Contrast

- Winter Days in the Big Woods – Laura Ingalls Wilder
- My Great Aunt Arizona – Gloria Houston

Inferences

- Are you Ready to Play Outside – Mo Willems
- Dr. De Soto – William Steig
- Green Wilma – Ted Arnold



Main Idea

- Should I Share My Ice Cream – Mo Willems
- Elephants Can Paint Too – Katya Arnold

Point of View

- A Big Guy Took My Ball – Mo Willems
- First Day Jitters – Julie Dannenberg

Letter Writing

- The Day the Crayons Quit – Drew Daywalt
- The Day the Crayons Came Back – Drew Daywalt
- I Wanna New Room – Karen Kaufman Orloff

Phonemic Awareness/Rhyming

- Fox in Socks – Dr. Seuss
- Hop on Pop – Dr. Seuss
- Chicka Chicka Boom Boom – Bill Martin Jr.

Social Skills

- There is a Bird on My head (will need censoring) – Mo Willems (using words)
- Should I Share My Ice Cream – Mo Willems (sharing)
- Can I Play Too? – Mo Willems (Interactions)
- You Broke My Toy – Mo Willems (Anger)
- The Most Magnificent Thing – Ashley Spires (Perseverance)
- The Dot – Peter H. Reynolds (Perseverance)
- The Rabbit Listened – Cori Doerrfeld (empathy)
- One – Jathryn Ootshi – (anti-bullying)





Sample Worksheets

Read and Rhyme

Draw a line between the 2 words that rhyme

made

lane

heat

paid

goat

team

pain

feet

seem

ride

tied

note



Nonsense Words

flebe	praib
houk	worf
pum	moaling
braft	lood
slout	rowp
maith	klume
brout	snorg



Read the sound (vowels in isolation)

a	e	i	o
i	e	o	u
u	a	e	e
i	u	o	a
o	a	i	u
o	u	e	o



What I NEED	What I must DO	What does DONE look like?

Demonstrated by Sara Ward



Idioms

Idiom: _____

Meaning of the idiom: _____

Sentence: _____

Draw a picture of the literal and figurative meaning of an idiom

Literal Meaning	Figurative Meaning



Bio

Mrs. Chashi Brand, MS Ed SAS

Chashi Brand has been working in the field of special education for over 35 years. She obtained her Bachelor's Degree and Master's Degree in Special Education and her Certificate in School Administration and Supervision. She worked as the principal of Otsar Early Childhood Center, and Assistant Executive Director at Otsar Inc. for 25 years. In addition she taught graduate and undergraduate courses for the Institute of Special Education through various colleges. Mrs. Brand currently works as an Educational Consultant for Enhanced Services and a variety of other institutions. She maintains a private practice in which she provides remediation for children with reading and language difficulties, and conducts educational evaluations.





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