

Carrers in eac
assignment



He also believed that children's education should be based on their interests and their active involvement. An activity using Probe's' parquet gifts for 3 - 5 year olds would need to be simple enough that they would be able to manipulate the pieces involved and complex enough to challenge their minds. To start our activity I would take thin pieces of wood about xx inches.

I would outline a ere simple drawing of different animals on the pieces of wood. The children can use the parquet shapes to fill the animal in, or to trace the outline of the animals. The animals would require 7 - 10 shape pieces to complete. This activity would interest the children because of the puzzles and the animal shapes. The constructive play would develop several skills such as hand/eye coordination and mental activity. The children would also be learning about different animals and their parts, like legs, heads and bodies.

It also provides a small step towards the next level of play, symbolic play, by mimicking animals out of other materials. Part Bambina Interiors believed that children are internally motivated to interact with the world. She believed that children's play was a waste of time they could be using to learn. The activity with Probe's parquet gifts would use the same animal outlines on the thin xx inch pieces of wood but they would be hollowed out to create the depression of the animal. By adding small knobs to the shape pieces it would teach the children the correct way to hold a pencil.

Together these make the puzzles themselves self correcting and keep the children using the activity in the way it was designed. Interiors believed there was only one way to use her education materials. There is a key

difference in Frederick Before and Maria Interiors methods. The activity designed for Probe's method allows children to create their own ways to manipulate the pieces, like outlining the puzzle. Since his method was not self correcting it requires more thought to keep the pieces in the right area when adding another piece.

Interior's method was much more stringent, while she believed children learned by natural exploration she didn't allow materials to be used other than the designated way. Scenario 2: Learning Activity 1, Pet Parapet parade is a learning activity where children make pet masks and take turns describing their pet and showing the things their pet like to do. Children naturally like to create and draw. Letting the children choose which animal they would like to represent encourages them to use their minds to make decisions.

The children would be creating art by cutting, gluing and coloring their masks as well as planning how they will represent their chosen animal. Standing in front of a class full of children gets the up and moving. They would be speaking and encouraged to answer questions about their pet from the there children. This activity is a fun way to further nurture many skills. Learning Activity 2, What's Different? What's different is a real life version of the popular spot the difference books.

Children take turns covering their faces or putting heads on their desks while the child whose turn it is changes something about his/her appearance. The change doesn't have to be big, just rolling up a pant leg, put a sock on their hand or perhaps a funny paper mustache. Then the other children uncover

their eyes and take turns guessing what's different. This activity helps the children to learn about taking turns and being the leader. It also gets them up and moving and helps them with problem solving skills.

When the children take turns to guess what's different it promotes verbal skills as well as problem solving when trying to find the difference. Scenario 3: Letter Formation Drills Letters don't have to be precise and artistic; they should be fairly constant and readable. They should not float like a balloon or sink below the line and should be formed from the top and not the bottom. Practice forming letters with letter formation drills promotes reading and writing for all children. Children with a visual impairment may have the materials modified.

Use brightly colored pens with a black contrasting paper. Enlarge all workbook pages and lined paper, double lines work well for children with visual impairment. For children with epilepsy traditional approaches need to be modified. Some students struggle with motor skills as a result of their epilepsy and they are especially vulnerable to inattention and work incompleteness. Further breaking down the letters into simpler steps has been proven to promote writing skills in a child with epilepsy. A few easy steps can be taken to ensure the classroom is suitable for hearing impaired students.

When possible, turn off equipment that creates background noises, such as fans and projectors, when not in use. Eliminating extra noise helps students with hearing impairments focus on the class lecture and assignments.

Remember that hearing aids amplify every sound, including tapping pencils and air conditioners. Area rugs and heavy curtains can also eliminate a great

deal of extraneous noise. Students with Attention Deficit Hyperactivity Disorder, especially those with the inattentive subtype, may take longer to process information. Be sure to give them extended time to complete their assignments.

Practice letters that are similarly formed (l/t/l; c/d; v/w), and work on those that are more frequently used ? s, m, r ? before he tries those less commonly found in words ? j, q, z. Engage in different sensory methods for letter formation such as sand, or on an pad white board using their finger. Scenario 4- Cause, technique, solution and reason: Temper Tantrum's: Connors wants attention. Guidance Technique: Ignore negative behavior. Appropriate Solution: Move to the other side of the room until Connors tantrum is over and then invite him to sit beside you while you read a story.

Praise him for sitting beside you nicely. Reason: By ignoring the negative behavior and giving attention to the positive behavior it will effectively stop the tantrums. " Mommy, don't go! " Cause: Insecure attachment Guidance Technique: Encouragement Appropriate Solution: Encourage Angela to play with her favorite toy or read a book when she is dropped off in the morning; also speak to Angel's mother about becoming a secure base and not leaving without saying goodbye to help Angela acclimate. Reason: Positive support and encouragement can help the transition to a new place easier.

Bullheads: Power Guidance Technique: Restructure and Reinforce Appropriate Solution: Restructure the environment so there are fewer opportunities for bullying. Help Jenny realize she has power over her decision by letting her choose an activity and choosing to play with someone instead

of taking over. Reinforce positive behavior when she makes the right choice.
Reason: Restructuring the environment will provide an assurance of protection to the other children while reinforcing Jenny s positive behavior shows her that you respect her decisions and care and care for her while paying attention.