

Centre for Action Research in Education and Pedagogy Training (CAREAPT)



An excellent strategy for schools and teachers
wishing to make the transition from teacher
directed to more student directed learning

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PART 1

PRE SCHOOL

The preschool learning foundations are a critical step in the education of children to strengthen the 21st century skills

Recent research in pre school education convince that this century's rapid development of artificial intelligence and digital systems will bring our children's and grandchildren's lives different to ours.

It is again proved all children can have high levels of achievement if provided with a rich, challenging curriculum and appropriate forms of pedagogy

Today's 'pre-schoolers' will enter the workforce around 2035.



We are heading for an age that construct 21st Century curriculum truly provide the foundational learning..



The early years of a child's life are amazing



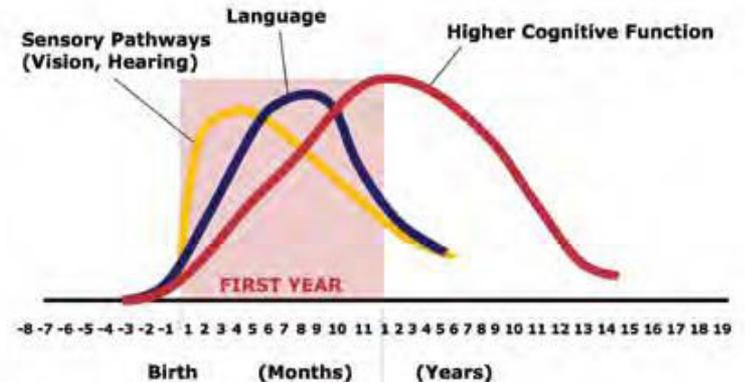
Future learners need an excellent start.

Evidence suggests intergenerational support, delivered through early childhood education and care has more impact.

- The graph highlights how a child's senses, language and knowing (cognition) all burst into high gear from before birth and in the first 12 months of life

 Center on the Developing Child
HARVARD UNIVERSITY

Human Brain Development Neural Connections for Different Functions Develop Sequentially



Please note that the first half of the graph shows months, the second half is years.

Center on the Developing Child at Harvard University. Used by permission. Source: Nelson, C.A., in *From Neurons to Neighborhoods: The Science of Early Childhood Development* (2000). Shonkoff, J. & Phillips, D. (Eds.).



Learning is interrelated.



Children learn in the same way that they build a tower of blocks. One block goes on top of another. The tower can stand as long as the blocks have a firm base.

A child's growth and development in one area influences and/or depends on development in another area.





Preschool : Exploring Me and My World

Children come to preschool as experts about many things—among them, their families, their home language(s), and their belongings. When learning builds on what children know and allows them to expand their skills playfully, they are happy to participate in any learning experience or activity, to recite any rhyme, to count any set, to take on any appropriate new physical challenge.

Areas of Development

- 1.About me and my family and culture
- 2.Building relationships
- 3.Touching, seeing, hearing and moving around
- 4.Growing up healthy
- 5.Communicating
- 6.Learning about my world



Example of Interrelated Learning: Exploring Outdoors

Activity	Area of Development
Short outdoor explorations give an infant new sounds to hear, things to see, smells and motions. They help an older child develop coordination and physical health.	3. Touching, seeing, hearing and moving around 4. Growing up healthy
Listening with interest to what your child says and adding more details help the child develop trust and comfort with familiar adults.	1. About me and my family and culture 2. Building relationships 5. Communicating
Asking questions about what you see outdoors, such as “Where do you think the ant is going with the leaf he’s carrying?” encourages your child’s creativity and curiosity.	3. Touching, seeing, hearing and moving around 6. Learning about my world
Having your child describe and compare the color, size, shape and surroundings of things you see outdoors develops the child’s thinking and observation skills.	6. Learning about my world
Taking turns naming things you see helps increase the number of words your child knows, and expands his or her knowledge about the environment.	5. Communicating 6. Learning about my world

The preschool learning foundations presented in this document cover the following

Early Learning Domains

Social-
Emotional
Development

Language
and Literacy

English-
Language
Development

Mathematics

Science

History
& Social
Science

Physical
Development
Health

Visual and
Performing
Arts
ICT





Even an experienced teacher will need careful planning of a theme in advance, to prepare subthemes, materials and tasks and to identify the learning aim in each activity as well as in the whole complex.

Following are the conditions that must be fulfilled with successful theme-based teaching

- Careful choice of theme to involve all children;
- Linking theme with activities related to the domains
- Pre-planned organization of materials and activities;
- Building in ‘choice points’ where children are guided in making decisions over direction, activity or timing;
- Management of classroom and outdoor activities and use of resources;
- Attention to amount and type of language use during activities;
- Regulation and monitoring of each child’s involvement and success in activities and language use



THEME

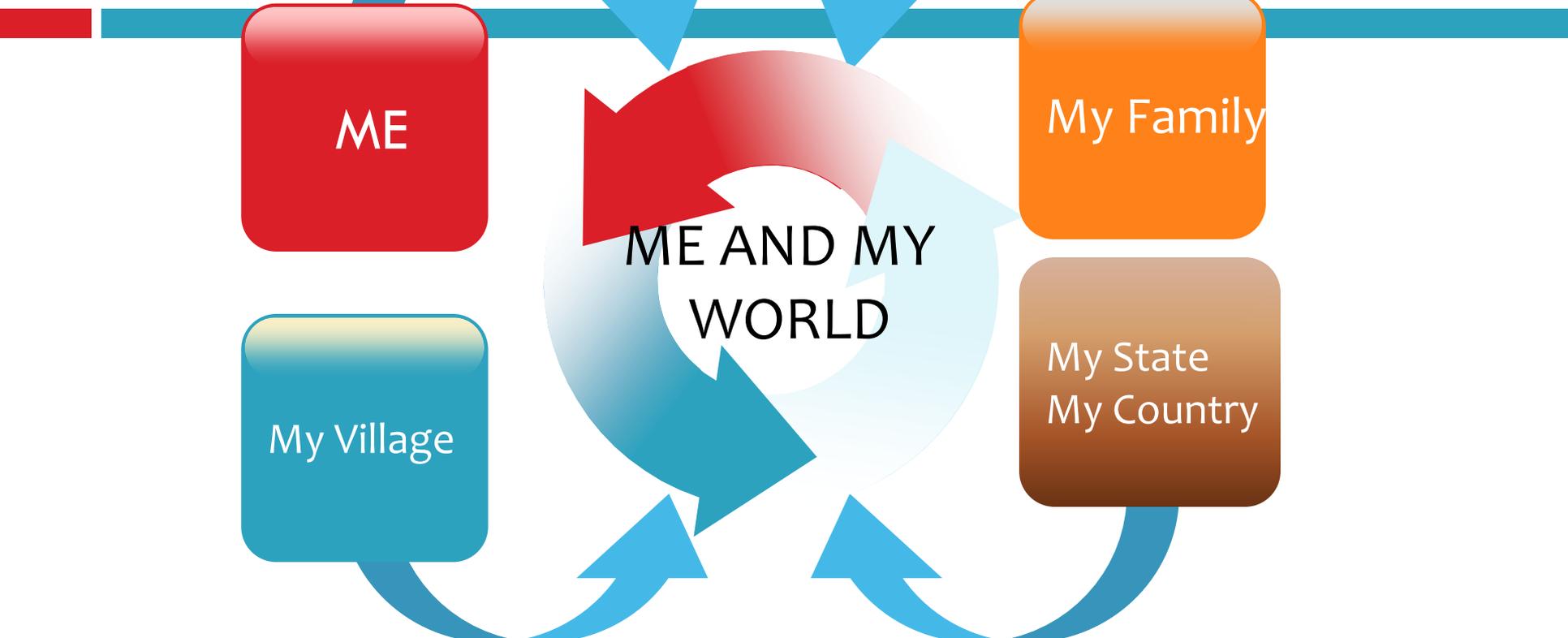
ME

My Family

**ME AND MY
WORLD**

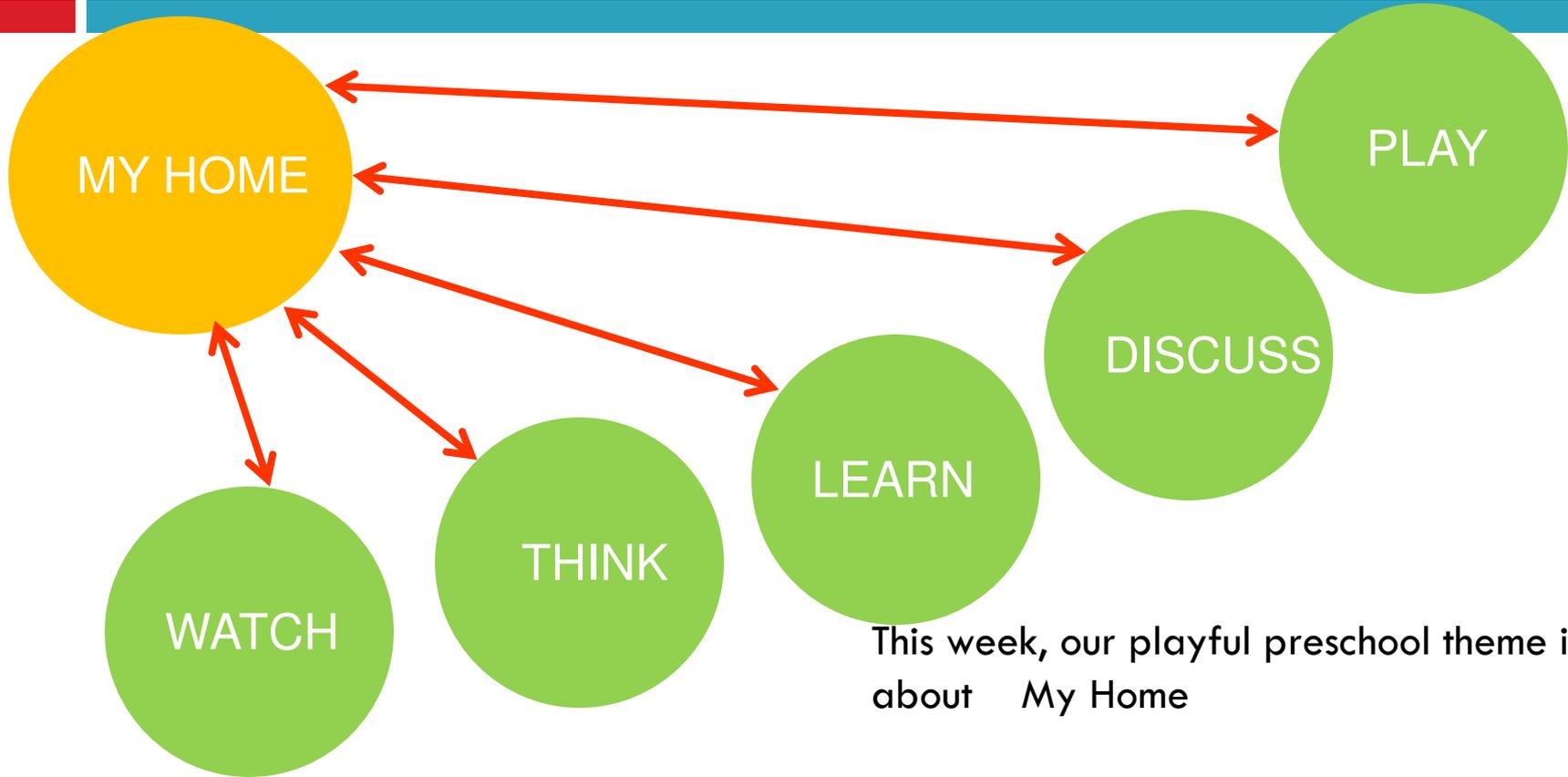
My Village

**My State
My Country**





PRESCHOOL 'ME' THEME ACTIVITIES



This week, our playful preschool theme is all about My Home



MY HOME

Experience proved child can say the name of more than 200 items related to home. CAREAPT help the teacher build 'Design for Learning' based on the theme 'MY Home'

First step

Building house using labeled 1 to 100 coloured bricks and Alphabets bricks A to Z (interlock bricks- CAREAPT tools)

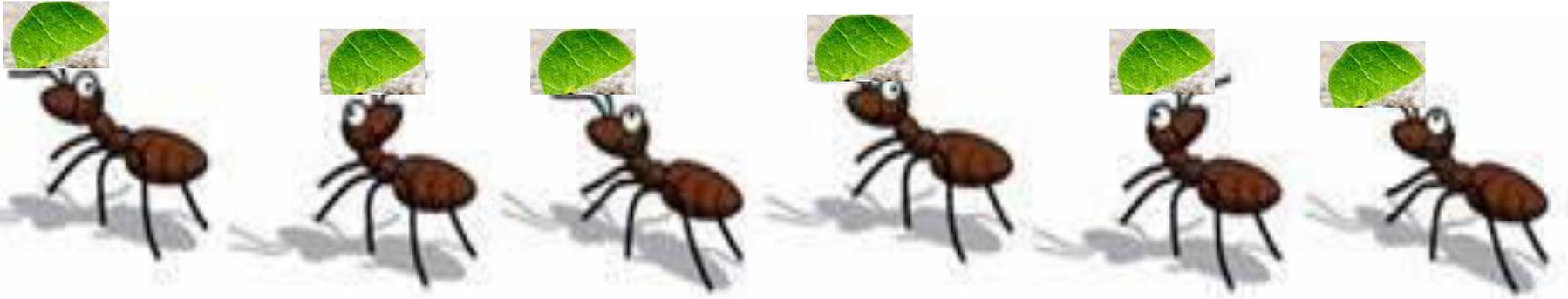
Play: each student carry brick in ascending order and march like **Ant** (teacher show the video/ picture of ant march) Rhyme 'Ant March'

Teacher Oral Instructions .

1. Rhythmic language for instruction to Pick blocks and march to ground -
.....(child's name) pick no 1
2. (child's name) pick no 2 so on



The Ants Go Marching



The ants go marching one by one,
The ants go marching one by one,
The ants go marching one by one,
The little one stops to pick the block
They are marching down to the ground

The ants go marching two by two
The ants go marching two by two,
The ants go marching two by two,
The little one stops to no two
They are marching down to the ground



Children develop these skills through building the house with soft bricks, arranging the infrastructure, (CAREAPT tools, specially made for Pre school/ helping teachers and school to develop tools) interactions with teachers and parents at home.



Area of Development	Early Learning Domains
1. About me and my family and culture	Social-Emotional; development , Social Studies Knowledge & Skills . Approaches to Learning
2. Building relationships	Social-Emotional
3. Touching, seeing, hearing and moving around	Physical Well-Being, Health and Motor Development
4. Communicating	Language, Communication and Literacy English Language Development; Literacy Knowledge & Skills
5. Learning about my world, 6. Critical and creative thinking	Logic & Reasoning; Mathematics Knowledge & Skills; Science Knowledge & Skills; Social Studies Knowledge & Skills; Creative Arts Expression



Overview of the Domains

Pre KG KG1 KG2

A. Social-Emotional Development Domain. The social-emotional development domain consists of the following three strands:

Self, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning.

Social Interaction, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility

Relationships, which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

The competencies covered by the social-emotional development foundations underscore the multiple ways in which young children's development in this domain influences their ability to adapt successfully to preschool and, later on, in school.



B. Language and Literacy Domain. (Home Language) The language and literacy foundations address a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

Listening and Speaking, which includes language use and conventions, vocabulary, and grammar.

Reading, which covers concepts about print, phonological awareness, alphabetic and word/print recognition, comprehension and analysis of age-appropriate text, and literacy interest and response.

Writing, which focuses on writing strategies, including the emergent use of writing and writing-like behaviors.

The foundations that were written for this domain reflect the field's growing interest in and understanding of the knowledge and skills that foster children's language and literacy learning during the preschool years.



C. English-Language Development Domain

As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted. English learners will need support in developing knowledge and skills in the following four strands:

Listening, which includes understanding words, requests and directions, and basic and advanced concepts.

Speaking, which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conventions, and tell personal stories.

Reading, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming.

Writing, which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors.



D. Mathematics Domain. Young children’s development of mathematics knowledge and skills is receiving increasing attention in research and practice. The mathematics foundations cover the following five strands:

Number Sense, which includes understanding of counting, number relationships, and operations.

Algebra and Functions (Classification and Patterning), which focuses on sorting and classifying objects and recognizing and understanding simple, repeating patterns

Measurement, which includes comparison and ordering

Geometry, which focuses on properties of objects (shape, size, position) and the relation of objects in space.

Mathematical Reasoning, which addresses how young children use mathematical thinking to solve everyday problems.

Preschool programs can promote young children’s learning in this domain by encouraging children to explore and manipulate materials that engage them in mathematical thinking and by introducing teacher-guided learning activities that focus on mathematical concepts.



E. History–Social Science Domain

The history–social science foundations address an area that is receiving increasing attention in preschool curricula. These foundations focus on the following five strands:

Self and Society, which centers on culture and diversity, relationships, and social roles and occupations.

Becoming a Preschool Community Member (Civics), which pertains to skills for democratic participation, responsible conduct, fairness and respect for other people, and conflict resolution.

Sense of Time (History), which includes understanding past events, anticipating and planning future events, personal history, and historical changes in people and the world.

Sense of Place (Geography and Ecology), which covers navigating familiar locations, caring for the natural world, and understanding the physical world through drawings and maps.

Marketplace (Economics), which focuses on the economic concept of exchange



F. Science Domain-

The science domain consists of the following four strands:

Scientific Inquiry, which pertains to observation and investigation and to documentation and communication.

Physical Sciences, which focuses on the properties and characteristics of nonliving objects and materials and the changes in nonliving objects and materials.

Life Sciences, which addresses properties and characteristics of living things and changes in living things.

Earth Sciences, which covers properties and characteristics of earth materials and objects and changes in the earth.



G. Visual and Performing Arts Domain

The foundations for visual and performing arts address a wide range of competencies that preschool children will need support to learn. The foundations focus on the following four strands:

Visual Art, which includes noticing, responding to, and engaging in visual art; developing skills; and creating, inventing, and expressing through visual art.

Music, which covers noticing, responding to, and engaging in music; developing skills; and creating, inventing, and expressing through music.

Drama, which focuses on noticing, responding to, and engaging in drama; and developing skills to create, invent, and express through drama.

Dance, which centers on noticing, responding to, and engaging in dance; developing skills; and creating, inventing, and expressing through dance

ICT curiosity, finding alternate devices, time management



H. Health Domain

Young children's development of health knowledge, attitudes, habits, and behaviors is receiving increasing attention in research and practice. The health foundations are divided into the following three strands:

Health Habits, which cover basic hygiene, oral health, knowledge of wellness, and sun safety.

Safety, which focuses on injury prevention.

Nutrition, which addresses nutrition knowledge, nutrition choices, and the self-regulation of eating



Call for school, investors , NGOs , new schools want to start with
the 21st Century skill curriculum
please contact

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