Considerations for a pre-primary programme

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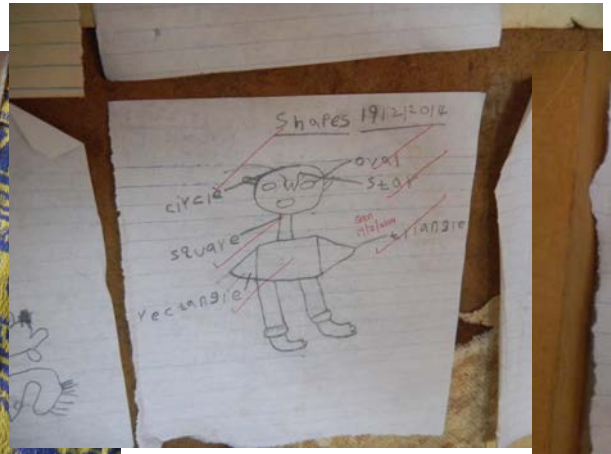
Sources of information: Afghanistan, Indonesia, India, Bangladesh, Mozambique, East Africa



Topics to be considered

1. Does pre-primary need its own preschool programme?
2. How children learn at this age.
3. Expected competencies & how they are measured
   Associated teaching/learning activities
4. How to measure competencies

1. Does pre-primary need a special programme beyond the 3 & 4 yr old programme?

No.	Yes.
The current programme has been successful.	The current programme is more successful at 3 & 4 yr. Less so with 5-6 yr olds.
It suits the communities.	It needs to be aligned with new demands of primary.
It allows for grouping by abilities.	It needs to include new advances in early education.

2. How do children learn at the age of 5-6 yrs?
(these are also 'learning skills' = good for self-learning)

- Whole group instruction
- Memorization
- Articulating ideas in words or images
- Small group cooperative learning
- Problem-solving with objects
- Trial and error with objects
- "Engineered" play
  - Manage the environm't, not the child
  - Challenge the child to extend ideas, words

3. Expected competencies for language

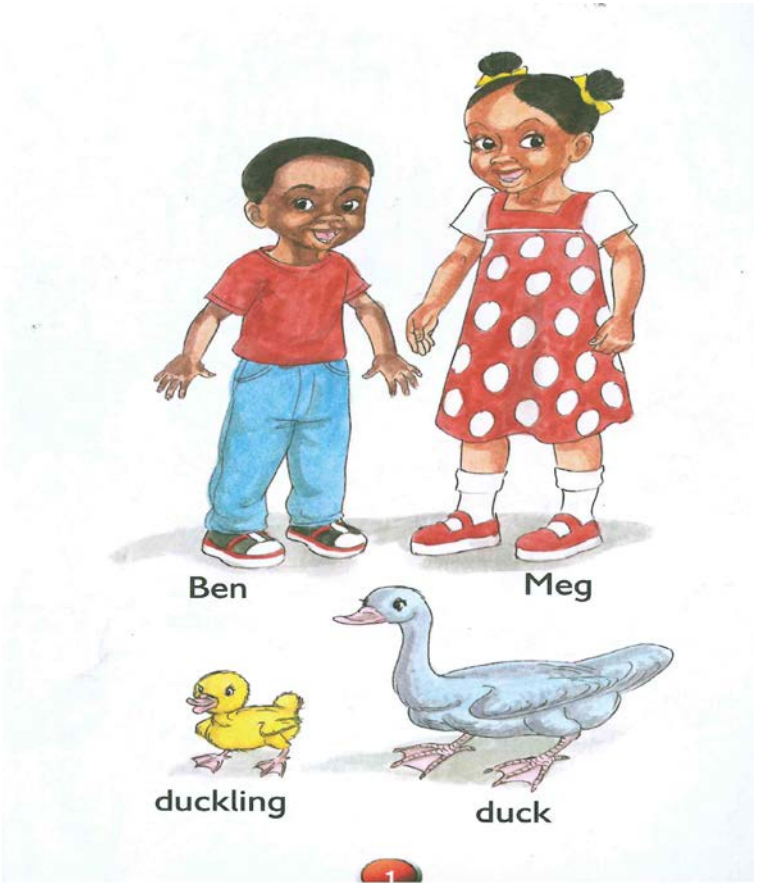
Expected Competencies

- Language & Literacy
  - Able to write own name
  - Receptive vocabulary
  - Expressive vocabulary
  - Read/write some letters
  - Read/write familiar words
  - Learn rhymes - sounds

Learning Activities

- Language & Literacy
  - Write own name on all written work
  - Read Big Books
  - Teacher reads stories with new vocabulary and children discuss meaning

Dialogic reading to improve vocabulary, general knowledge, love of reading



Teachers read to children.

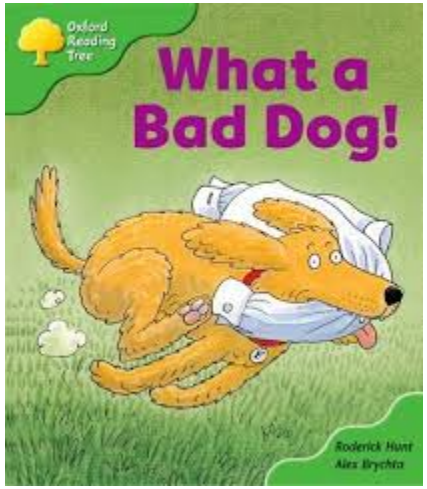
Ask questions to relate story to children's lives.

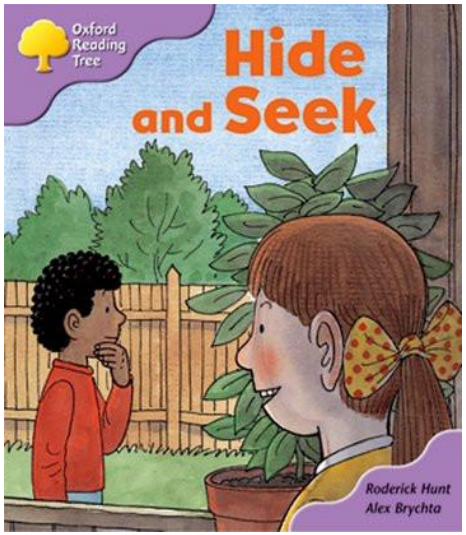
Talk about new vocabulary.

How to improve on simple readers produced in Kenya by Moran.

Teachers should not read a simple reader; should read a story with plot & characters.

Learning to read with Big Books created by Teachers





Recap what is said about Language & Literacy

Implications for curriculum ➡	Specify terminal competencies
Implications for lesson plans ➡	Activities for new learning
New resources to make ➡	Big Books Questions to add to adult-read books
New teacher training ➡	How to conduct dialogic reading How to teach with Big Books

3. Expected competencies for math

Expected Competencies

- Mathematics
  - Count to 50
  - Count by 2's, 5's, 10's
  - The concept of 0
  - Combine shapes, 3D shapes
  - Measurement of space, weight, temperature
  - Patterns & their rules

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Learning Activities

- Mathematics
  - Count, enumerate to 50
  - 10 sticks = 1 stone
  - 10 20 30 40 50

10 = 

11 = 

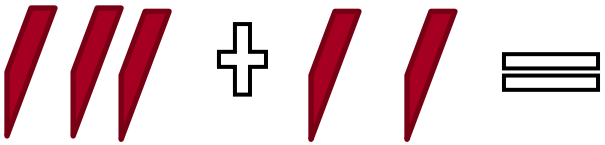
What is  ?

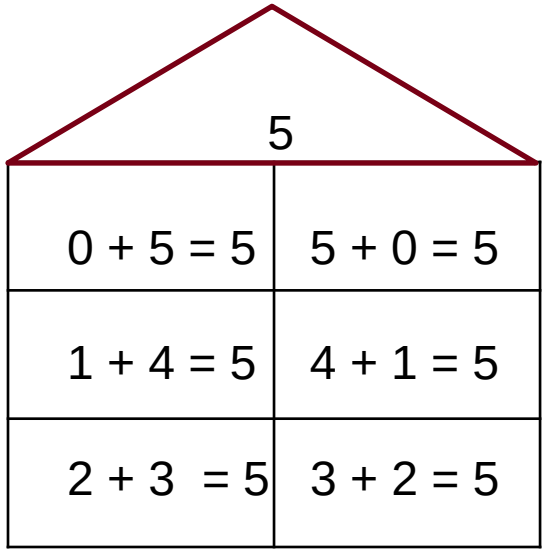
How children learn math concepts?

- By manipulating geometric objects (e.g. blocks)
- By manipulating water, sand using different containers
- By drawing or writing a problem in math terms
- By playing card games
- By memorizing counting, simple sums
- By creating patterns and articulating the rule
  - X X X Y Y ?
  - 

- In each case, the teacher helps to make explicit and articulate what children intuitively understand.
- The teacher continually increases the challenge of a game.

Learning about adding with fingers, counters, and houses





See naeyc Math p19

Big Math for Little Kids

Recap what is said about Math

Implications for curriculum	Specify terminal competencies
Implications for lesson plans	Activities for new learning
New resources to make	Number & shape posters Number houses
New teacher training	How to conduct small group problem solving with shapes, numbers How to teach adding, take-away

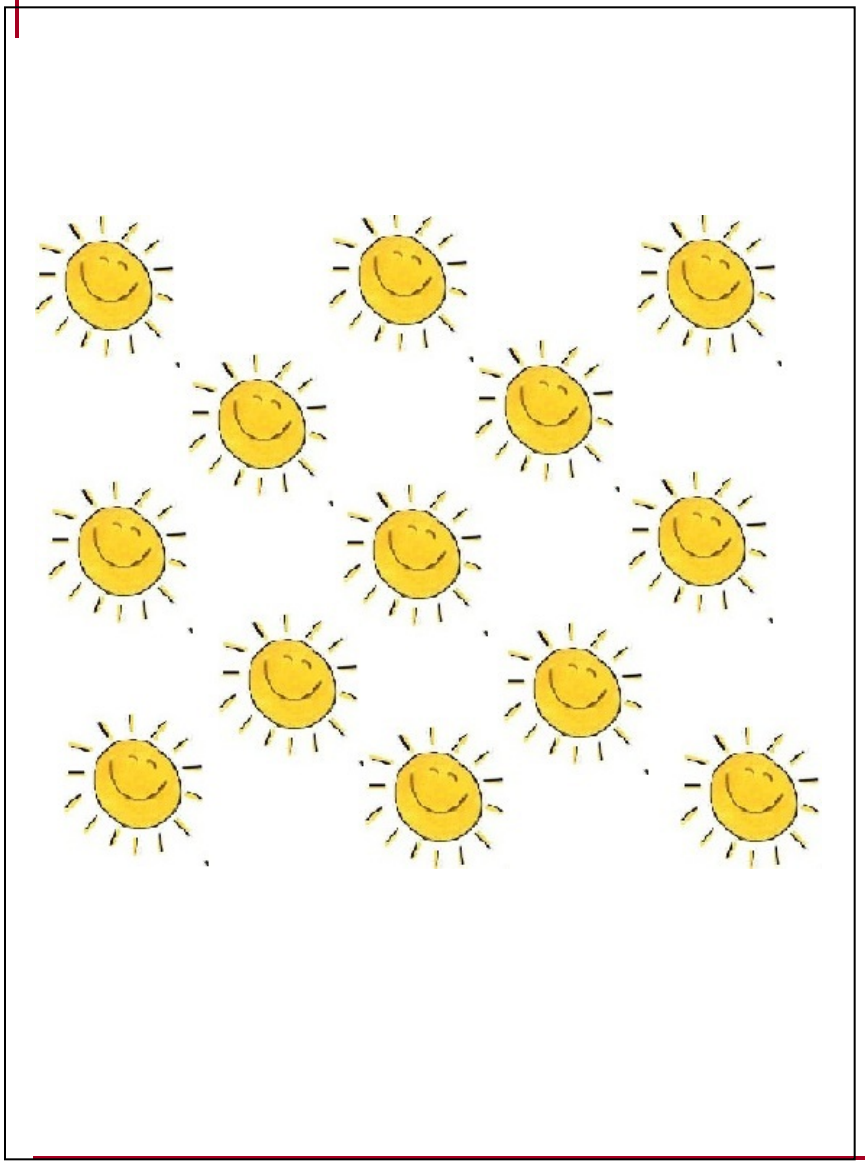
4. How to measure competencies

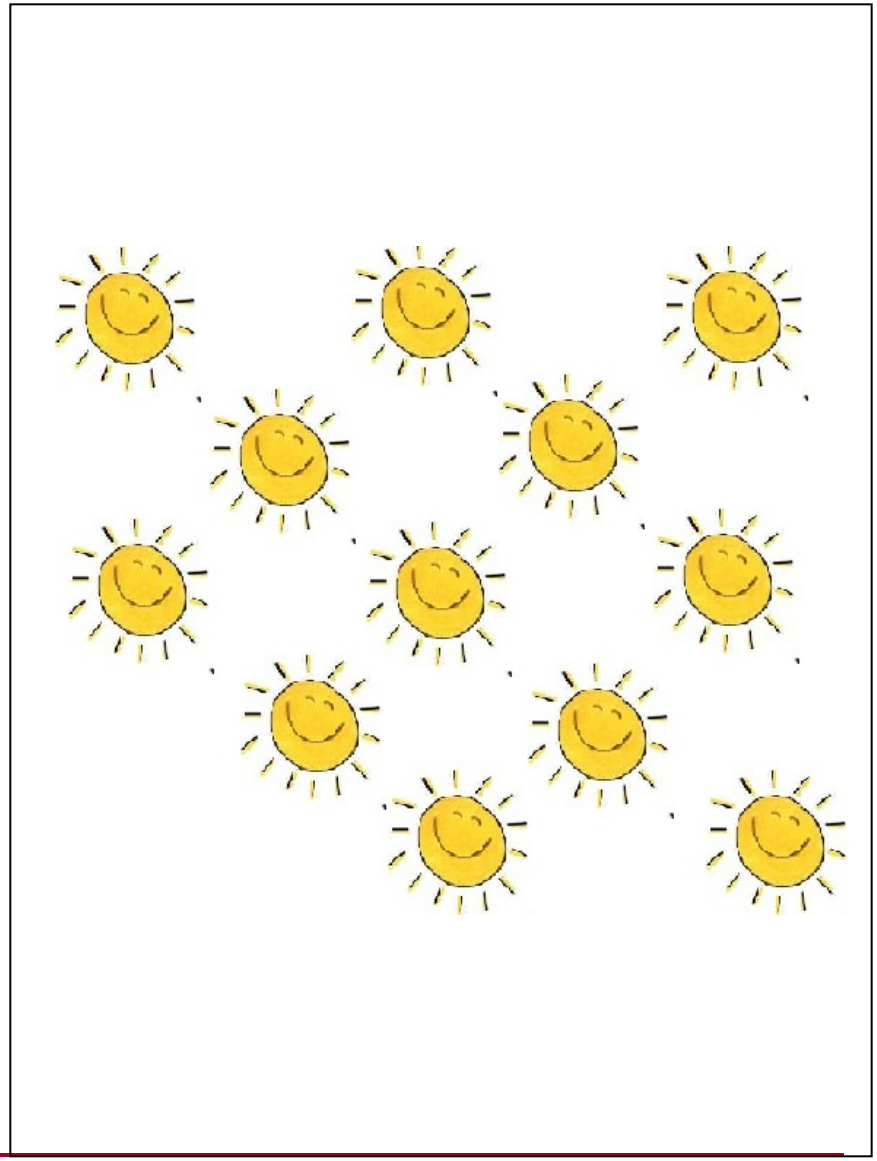
A School-readiness test to evaluate programs

- What is this letter? *e*
- How do you write the letter __g___?
- How do you read this word [banana]?
- How do you read this word [chicken]?
- How do you write your name?
- What is this number? 3 What is this number? 15
- How do you write the number 4? How do you write the number 12?
- Mina has 3 bananas. She eats 2 of them. How many does she have left?
- 2 children are playing and 3 children come to play with them. How many children are playing now?
- What part of your body is used to hear?
- Name days of the week.
- Why do people chew their food before swallowing?
- Why should children go to school?
- What is a car? Can you tell me exactly what a car is.
- What is an elephant?

What else would you add?

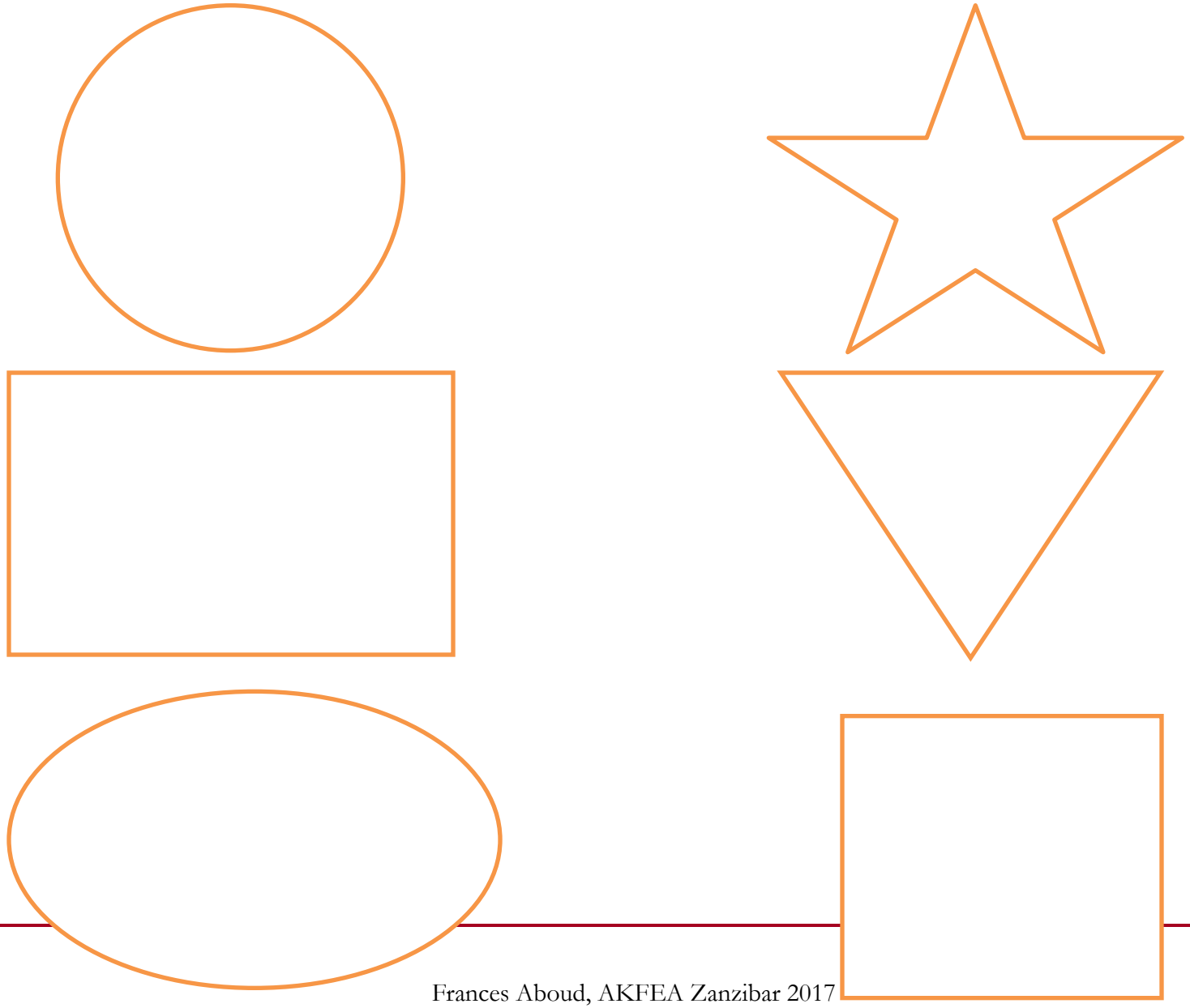
Item E1.3: Concepts of Quantity from IDELA





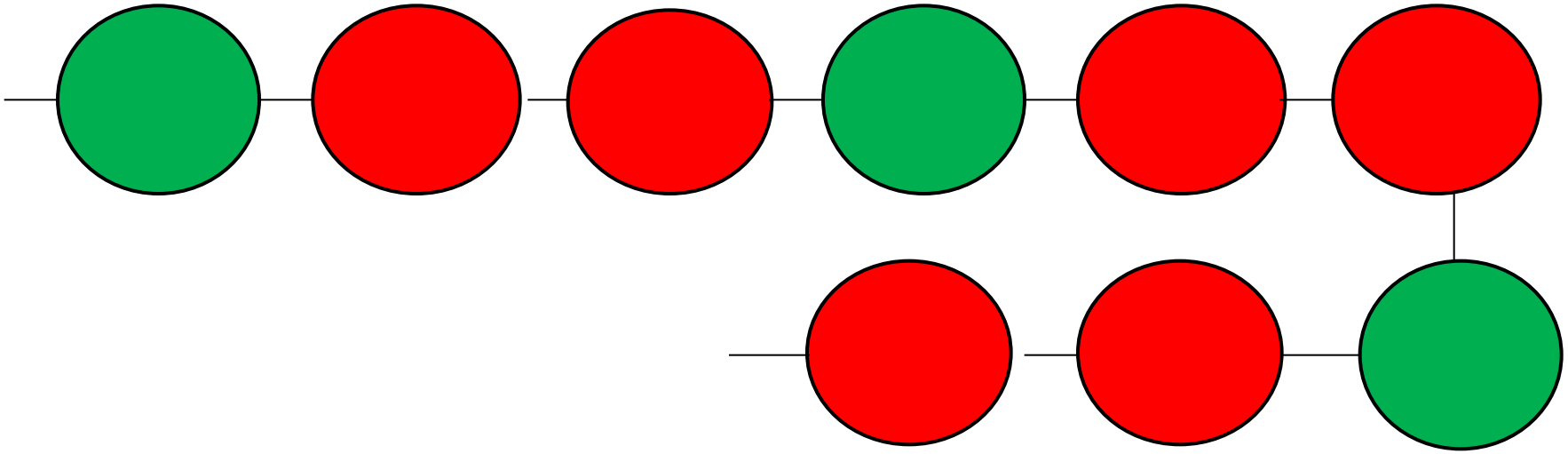
C. Which picture has more suns?

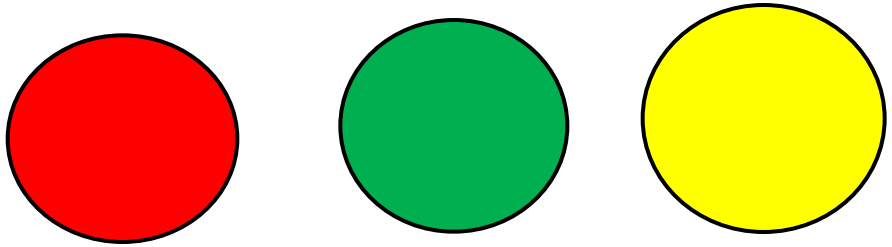
Item E3.3: Identifying shapes



Item E5: Pattern completion

Pattern II





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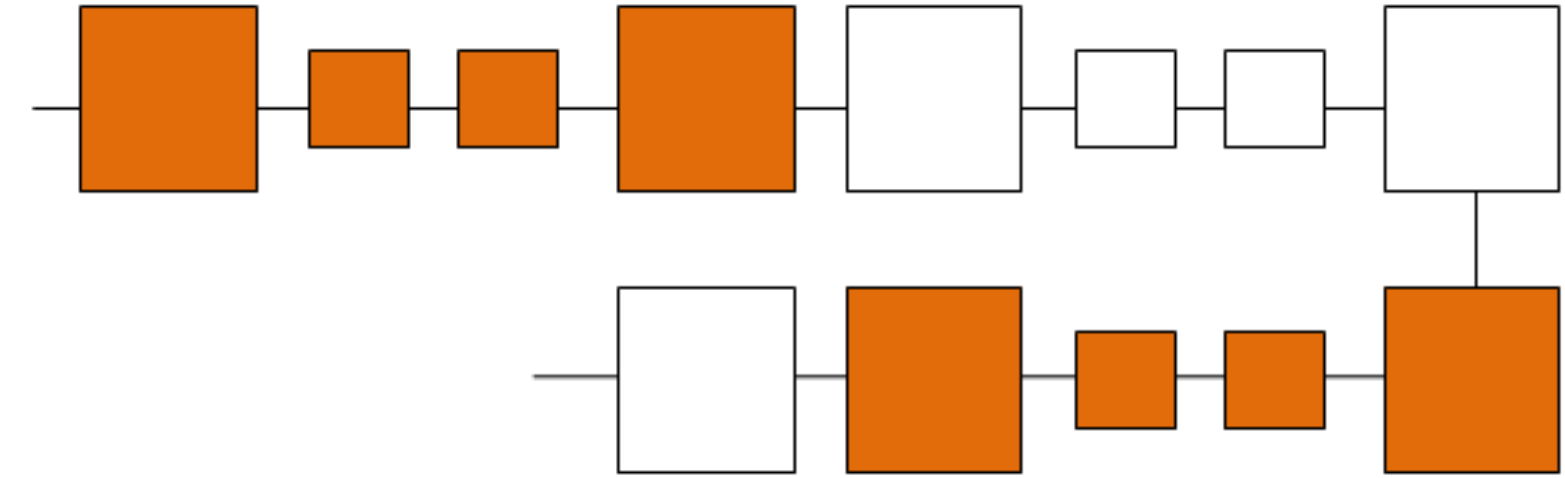
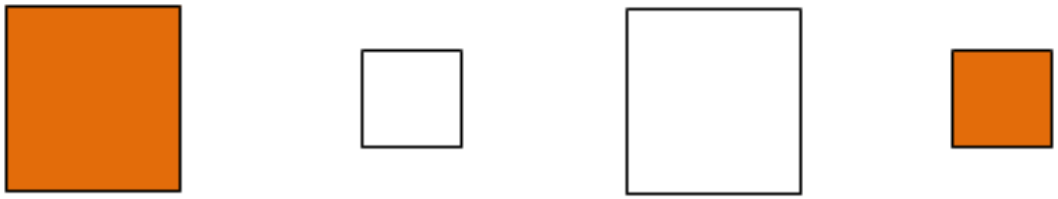
Pattern III





Incidental Learning

through looking & listening, not through instruction

How do most children learn the answers to:

- What part of your body is used to hear?
- Why do people chew their food before swallowing?
- Why should children go to school?

- What is a car? Can you tell me exactly what a car is.
- What is an elephant?

- How are papaya and guava similar?
- How are happy and sad similar?

How do most children learn to reproduce a pattern?

How do you know if children have competencies?

- By doing in-class observational assessment
  - If children do independent work, not simply repeating what the teacher did, then the teacher will know who has mastered and who has not mastered the competency.
  - End of week review – new learning is cumulative
- Not by giving children a test
- All children of 6 years (or 7 years) are eligible for primary school. They should not be held back.