Individualizing to Meet the Needs of All Children

High Five Mathematize:
Individualization Content Area

- Children with Disabilities
- Children who are Dual Language Learners
- Children From All Cultures

Children with Disabilities

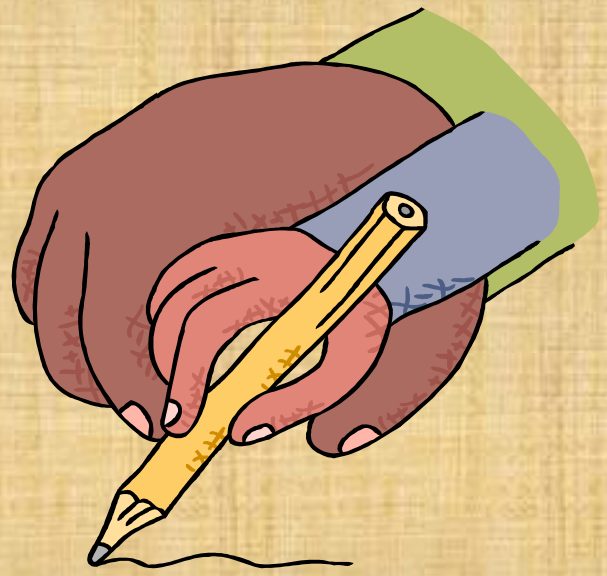
- How do you Individualize in your Classroom?
  - Visually
    - Within the first days of school
  - Teaching Strategies Gold
    - Observation Notes
    - Lesson Plans
    - Various Reports
- Why do you Individualize in your Classroom?
  - Each child has an Individual Type of Need
    - Need of Extra Help
    - Need of Different types of Materials
    - “What is the Next Step for this Child?”

Teachers of Dual Language Learners Need to:

- Respect the Silent Period
- Modify Language (using short, concise sent.)
- Use manipulatives and everyday objects (show examples)
- Use oral descriptions (frequent conversations)
- Maintain a daily schedule so activities and routines are predictable
- Help dual language learners feel more comfortable(small groups, engaging book readings and cooperative games)

Children From all Cultures: Four Keys to Supporting Cultural Diversity

- Building Trusting Relationships
- Being sensitive to families' cultural preferences
- Building bridges between cultures
- Supporting true partnerships between staff and parents



Individualization

Video #1

Scenario Questions

- Scenario #1

  A small group of children on the playground are hopping over a jump rope that is lifted 4 inches above the ground. Tommy attempts, but is afraid to jump over a rope being held that high. Name four ways you can help in individualization for Tommy:
- Scenario #2

  You're on the playground and children are all throwing the balls up in the air and clapping before the ball hits the floor. Suzy is afraid of throwing the ball up in the air….what can you do to individualize for Suzy?
- Scenario #3

  Your Head Start Group is on the way to the lunchroom. You're asking your kids to walk with one hand on his hip and one on his lip…..Shawn has a problem with finding his hip. What kind of individuality can you give to Shawn to help him learn where his hip is?
- Scenario #4

  You're at small group and the children are asked to stack blocks as tall as they are. Claudia says, "I try, but I cannot lift the big blocks!" What can you do to help individually assist Claudia?

Scenario Questions

- Scenario #5

  You're throwing bean bags in the gym into a small container. The children have a mark on the floor that they stand on (3 ft.) in order to throw the bags into the container. You notice that Zoey cannot throw that far and is throwing the bean bags only halfway to the destination. What can you do to help with individualization for Zoey?
- Scenario #6

  You're on the playground and you are playing a game where the child has to put the balloon between his legs and walk quickly to a child waiting about 15 feet away. You have a child with leg braces. What can you do to help him feel like he's included in the group?
- Scenario #7

  It's snack time and you're prompting children to open their milk carton on their own today! Several children have trouble with pulling the tab. What can you do to help strengthen the skills of opening the milk container?
- Scenario #8

  During Center Time activities your children are measuring how tall their friends are while using small paperclips. Cindy is having trouble picking up the small paper clips. What can you do to help her succeed in this activity?

Geometry and Spatial Sense

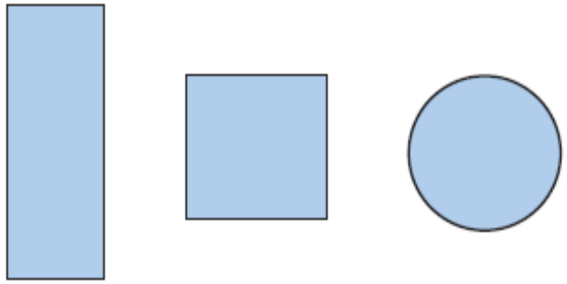
You say ball and I say sphere.
Learning geometry makes it clear.
In, out, under, beside, around.
Spatial sense won't let us down.

Geometry and Spatial Sense

- In Head Start children recognize and name 2-Dimensional and 3-Dimensional shapes:
- What does 2-Dimensional mean?

  **The shape has height and width

  – Name four common 2-Dimensional (2-D) Shapes
    - Rectangles
    - Squares
    - Circles
    - Triangles

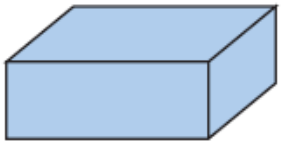


3-Dimensional Shapes

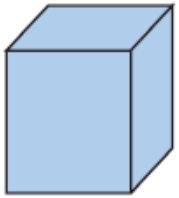
3-D Shapes Have:

- *Faces*
- *Edges*
- *Corners*

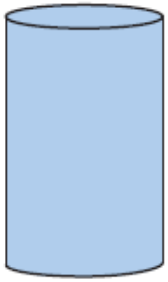
Three-Dimensional Shapes



***Rectangular* Prism**



Cube



Cylinder

Sphere

Developing Spatial Sense

- Building with various blocks
- Working puzzles
- Climbing
- Playing ball with a friend

What Our Children can Learn from Geometrical & Shape attributes:

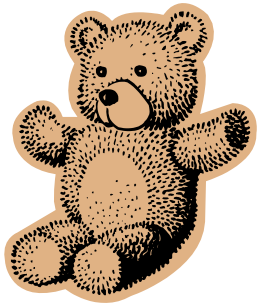
- Length of sides
- Number of sides
- Size of angles
- Number of angles
- Two versus three dimensions
- Curved or straight lines
- Diameter, radius and circumference for curvilinear shapes, like circles or spheres

Teaching Staff & Parent Volunteers help in Developing Geometry and Spatial Sense Concepts by:

- Helping children notice attributes of shapes such as number of sides and corners, curved versus straight lines
  - "Tell me how you chose the blocks for your structure."
- Providing examples of 2-D shapes that are irregular to help children expand thinking
  - "I noticed that you used a long, flat block on the bottom!"
  - "How did you make the two sides look the same?"
- Promoting children putting together and taking apart different shapes
- Developing obstacle courses, acting like different animals, "Going on a Bear Hunt," etc.

“Where’s the Teddy Bear?”

Video #3



Measurement

Simple ways to integrate measurement activities throughout the day:

- In our daily lives we measure weight, length, speed, temperature and time, just to name a few.

measurement related vocabulary:

- **For weight:** Heavy, light, heavier, lighter.
- **For length:** Longer, shorter, tall, short.
- **For distance:** Near, far, close to, far from.
- **For quantity:** Greater than, less than, more, few, same as.
- **For size:** Big, small, bigger than, smaller than.
- **For time:** Yesterday, today, tomorrow, earlier, later, on time, the days of the week, the months of the year

Our Head Start Children:

- Make direct comparisons; for example, standing back-to-back to see who is taller or holding a rock in each hand to find out which is heavier
- Increasingly use comparison language to describe objects, people, and events; for example, taller/ tallest, faster/fastest, heavier/heaviest
- Explore non-standard measurement tools, for example, feet, paperclips, Unifix cubes, and paper cups
- Explore standard measurement tools, for example, measuring cups, balance scales, and measuring tapes
- After many experiences, they begin to learn to measure by using number (e.g., moving a finger along a row of blocks and counting to see how long it is)

Learning About Measurement

"Young Children's understanding of measurement is grounded in their real-life experiences." pp.187

A child plays with rocks in the Science Center and says, "This rock is so heavy!"

Children in the Dramatic Play area discuss family roles based upon size, "You're the baby because you're smaller. I'm the mommy because I'm bigger!"

During lunch time, children talk about differences in amounts of food on their plates and how much milk they have.

Teaching Staff & Parent Volunteers help in Developing Measurement Concepts by Asking Simple Questions:

"How long is your shadow?"

"How can you make it shorter or longer?"

"Try to make it as long as my shadow!!"

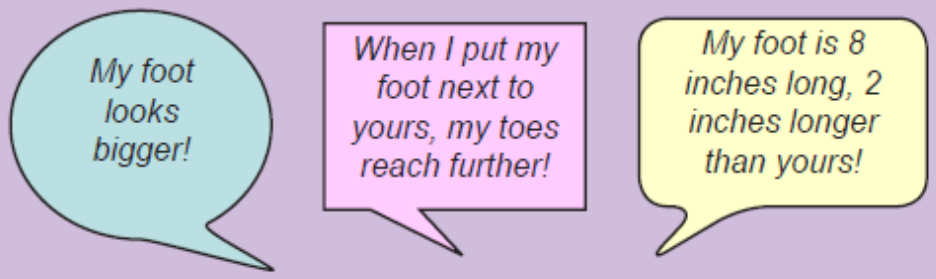
"Let's take 1,2,3,4 steps back and see if our shadow changes! What could happen?"

Comparing

Comparison Strategies

Preschoolers and children in early elementary school develop measurement strategies in a general sequence moving from

- Perception-based (visual) to
- Direct comparison to
- Quantitative (number)



Parent Activities (Measurement)

- **Long and Short**
  Compare different objects around the house. Which is taller, which is shorter? How about at the grocery store? Which bottle of ketchup is taller?
- **Weight of Things**
  Let your child be a human scale. Ask them to hold one item in each hand. Which is heavier? Is the larger item always the heavier one?? For example, compare a roll of paper towels to a full water bottle, or a bag full of pennies to a large bag of socks.

Resources & Activities!

- www.prekinders.com
- www.teachthis.com
  - "I Have, Who Has" Shape Game
  - "Sorting Paper Shape Cutouts"
  - Play Dough Shape Mats
  - Floor Graphs (Can use shoe hanging bag with separators)
    - Gingerbread Man
    - People
    - Mittens/Gloves
    - Leaves

More Activities!

- “War” (Using a cube-Dice)
- Sorting Shapes, pom-poms, buttons (small, med, large)
- Sorting Buttons (various shapes)
- In Order: Cookie Cutters - 4pc
  (smallest-largest)
- Unifix Cubes
  (More, Less, Same)
- Pattern Blocks
- 10 Frame Mat (magnets)
- Balloon on a string
  (Measuring: breaths to blow up balloon, length of string, length balloon slides, length of straw; height of straw)
- String (measure arms, legs, around waist, head, length of bodies
- Ribbon Sizes
- Dropper & Penny
- Beads-Addition Game-5,4,3,2,1