

Assignment

Question 1. Discuss the implementation and its impact to support children's of literacy and numeracy development in your school?

1. Impact

Literacy and numeracy may have direct impacts on later life outcomes (beyond keeping kids in school): they are associated with life outcomes like **adult earnings, agricultural productivity, and better health outcomes for the next generation.**

2. Implementation

Getting young children passionate and enthused about literacy and mathematics can sometimes be problematic, so here are 10 ways to improve literacy and numeracy skills in your Primary School.

2.1 Listen to 'the pupil voice'

Listening to your children whilst achieving the national curriculum objective is number one on our list. Allow your pupils to make creative choices in their learning and encourage them through coaching to identify their own learning needs. Your pupils will tell you what interests them, then it's up to you to embed learning into their interests.

2.2 Let the children build a business enterprise

Buying, selling, supply chain, sales, marketing and finance are all job roles that can be undertaken by little people. Get them to write an application for the jobs they want, whilst building teams that sell, earn, and run profitable businesses. Teaching children the value of things, the importance of applying ideas, commitment and execution of strategy are all valuable skills that allow children to learn whilst having fun and thinking practically.

2.3 Encourage literacy at home

Get parents and responsible adults involved, challenge the children (and adults) to read in unconventional places (on a fairground ride, on top of

the washing machine, or in the shed!?) ... the children should take photos and write their account of it (along with synopsis of their chosen story). Family literacy nights are also important, encourage parents to promote the books they used to love as children, and all read them together.

2.4 Fit bodies and minds

Incorporate physical activity and the great outdoors with your literacy and maths. Count running laps of the playground, work out how many laps are in a mile, measuring out metre lunges or how many star jumps can be achieved in 30 seconds. Likewise, embrace dynamic adaptive learning techniques, such as a nature walk to collect objects that form an acrostic poem. Get them out, get them learning, get them having fun.

2.5 Build things

Using fine and gross motor skills to build something with a practical purpose i.e. a bench, bird seed table or herb garden is not only a bonding experience for peers and friends, but an application of real life skills such as exact measuring, counting, twisting clockwise and anticlockwise; with a visible output and a real-world purpose that the children can evidence and be proud of.

2.6 No budget, no problem

Negotiation, persuasive writing, creative problem solving. Ask the children what they would most like to see in the school playground and get them to come up ideas as to how they might get it, think of a name, produce purchase costings, a budget (if any), and write instructions for use i.e a herb garden, mud kitchen, sand trays, reading huts, a phonics bus, a reading rocket, an upside down fountain – let their imaginations run riot – if they can work out a way to make it happen, who knows where you could end up!

2.7 Practice that feels like play

Engage children in their own, personalised learning and inspire out of the box thinking with imaginative play. Encourage the pupils to think about the job they would most like to do as an adult. What research do they need to undertake? What sort of questions might they need to ask? How will they work out their weekly salary? Self-directed activity, hands-on learning and collaborative play make learning fun and pupils often take greater responsibility for their own learning.

2.8 The element of competition

Some children, statistically boys, struggle with the concept of poetry, but have no problem with writing raps and lyrics. Why not have a rap battle? Exploit the power of story, rhyme, drama and song to fire children's imagination and interest (boys as well as girls).

2.9 Be brave

Staff need to be empowered with confidence to make their own founded professional decisions, to innovate and experiment with the creative approaches that can be taken in learning and the confidence to take risks, buck the trend and try something new. Setting up a safe environment to do so will help to reduce any associated risks but be brave. Nothing changes whilst staying the same.

2.10 Learn from others

Listening and learning from others is a key skill instilled into small people and one that adults should heed. Visit other schools, bring in the professionals and don't be afraid to sponge ideas from all areas of life!

Question 2. Close and careful evaluate enabling parents and communities to support children's literacy and numeracy development.

Parents have the biggest influence over their children education and development. Education is highly valued, and to create better quality education is to participate in the

brainy life of the nation. The aim from education is to provide intelligent Human Resources. Education such as literacy and numeracy are considered to be the staple subjects and should be strengthened to produce a smart generation for sustainability development. Parental monitoring is needed to guide the children's development.

Question 3. The quality of language development depends on many factors. List out this factors?

Learning a language is one of the most notable achievements of both children and adults. New language skills give us the opportunity to improve our social understanding.

1. Self-Direction
2. Listening
3. Balancing conversation and translation
4. Authenticity
5. The verbal environment
6. Frequency
7. Vocabulary
8. World Knowledge
9. Personality traits
10. Age

Question 4. How do you teach air for young children give practical examples?

Air is all around us, and invisible, which makes it an interesting and challenging science concept to preschoolers. Engaging activities about air helps teach young kids about all the things that air benefits. Air activities can be used alongside lessons

about the environment, the changing seasons and music and movement.

1. Windsocks

Preschoolers can't see air, but they can feel it. The wind is air blowing, and creating a windsock shows the movement of the air. Help children create windsocks by giving them 12-by-18-inch sheets of construction paper. Children can use oil pastels to draw wavy lines on the construction paper representing the wind. Glue long strips of crepe paper along one of the long sides of the construction paper. Help children create their windsocks by rolling the construction paper into a tube, with the oil pastels lines on the outside, and staple the touching edges together. Punch two holes on the opposite end of the windsock from the hanging crepe paper and children can lace string through the holes to hang the windsock outdoors. Children can watch the windsock move in the air.

2. Breathing

Without air, we wouldn't be alive. Breathing provides air to our lungs, which help us move and be active. Take children outdoors or to a cleared indoor area. Children can sit on the floor and place their hands on their stomachs, feeling their bodies moving while breathing air. They can also use a straw to move pieces of cotton around with their breath. Have preschoolers run around or do jumping jacks and see what happens with their breathing. Being physically active causes our bodies to require more air.

3. Musical instruments

Air helps make certain musical instruments make sounds, such as flutes, harmonicas, clarinets and kazoos. Provide children with a variety of wind instruments and have them experiment with making sounds using air.

4. Bubbles

Bubbles are a way to see how air moves and fills spaces in a visual way. Children can blow bubbles and watch them float through the air. Blowing bubbles uses air. Bubbles don't exist unless someone blows

them or the bubble wand is moved through the air. Have children experiment with how much air is needed to blow bubbles and how big of a bubble they can make, watching as the air fills the bubble.

Question 5. Why is early numeracy experience important for later development for children?

Math is very important and it's important to assist young children to develop their mathematical thinking. A child's math knowledge at the beginning of kindergarten predicts later academic achievement better than early reading or attention skills. The importance of numeracy in early childhood can be assessed from the fact that kids who develop good understandings of math are often confident when it comes to decision making and environment assimilation.

The importance of numeracy in early childhood can be judged from the fact that children who specialize in problem-solving instead of getting the correct answer, learn more.

Parents' mindsets about math influence children. Children notice when adults feel anxious about math or say things like "some people are just not good at math." Girls specifically develop on attitudes held by female adults. rather than saying "I'm not good at math," try saying, "Let me try and figure that out." specialize in problem-solving. Your words and attitude matter!

Question 6. How does language development affect later development?

Language development is correlated to social development **1**. When children have issues with language, it can lead to problems with relationships with peers or parents because children must be able to adequately communicate their feelings, thoughts and desires in order to form deep

connections and maintain friendships throughout life. Language development issues can extend over to other aspects of learning and cognitive development, but the earlier any language issues can be identified and dealt with, the better the outcome for the child

1. Self- expression
2. Developing relationships
3. Relational Aggregation Issues

Question 7. What are the policy implications of child development in general and language development in particular?

Question 8. How can childhood educators identify children with language delays?

When a child first begins to show signs of *language delay*, many professionals will first ask for the child to attend a hearing test. This is due to conditions and illnesses such as ear infections or glue ear having an impact on language skills. If a child is unable to hear correctly, this will in turn have an effect on their ability to understand what is being said and the use of language. Lack of hearing can affect a child's language in many ways. If a child's hearing is especially poor they may not be able to hear themselves when they do speak, affecting the volume, tone and pitch of their voice. Children with hearing difficulty will also be unable to hear the quieter sounds of a word such as 's', 'sh', 'f' and 't'; causing them to miss vital sounds when speaking. This can mean the child is difficult to understand. If a child's hearing is contributing to their *language delay*, Makaton or visual aids can be introduced allowing the child to make sense of the world and able to communicate until the problem can be eased or resolved.

Question 9. What kinds of interventions for language delay are effective?

children with **language delays**. Techniques of therapy included: “Naturalistic” play-based therapy, child-directed therapy, antecedents and consequences with primary and secondary rewards, **language** immersion, and structured approaches including objective targets and arranged environments.

The duration of the interventions ranged from 6 weeks to one year. The studies included children who had language-delays only, as well as language- with other developmental-delays. The therapists were Speech Pathologists AND/OR Teachers, and parent consultation was always utilized. The outcomes of the studies were as follows:

1. *Child Initiated*..... more effective and greater generalization than..... *Adult Initiated*
2. *Integrated*..... more effective and greater generalization than..... *Pull-out therapy*
3. *Activity Based*..... more effective and greater generalization than..... *Direct Intervention*
4. *Modeling w/prompt*..... more effective and greater generalization than..... *Modeling alone*

Interventions resulted in positive changes in parent-child interactions, and interventions resulted in significant improvement on standardized tests.

Question 10. Write at least two techniques how do you teach numbering specifically, 1-10? You can write in Amharic

1. Introducing Children to Numbers

1.1 Use numbers to describe groups of things to your child. To build a foundation for number recognition, talk about your child's environment in terms of numbers. If several crayons fell on the ground, you might say, "Oops, I dropped 3 crayons!" Or when reading a picture book, you might point at the illustration and say, "There are 2 airplanes in the sky."

1.2 Point out numbers on houses, street signs, or other locations.

1.3 Ask children to complete household tasks involving numbers.

2. Adding Numbers into Sensory Play

2.1 Buy sets of magnetic numbers and ask your child to match them.

2.2 Have your child trace the numbers 1-10 into a thin layer of cornmeal.

2.3 Ask your child to "trace" numbers with pieces of yarn.

2.4 Sort buttons by number into labeled cups.

2.5 Give your child a calculator to experiment with.

3. Practicing Number Recognition With Games and Activities

3.1 Roll a die to cover up the digits 1-6 on a number line.

3.2 Match numbered cards until you've gone through an entire deck.

3.3 Play "Speed" with a deck of special cards that go up to to 10.

3.4 Make a number line from 1-10 and count out blocks for each number.

3.5 Roll a die, then build a block tower using that number of blocks.

