



HELPING SPECIAL NEEDS AND AT-RISK STUDENTS IN KINDERGARTEN A TEACHER'S TOOLKIT

Resources related to:

COMPETENCY 5 TO CONSTRUCT HIS/HER UNDERSTANDING OF THE WORLD

What do I know about cognitive development?



Beady, Janice (2013). **Observing development of the young child** (8th ed.). Toronto : Pearson. *This practical text presents Beady's unique system of observing and recording child development using **The Child Development Checklist** . This system is based on a progression of children's skill development in six major areas: emotional, social, physical, cognitive, language, and creative.*



Epstein, Ann S. (2009, January/February). **Think Before You (Inter)Act: What it Means to be an Intentional Teacher**. EXCHANGE, Retrieved June 26, 2017 from <https://dcf.wisconsin.gov/node/1257>

Children need opportunities to initiate activities and follow their interests, but teachers are not passive during these [child]-initiated and directed activities. Similarly, children should be actively engaged and responsive during teacher-initiated and -directed activities. Good teachers help support the child's learning in both types of activities.



Harris Helm, Judy (2009, January/February). **Best Brains in Science Under Five: Helping Children Develop intentionality**. EXCHANGE. Retrieved October 23, 2014 from <https://www.childcareexchange.com/article/best-brains-in-science-under-five-helping-children-develop-intentionality/5018550/>

One of the challenges for teachers is to support the acquisition of knowledge and skills. Another is to engage children in the intellectual life by supporting the development of traits such as curiosity and the disposition to be thoughtful. (Free subscription required)



McGrath, Kim (2013). **The Cognitive Development of the Preschool Child - A Quick Reference Guide**. Retrieved June 26, 2017 from <http://www.learnquebec.ca/cognitive-development/#qr-cognitive>



Numeracy. Retrieved September 29, 2014 from <http://www.child-encyclopedia.com/numeracy/introduction>

Basic number concepts and skills (numeracy) generally emerge before school entry. It is important to promote the development of these competencies in young children and to know the best learning methods, as these skills are often predictive of children's future school achievement.



Baroody, Arthur J. (2010) **Fostering early numeracy in preschool and kindergarten.**
Retrieved September 29, 2014 from
<http://www.child-encyclopedia.com/pages/PDF/BaroodyANGxp.pdf>
More: <http://www.child-encyclopedia.com/numeracy/according-experts>



Landry, Sarah. (2014) **Observing Children's development in the context of symbolic play.**
Retrieved June 26, 2017 from
<http://www.learnquebec.ca/documents/20181/99909/4YK+DevelopmentThroughSymbolicPlay.pdf>

A PowerPoint presentation that describes how symbolic play fosters children's development in various areas, particularly language and mathematics. It describes what it looks like at different developmental levels and gives suggestions for supporting symbolic play in the classroom.



How Kids Use Executive Functions to Learn
Retrieved January 10, 2016 from
<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/how-kids-use-executive-functions-to-learn>

Executive functions are skills everyone uses to organise and act on information. The pages look at 8 areas or skills that are involved: impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation and organization.

Demonstration of interest, curiosity and a desire to learn



Kim McGrath (2013) **Demonstration of interest, curiosity and a desire to learn.** (Videos)
Retrieved June 26, 2017 from
<http://www.learnquebec.ca/cognitive-development#content-187992>

Videos illustrating children experimenting and using tools, materials and strategies, i.e., showing interest, curiosity and a desire to learn concerning the arts, mathematics, science and technology.



Poole, Carla, Miller, Susan A., Booth Church, Ellen. **Ages & Stages: Figuring it out.**
Retrieved November 2, 2014 from
<http://www.scholastic.com/teachers/article/ages-stages-figuring-it-out>

Toddlers imitate what they see, preschoolers try hands-on train and error, and kindergartners tap

language and abstract thinking skills to solve problems.



Poole, Carla, Miller, Susan A., Booth Church, Ellen. **Ages & Stages: What Young Children Wonder About.**

Retrieved November 14, 2014 from

<http://www.scholastic.com/teachers/article/ages-stages-what-young-children-wonder-about>

Support young children's development by carefully observing and encouraging exploration of the things they appear to be curious about.

Demonstration of understanding of the message



Kim McGrath (2013) **Experimentation with various ways of exercising thinking.** (Videos)

Retrieved June 26, 2017 from

<http://www.learnquebec.ca/cognitive-development#content-188386>

Videos illustrating how a child who is seen observing, exploring and manipulating is experimenting with various ways of thinking.



Poole, Carla, Miller, Susan A., Booth Church, Ellen. **Ages & Stages: How Children Learn to Solve Problems.**

Retrieved November 14, 2014 from

<http://www.scholastic.com/teachers/article/ages-stages-how-children-learn-solve-problems>

Using pertinent information to learn



5 Ways Kid Use Working Memory to Learn

Retrieved January 10, 2016 from

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/5-ways-kids-use-working-memory-to-learn>

Working memory helps children hold on to information long enough to use it. It plays an important part in concentration and following instructions. Weak working memory skills can affect learning, including reading and math.

Description of the process and strategies used in learning



Kim McGrath (2013) **Description of the process and strategies used in learning.** (Videos)

Retrieved June 26, 2017 from

<http://www.learnquebec.ca/cognitive-development#content-188441>

Videos illustration how a child who is seen describing his/her method is describing the process and strategies used in learning.



Cognitive Development (Competency 5)

Graphic organisers and reflection tools.

Retrieved June 26, 2017 from

<http://www.learnquebec.ca/preschool/#organisers>

Seven organisers to help students explain their process and reflect on their strategies.



Context for Learning: Researching and Creating an Information Wall

Retrieved June 26, 2017 from

<http://www.learnquebec.ca/robotics/#information-wall>

A video illustrating how students presented the results of their research and what they learned through the creation of an information wall.