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ענישה חינוכית בנם הילדימ
קווים מנחים לلزم החינוכי
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PREFACE

The essence of preschool activity centers on the child and the educational process. The continuous educational process in the school system places particular emphasis on the children's individual personality from the moment they start preschool, providing for their physical, emotional, social and intellectual needs, allowing them to fulfill their potential, develop their inner creativity and widen their fields of interest.

Implementing preschool educational goals demands wide professional knowledge, insight and sensitivity. It calls for a firm belief in the contribution of each child to the social tapestry of the group and to the preschool's range of pursuits and activities. Setting goals for preschool education and planning the means to achieve them are based on a developmental-systemic approach, covering all areas of children development while pointing to the reciprocal, multifaceted relationship between the basic characteristics of each child and his/her environment.

Research, both in Israel and abroad, demonstrates that children's development requires a sense of security acquired through early emotional-social ties. Such ties influence the building of cognitive functions and academic abilities. Therefore, it is important to focus not only on the development of the children's cognitive potential at a young age, but also on their emotional and social wellbeing. The rich preschool environment stimulates children, inviting them to engage in enjoyable activities. The range and quality of the proposed activities form yet another level in the relationship between teacher and child, facilitating the child's emotional and intellectual development.
Preschool Educational Practice is intended for you, preschool teachers and early education staff. It summarizes the main subjects required to achieve those goals towards which you are working. The guidelines offered here are meant to encompass a preschool's fundamental educational concept, one that is shared by all preschools across Israel. From it, each teacher, together with the educational staff, devises his/her preschool's unique program and develops its various activities adapted to suit the characteristics of the children and their community.

The text presents preschool children's developmental processes: physical, emotional, social, linguistic, and cognitive. These processes are interconnected and mutually influential. Strong emphasis is placed on the influence of the environment on children's development and a number of means are referred to in order to ensure an optimal preschool educational climate. The subject of team work and cooperation addresses organizational issues as well as regulations, routine activities, daily schedule and the outline of the educational environment. All of these, together with enlisting the cooperation and assistance of parents, will help in achieving the preschool's goals.

Programming and organizing the daily work at the preschool enables the teacher to implement the educational goals. The program includes pedagogical and managerial components. The core educational curriculum of the preschool is presented, with an emphasis on guiding principles for selecting the learning material, taking into account its suitability for the children and the daily activities at the preschool as well as the children's previous experiences.
The basic assumption is that an environment that prompts children to participate in a wide variety of activities also promotes learning and enjoyment, strengthening the child's feelings of belonging and competence.

I hope these guidelines will provide the basis for high quality early education that will continue to promote values-based practices at the preschool education system, while adapting to current social changes but still retaining the preschool principles and addressing the needs of young children.

I am grateful to the Preschool Education Division staff for their contribution in outlining and writing this booklet.

**Sima Hadad Ma-Yafit**  
*Head of Preschool Education Division*
INTRODUCTION

The early years in children’s development are prominent in building their personality and shaping their character. Preschool offers an educational framework for children between the ages of 3 to 6 that significantly contributes to their development and addresses their needs at the start of their journey through the state education system. It is important for this first encounter to be a constructive experience for children and their family, establishing a sense of trust and confidence that will accompany them from preschool throughout the whole school system.

In their preschool class children join their peer group, forming various social interactions. They learn social mores and acceptable behavior patterns; they also develop sensitivity, awareness and empathy as well as moral values and social integrity. Through their diverse experiences the children become acquainted with the world and their natural curiosity leads them to investigate further, solve problems and realize their potential in a variety of subjects.

Young children are prompted to play in a wide range of playing experiences: symbolic games, role playing (socio-dramatic games) as well as structured rule based games. Children learn to creatively express themselves in a variety of ways; preschool provides them with the space to experience movement and develop their self-confidence and sense of competence and control.

Each child’s unique personality is developed while emphasizing individuality on the one hand and a feeling of belonging on the other.
The preschool educational staff works according to a systemic approach that takes into account the children, their parents and families, and the characteristics of their community. The staff encourages children to learn and research, widening their horizons through both pre-structured and spontaneous activities. Different contents and subjects are learned in a variety of ways, as well as the implementation of core curriculum programs, in accordance to the children's age, development and preferences.

This booklet presents an outline of the following subjects:

» Preschool teachers commitment
» Developmental processes in preschool children
» Optimal preschool educational climate
» Preschool educational team
» Class organization and management
» Preschool educational goals, methodology and curriculum
» Parental participation in preschool educational processes

PRESCHOOL TEACHERS’ COMMITMENT

A teacher's job is paramount in the preschool – having a significant influence on the optimal development of each child. Teachers must acquire and be fully acquainted with updated professional knowledge. The teacher is professionally committed to all the children, to each group in the preschool and to their parents. As part of the national educational system they operate within the outlines of the Ministry of Education policies and carry out directives issued by the Ministry as well as instructions imparted by the preschool supervisor.
The preschool teacher’s professional commitment to the children is rooted in several basic principles:

1. Thorough acquaintance with each child through observations and follow up on their work, taking responsibility for the child's progress by carrying out systematic observations conducted during the school year. These are recorded in the child's personal file.

2. Quality interactions with each child: developing empathy and sensitivity to his/her needs; individually addressing each child's emotional needs and providing feedback on performance and behavior.

3. Identification of difficulties and needs and creation of tailored work plans for each child, taking decisions together with the child's parents regarding referral to relevant professional services.

4. Establishing a positive educational climate based on the relevant principles and standards and turning to specialized support professionals (psychologist/counselor) for assistance in distress situations.

5. Wise and well-planned choices of educational subjects and materials, in the context of the core curriculum. Their implementation is carried out in a variety of ways: individually for each child, in small groups and/or for each class as a whole.

6. Appropriate organization of the environment to suit the study program, setting daily schedules and establishing work patterns that will allow children and staff a safe environment to work and play.
7. Allowing parents participation and maintaining regular contact with them throughout the school year.

8. Connection with community services, involving them in the educational processes, (the relevant bodies at the local authority).

9. Establishing an educational continuum between the preschool and the local schools, maintaining contact with the school where the child will attend First Grade.
DEVELOPMENTAL PROCESSES IN PRESCHOOL AGE CHILDREN

The development of preschool-age children is characterized by fundamental changes in every area: physical, emotional, social, lingual and cognitive. Development is not only biological – it also stems from experience acquired and learnt from the child's surroundings. These significant changes are interconnected and mutually influential.

Emotional and Social Changes: children develop an awareness of others' emotions and viewpoints; they develop the ability to regulate their feelings, adapt their behavior to engage in current activities and are able to delay gratification. They learn to cope with frustrations and to focus on a goal. They develop self-esteem and a sense of competence; their social world widens; children in preschool establish interactions with children of their own age and with adults outside their family circle. They acquire life skills and social norms and learn to solve conflicts in ways that enable social relationships and friendships.

Language Development: there is a deeper understanding of spoken language and children become more articulate, expressing themselves more fluently. Lingual abilities develop and they are able to hold a conversation; their vocabulary and conceptual abilities grow as well as the correct use of syntax in speech. Their introduction to books and other reading material encourages them to learn to read and write.

Sensory-Motor Development: children grow and improve their physical prowess, their spatial orientation and their independence.
They become aware of their body and are able to use it efficiently and derive enjoyment from doing so. Their control of the environment and their ability to use different tools and props assist them to widen their range of activities.

**Cognitive Abilities:** cognitive abilities develop and they begin to use complex processes to learn about and understand the world around them. Their curiosity heightens and they want to research, solve problems and find explanations for different phenomena; they begin to understand and construct symbols; their rich imagination is expressed in play and they develop abstract thought processes.
OPTIMAL PRESCHOOL CLIMATE

A sense of belonging, self-worth and independence are basic needs in the development of every child. An optimal preschool climate offers a social-educational environment that is safe and supportive, equalitarian and aesthetic, encouraging children's development. Such an environment provides the children with a sense of security and safety and allows focusing on each child's personal development.

The positive preschool climate is comprised of three major elements:

» Organization: regulations, routine activities, daily schedule and the outline of the educational environment.

» Interactions: between the preschool staff, the staff and the children, amongst the children and with the children's parents.

» Emphasis on emotional, social and value-related issues in the preschool.

ELEMENTS OF THE OPTIMAL PRESCHOOL CLIMATE

» Physical and emotional security and a pleasant atmosphere

» Quality interactions both individually and in groups (see following paragraph “The Teacher-Child Interaction”).

» Optimal opportunity for each child to develop in every area.

» Individual attention to the needs of each child at his/her own ability level.

» Active involvement in preschool activities and a feeling of belonging in each child.

» Equal unbiased attention towards those that are “different”
» Cooperation between preschool, parents and the community.
» Respect for different cultures
» Environmental and aesthetic awareness in the preschool
» Clearly defined organization, procedures and daily routine.

See Appendix 1 - Optimal Preschool climate

TEACHER – CHILD INTERACTION

Interactions between the child and the preschool teacher are highly important due to their impact on the child’s development. A good relationship forges a trusting and confident foundation. The preschool teacher is, together with the child's parents, a major role figure in his early childhood.

The personal encounter between the preschool teacher and the child is key in creating a substantial dialogue in which the child stands as an individual and not merely as part of a group. This encounter is deliberately planned by the teacher to get to know the child personally and become acquainted with his/her unique personality. It is also an opportunity to listen to the child's needs and dreams and understand his/her difficulties. The emphasis is on the personal encounter that provides a sense of security, closeness, support and empathy.

The aim is to observe the child and learn about him/her: family, friends, leisure activities and more. A genuine interest helps in establishing an accepting and holding environment in order to continue the dialogue.

Sometimes, due to the child's developmental stage, language abilities limit the verbal dialogue and there is a need for non-
verbal means of communication. The encounter, therefore, might include a shared game, a short story - personal or otherwise, as additional ways for creating interaction. The teacher's empathy and consideration will encourage both verbal and non-verbal communication with the child.

It is important to respect the privacy of the child and avoid mentioning the details of these dialogues in front of other children. However, it is also important to advice parents when family details are revealed, according to the teachers' judgment. This should be carried out sensibly, without harming the child's trust.

In case the content of the conversation arises suspicion that the child's health or safety are at risk, the law demands that the teacher reports this and there is a need to operate according to regulations (as they appear in the General Manager's memos on the subject) and to notify the preschool's supervisor.

In cases where the teacher feels she needs advice from a counselor or psychologist, she should first talk with each child at the preschool for some 10-15 minutes as part of the routine preschool program.

The teacher should hold 4 or 5 individual meetings every day as, when and where she judges appropriate. It is important to write a summary of each such individual meeting. These summaries form the basis for future conversations and for steering their involvement in the preschool daily activities.
PRESCHOOL STAFF

The regular staff of the preschool include: the teacher-manager and an assistant as well as a supplemental teacher and assistant. In some preschools, there are other professionals such as a special education preschool teacher, a physical education teacher, a rhythm and music teacher as well as volunteers, who add to the regular staff.

The teacher-manager is responsible for planning, preparing and carrying out the preschool program. She directs the staff's pedagogic-didactic work and is in charge of follow up and assessments; she maintains contact with parents and other professionals and is responsible for all the organizational aspects of the preschool.

External specialized professionals are a source of support for the preschool, providing instruction and professional assistance to the teacher and staff. They are: the Area Supervisor, Disciplinary Instructors, Psychologists (from the local Educational Psychology Services), Educational Counselors and other staff from the local authority, etc.

The preschool staff, according to the systemic approach, consists of a professional team linked by a mutual bond. They all have a shared goal and work as one in order to achieve it. The way leading to the desired outcome is one of reciprocal interaction and mutual influence.

Staff teamwork is based on direct interaction and cooperation and is of supreme importance in:

» Creating the optimal preschool climate
» Achieving educational goals and fostering children's development
» Communication and cooperation with the children's parents
» Expanding the staff shared knowledge and enhancing professional development

**Staff Cooperation and teamwork require:**
1. Establishing communication channels and working procedures
2. Delineating areas of responsibility for each member of staff
3. Carrying out staff meetings scheduled throughout the school year
4. Defining responsibility and interaction channels with parents
5. Prescribing procedures for communication with external expert professionals
CLASS ORGANIZATION AND ADMINISTRATION

Children gain security from orderly, organized surroundings. They enjoy the recognizable and familiar and are willing to try new experiences and face challenges as long as their surroundings are perceived as safe. The organization of the educational framework for pre-school children is important: apart from the physical layout of their surroundings, the general rules and timetable of the daily routine are also essential. It is important to see that the functionality of the preschool is suitable for a wide range of activities. The physical organization of the preschool is very significant in all areas of the development of pre-school children and the way they interact with each other.

Procedures: knowing the rules and keeping to them. Instructions regarding the staff’s work at the preschool, clearly defined rules for everyone at the preschool, children, parents and the staff, ensure its smooth running. Procedures set out in circulars from the General Manager apply to all staff, whilst others are formulated for each specific preschool in accordance with the requirements of the community served by the preschool.

Educational environment design: it is important for the design of the educational environment to support and encourage children's curiosity, their wish to experiment, explore and create interactions. A suitable environment stimulates the children to widen their horizons and knowledge, develops their capabilities, helps them to understand boundaries and develops their self-control.

The preschool educational environment includes various daily activity areas within the preschool itself and in the preschool yard.
Safe, well-lighted and well ventilated, clean areas make all these activity areas inviting. The furniture and fittings should be aesthetic and welcoming, well-suited to the children and what is expected of them. The preschool should contain designated activity areas such as: areas for free play (mom & dad, doctor's office, building blocks, games, etc.), handcraft tables, an area for eating, quiet corners for listening to music, etc.

**It is essential that the environments allow for:**

- Eye contact between adults and children
- Children social interaction while at the same time allowing for privacy
- Safe accessibility between various areas
- Accessibility of equipment, games and accessories

The yard should be located close by the preschool building and form an integral part of the surroundings. The yard should be easily accessible from the building. The yard itself should be conducive to free play, social and exploratory meetings. The layout of the yard should include both fixed and movable play units, a sand pit and a play house for role play. Some yards also have a study corner, an animal petting corner, a carpentry, etc. where the children can learn about nature and their environment.

The yard is conducive to free physical activities: running, jumping, climbing, trying out the play units and the sand pit, as well as permitting physical instruction.
DAILY ROUTINE AND ACTIVITIES

The smooth running of the preschool to accommodate the needs of the children and the staff is based on setting aside time for various activities each day. A familiar timetable allows the children, the parents and the staff to anticipate what will happen when, thus avoiding uncertainty and confusion. The daily routine provides children, parents and staff alike with a familiar framework, promoting feelings of security and belonging.

The daily timetable should be constructed bearing in mind the abilities of the children per their stage of development and should include the following: basic life skills and habits, free play in the preschool dedicated areas and yard, movement, self-expression through activity and study of various kinds.

The sequence of the various elements to be included in the daily routine and how much time is devoted to each activity are determined by the education staff. Observation of the children’s activities will allow the staff to identify their needs and circumstances where flexibility is required in applying changes in the daily routine.

A daily routine and known timetable is significant, as mentioned previously, not only for the children, but also for their parents and the preschool staff:

For the children: it helps them form regular habits, take responsibility and become acquainted with time frameworks.

For the parents: it clarifies expectations from the system and helps to coordinate home schedules with class activities.

For the staff: it ensures smooth class running to achieve the educational goals of the preschool.
### EXAMPLES OF ACTIVITIES IN THE CLASS DAILY ROUTINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing habits and basic skills for daily life</td>
<td>Hygiene and cleaning activities, tidying up the preschool, meal times and preparing for meals, prayers and blessings (religious preschools)</td>
</tr>
</tbody>
</table>
| Free play and games in designated activity areas | **Activities in a number of areas to be selected by each child:**  
  > Role play games  
  > Construction games  
  > Reading and activities involving books  
  > Games of comprehension (box games, computers, etc.)  
  > Music and movement  
  > Spontaneous investigation initiated by the child  
  > Use of materials: activities in different designated areas |
| Directed activities in small groups per specific individual programs | Activities aimed at encouraging the development of the child in different areas (basic subjects) |
| Group activities for all the children | Group activities conducted by the teacher (music, role play games, physical activities, story time, etc.) |
| Free play in the yard | Physical activities (play equipment, ball games, rope skipping, etc.), caring for the animals, play with natural materials (plants, water, sand, mud, leaves, earth, stones, etc.) |

See Appendix 2 for examples of daily schedules
EDUCATIONAL GOALS, WORK PLANS AND SYLLABUS

Work plans and activity schedules help the preschool teacher implement educational goals into daily practice. The work plan is determined by the teacher-manager, in cooperation with the members of staff, and promotes shared educational practice processes. It includes both pedagogic and administrative elements.

The administrative work plan: spreads throughout the school year and schedules timetables for staff meetings, parents' meetings, evaluations and ensuing actions, community activities, meetings with relevant authorities, etc.

The pedagogic work plan: details the knowledge, values, skills and capabilities the children are expected to acquire and the ways to foster them.
AS PRESCHOOL TEACHER I WILL ASK MYSELF THE FOLLOWING QUESTIONS WHEN DEVISING WORK PLANS:

What are my professional beliefs?
What does the education system ask of me?
Which administration policy documents do I need to read?
Who are the children and their parents enrolled in the preschool this year?
What are the cultural characteristics of the community?
What resources are at my disposal?

THE SCHOOL YEAR PROGRAM

**Pedagogic**

1. Goals determined by the teacher and preschool staff.
2. Range of major activities to attain the goals.

**Administrative**

Determining the main activities timetable such as:

1. Events
2. Evaluations
3. Activities including parents
4. Staff meetings
5. Meetings with officials

MEDIUM-TERM PROGRAM

**Main program for preschool activities:**

Subjects, events, main goals
Emphasis on the study environment

Events in the class and in the community
Reflective assessment
The syllabus includes goals that reflect the policy the Ministry of Education, county, local authority and the community, as well as the aims outlined in the education programs and the professional beliefs of the preschool staff. Work plans should define differential responses for specific children based on teacher's assessments and will allow expression of the children's socio-cultural context (community and family needs).

Thorough and systematic acquaintance of the teacher with each child allows her to identify their capabilities, areas of interest, preferences and socio-cultural family background and is the starting point in outlining the class curriculum.

Gathering information on the children should be on-going during normal preschool activities throughout the year. A variety of means are available to the teacher: conversations with parents and children, general observations and specific ones with the systematic observation tool “Mabatim”\(^1\) as well as through the child's work and creations such as drawings, etc. The teacher will gather this information in each child's file three times a year, and will adapt accordingly the class curriculum to the children's changing needs.

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\(^1\) Ministry of Education, **MABATIM: Observing children in their natural environment. A Preschool systematic observation manual for thorough acquaintance with children aged 3-5** (2002) Preschool Education Division
PRESCHOOL CURRICULUM

The curriculum is an educational tool to help the teacher implement the preschool's educational goals into practice. It contains both educational and administrative elements that allow the teacher and her staff to organize and carry out their work.

It is important that the curriculum be adapted to those who use it and, therefore, it needs to be determined by the teacher in conjunction with her staff.

Basic principles have been outlined in order to create a common basis for all preschool education professionals.

SYLLABUS

Preschool children learn constantly, everywhere. They learn from experiences, either spontaneous or directed, and every experience contributes to their development. During their daily activities children acquire intellectual and social skills, knowledge and learning skills.

Preschool children learn constantly, everywhere. They learn from experiences, either spontaneous or directed, and every experience contributes to their development. During their daily activities children acquire intellectual and social skills, knowledge and learning skills. An effective integrative syllabus, that is both enjoyable and challenging, fosters learning in a wide variety of subjects and contributes to the children's understanding of the world at large.
In preschools where the pedagogical activity is planned and aimed at defined objectives, children learn better\(^2\). It is, therefore, important that each preschool have a written education program and allow all staff members to participate fully.

The pedagogic work plan includes a breakdown of the knowledge, values, skills and abilities the children are expected to develop and design the ways for their promotion\(^3\). Program implementation is always fruitful. Decisions taken regarding outcomes, in other words, the aims and methods of achieving goals, affect every aspect of preschool life.

The aims of the syllabus are determined by the teacher and staff whilst adhering to the policies of the Ministry of Education, the local authority and views that educators strive to promote. Planning the work of the preschool should also demonstrate the professional expertise of the teacher regarding children's development, learning programs and her familiarity with the specific group of children at her class that particular year.

It is important that the program allow children to reach significant results in terms of development and learning through a variety of age appropriate experiences such as: play, different ways expression, and learning things that interest them.

When educators at the preschool depend on the education goals of the syllabus, these goals are concerned with daily activities and their interaction with the children whilst maintaining consistency.

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\(^3\) Ministry of Education, (March 2000): *Basic Program for the Preschool Education System*, Preschool Education Division

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The preschool education work program:

» sets targets that reflect the staff's professional views, the Preschool Education Division policy and that of the district and local authorities and the population sector, as well as the directives outlined by the learning programs;

» reflects the expertise of each member of staff;

» allows activities initiated on by adults and also by the preschool children themselves;

» contains pre-planned activities and those generated following events in the preschool and local community;

» designs working methods based on prior children's knowledge and helps construct new knowledge;

» **reflects the unique class structure and includes:**
  > the design of the learning environment
  > range of activities taking place in the same area at one time
  > activities planned under the guidance of an adult as well as those planned by the children themselves

» includes learning experiences that follow the developmental needs and educational requirements of young children:
  > games using different colors
  > various methods of expression
  > activities for children with different learning styles
  > integrative themes that children know and are interested in attending
  > far-reaching integration between subjects and development (not recommended)
» reflects the deliberate adaptation to the socio-cultural context of the community (family and community needs)
» reflects children needs based on the teacher's assessments (medium- and short-term work plan)
» reflects the teacher's reflective assessment of her work (self-assessment): the reflective evaluation of what has been achieved so far and will contribute in the future to help the children progress and what should be discontinued.

THE EDUCATION WORK PROGRAM PROVIDES ANSWERS TO TWO QUESTIONS:

Where we going and what are the desired outcomes?
What practices are necessary in order to achieve the desired results?

<table>
<thead>
<tr>
<th>What do we want to achieve? What is the desired result?</th>
<th>How can we achieve the desired results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual planning</td>
<td>Determine the main, general ways to be repeated throughout the year</td>
</tr>
<tr>
<td>Medium-term planning</td>
<td>Determine subjects, main goals, activities, changes in the preschool environment and set timetable</td>
</tr>
<tr>
<td>Short-term planning</td>
<td>Detailed activities for all the preschool children and for various different groups of children</td>
</tr>
<tr>
<td>Determine general goals showing the direction to be taken with each child</td>
<td>After acquaintance with the children, determine specific goals for the next few months</td>
</tr>
<tr>
<td>Determine detailed goals for activities with the all the children and with various groups of children</td>
<td>Determine detailed goals for activities with the all the children and with various groups of children</td>
</tr>
</tbody>
</table>
ANNUAL EDUCATION PROGRAM

The general aims are determined in the annual planning. These goals should be defined in detail and should characterize the way activities will take place throughout the school year. The education program for the whole year includes the results of repeated major courses of action that foster children development. Annual planning also permits coordination between the various staff members and assists in creating the optimal preschool climate.

The Appendix to this document includes:

» a collection of general goals in various areas as defined by the learning programs
» several examples demonstrating key activities.

MEDIUM-TERM EDUCATION PLAN

The medium-term education plan derives from the goals of the whole year program and is based on the assessment of the children's needs and should also reflect events at the preschool and in the community. The time frame varies from one to three months.

The medium-term plan sets out specific goals for the coming several months for all the children at the preschool and for various groups of children. For assistance when selecting goals, it is possible to use the details of goals outlined in the main education plan. Moreover, the plan also details the main regulations for preschools (subjects, events, main activities) and changes in the design of the educational surroundings.

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4 References provided in each category – the official document cited
SHORT-TERM EDUCATION PLAN

The short-term education plan is taken from the medium term plan. The time frame in this case varies from a few days to a week and the program is based on assessments of the children's needs and should reflect the events in the preschool and the community.

The short-term plan sets out operation goals and details activities for all the children as well as individual plans for various groups of children. When planning activities, it is important to remember: the subject of the activity, the areas in which the activity will help the children's development, the defined goals, the children who will take part in the activity, the instruction methods to be used, during what part of the daily routine the activity will take place, the location of the activity (inside the preschool/in the yard), if this is an one-time activity or if it will be continued), who will lead the activity (the teacher, the assistant, children, parent).

ANNUAL WORK PROGRAM ORGANIZATION

The preschool work plan covers the whole school year. An organizational annual work plan allows the preschool staff to schedule the attainment of goals and helps in planning instruction.

The organizational work plan must determine the timetable:

» for the children's participation in the different activities at the preschool;

» to organize and coordinate the staff's work (meetings at least three times during the year);

» to summarize information on the children and prepare future activities;
» to reflect on the work of the teacher and the staff;
» parent participation;
» community activities
» meetings with interested officials

The organizational annual work program is part of a portfolio which includes procedures, forms, letters, security and safety arrangements and preschool maintenance. Changes during the academic year may require updating the agenda. The daily schedule as well as topics of meetings and activities will be determined close to the time of the event.

The educational program will include the core subjects: life skills, physical education, introduction to reading and writing, science and technology, math, art, bible stories, culture, heritage and tradition.

**See Appendix 3** – Operational aims, and expected outcomes as derived from the Core Curriculum.
PRESCHOOL CURRICULAR CONTENT

The educational content covers all topics, concepts, values and skills that children should enjoy learning at the preschool, including content explicitly designed to delight and amuse. Content selection is made based on three aspects:

Developmental Aspect: when setting a program, it is important consider the normal developmental range. However the individual abilities and personality of each child determine the level of the activities. The content should therefore allow the children, who are at various stages of their development, to develop and refine their abilities.

Social and Personal Aspect: the program should be responsive to individual tendencies, personality traits and preferences, areas of interests and prior knowledge. It should also take into account his being part of a family and particular community with unique characteristics.

Socio-Cultural Aspect: content contributors to children function in their socio-cultural environment. These materials reflect the values of the community and the foundation required for learning the various disciplines defined as essential for future study at school. When formulating the program, the teacher should make use of the main subjects as follows: “Introduction to reading at the preschool”, “Physical education in the preschool”, “Math in the preschool”, “Bible stories” and the ”Framework program” (for topics for which no study program has yet been determined). It is also possible to make use of other teaching-learning materials developed by the Ministry of Education.
CRITERIA FOR SELECTING AND VERIFYING THE PROGRAM CONTENT

1. Significant, relevant and invites involvement
   > Children understand the task purpose
   > As close as possible to the children's world, close to the reality of their world
   > Associated with situations significant to the children

2. Appropriate for the children's abilities:
   > Within the children's scope of development
   > Based on previous information and connected with new information
   > Permits activities at varying levels of complexity

3. Responds to individual differences
   > Personal interests, preferences, tendencies and varying study methods

4. Responsive to Social and Environmental Differences
   > Respects and supports individual language and culture and creates ties between the culture in which the child grows and Israeli culture

5. Promotes children development in different areas
   > Addresses emotional needs
   > Reinforces sense of security and belonging
   > Fosters feelings of success and enjoyment through learning
   > Promotes development of cognitive abilities
   > Develops self-expression
   > Initiates experimentation in problem solving
> Invites social interaction and learning to make friends
> Develops both gross and fine motor skills

6. Facilitates integrative learning
   > Topics with potential to encourage the children's development in different areas
   > The program contents integrate a variety of subjects and developmental areas

7. Allows to include core curriculum content

8. Reliable, true, accurate, does not create distortions

9. Permits a degree of freedom of initiative for children, parents and other professionals

Children bring to the learning process their previous experiences and acquire new knowledge from new activities and interaction with others. They learn when given a chance to initiate and select age-appropriate activities, when they are allowed time to play and delve into a problem, they can enjoy the feeling of success that enriches the joy of learning.

There are many ways of teaching children in preschool from activities and study goals as well as the time and the place for each specific activity. This is based on giving the children opportunities to learn: free pay, self-expression activities, experiencing with materials, didactic activities and guided learning. Activities are carried out in various forms: individual learning, small groups or class plenary.
WORKING IN SMALL GROUPS

A significant factor in furthering education is the involvement of children at different levels in one study group. Such a group also presents an opportunity to cooperate in solving problems as well as seeing things from different points of view whilst acquiring new knowledge.

Preschool children have varying social interactions both directed and spontaneous. In spontaneous daily activities, the children pick their friends themselves and, for the most part, the teacher does not intervene in this process. In group activities, however, that are generated by the teacher, she does influence the make-up of the group in a number of ways: in the uniformity of the group, in its level of operation (homogeneous/heterogeneous group), the size of the group, the type of activity and in the direction and intervention given. A small group formed by the teacher can be heterogeneous and provide significant interaction for all the participants which may not happen when the whole class is involved. With a small group activity, it is important to bear in mind its educational aim in moving a process forward.

It is also important that the children be involved in groups with different functions: occasionally a group of similar children will be asked to perform as task, whilst on other occasions, a more mixed group may be asked to do this. When a child participates in a homogeneous group of children at a similar level, this assures

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5 Ministry of Education (2004): Let's think about it...Preschool manual for the advancement of cognitive processes, Preschool Education Division
the pace of learning, progress, the amount of intervention and the abilities and difficulties will all suit that of the child for that specific subject or activity. When a child participates in a more heterogeneous group of children at varying levels, this may cause an acceptance/assistance interaction. Such a group can throw up results which would possibly not have occurred in a more homogeneous group. It is, therefore, preferable that the differences between the group participants not be too large.

Note: even with a homogeneous group, it is important to change the mix of children a couple of times during the year at least thus avoiding fixed groups for the whole of the academic year. It is important that the children participate in groups with changing numbers of participants. The size of a child's group influences his performance as well as his interaction with his friends, his feelings of belonging and his responsibility for the outcome of the activities.

It is also important that the children are part of groups of different types. Sometimes the activities will be concerned with a child's strong points and he will feel that he can contribute and help others; other times the activities will be concerned with his weak points and he will need to rely on the help of others in the group who are the leaders this time.

Work in small groups is part of the routine daily life of the preschool. The teacher will help these groups each day when she feels it is appropriate. It is also important to document the work of each group and summarize the events at each meeting. This will form the basis for follow up on the progress of each child in each subject. (see Appendix 4).
ADAPTING TEACHING PRACTICES TO CHILDREN’S WAYS OF LEARNING

Knowledge and understanding of how young children learn help teachers to choose appropriate teaching methods. The following table shows teachers' methods in accordance with the ways children learn:

<table>
<thead>
<tr>
<th>Children Ways of Learning</th>
<th>Teaching Methods</th>
</tr>
</thead>
</table>
| Children have prior information gathered from previous activities | > Gather information on the children through conversations with parents, observation, talking to the children, looking through their handcraft, etc.  
> Acquaintance with the socio-cultural background of the children's community  
> Base preschool activities on developmental knowledge and acquaintance with the children themselves |
| Children understand new information gathered from their surroundings | > Create an environment that allows for experiment: activity centers in the preschool with room to move, provide a range of games, accessories and materials but avoid too much choice.  
> Encourage the children to be active through suggestions on extending the activities to organize: intensify activities, looking for alternatives, initiate new tools or materials, etc.  
> Assist the children organize new knowledge through acquaintance with learning at the preschool. |

4 Bredekamp, S; Copple, C. (Eds.) 2009: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from birth through Age 8, Rev. Ed., Washington DC
<table>
<thead>
<tr>
<th>Children Ways of Learning</th>
<th>Teaching Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learn through interaction with others (both children and adults)</td>
<td>&gt; Organize areas conducive to activities with more than one child: tables to sit around, chairs in groups and facing each other, materials for cooperative games, etc.</td>
</tr>
<tr>
<td></td>
<td>&gt; Suggest activities that require cooperation between children in decision-taking and problem solving: creating something together, group table games, arranging tables for events, etc.</td>
</tr>
<tr>
<td></td>
<td>&gt; Encourage and support spontaneous group activities, group games, role playing, etc.</td>
</tr>
<tr>
<td></td>
<td>&gt; Join in the children's games when it is necessary to extend the range of the activity or game.</td>
</tr>
<tr>
<td></td>
<td>&gt; Create opportunities for work in small groups: spontaneous [adding children] or pre-planned by adults.</td>
</tr>
<tr>
<td></td>
<td>&gt; Talk to the children during the day every day [pre-planned and spontaneously].</td>
</tr>
<tr>
<td></td>
<td>&gt; Encourage the children to express themselves: by talking, asking questions, through imagination, prediction, guessing, assertion, learning more and creating.</td>
</tr>
<tr>
<td>Children learn through repeated experiences in the environment</td>
<td>&gt; Create a daily routine that lends feelings of security.</td>
</tr>
<tr>
<td></td>
<td>&gt; Base teaching methods on methodically repeated major activities planned throughout the year.</td>
</tr>
<tr>
<td>Children Ways of Learning</td>
<td>Teaching Methods</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Children learn through their own initiated activities and they have freedom of choice     | > Stimulate and encourage the children to initiate activities.  
> Encourage them to feel they can control their own choices and decisions: allow them to choose from a variety of options [activities, materials, games, etc.] and respect their choices.  
> Suggest activities to suit the children per personal preferences.                                                                                                                                                                                                                     |
| Children learn they have a set period of time for an activity                            | > Allow the children to organize and plan the activities without stopping them [the activities continues on another day].  
> Deal with long-term subjects and projects until the children learn to utilize their time.  
> Encourage the children to complete activities from beginning to end.                                                                                                                                                                                                                 |
| Children learn when from feelings of success                                              | > Suggest a range of activities within the children's scope.  
> Encourage children to try ore difficult activities to bring them on based on acquaintance with the child.  
> Provide practical input on previous activities, pointing out success.                                                                                                                                                                                                                  |
| Children learn through different types of games dealing with subjects that interest them  | > Arrange an environment that encourages different types of activities: free play, drama, construction, educational, movement and music.  
> Integrate teaching through games with different materials.                                                                                                                                                                                                                                  |
Children Ways of Learning | Teaching Methods
---|---
Children learn when solving problems | > Create situations that present the children with a dilemma that needs to be solved and encourages a range of suggestions.
> Encourage the children to solve problems arising in the preschool and outside.
> Encourage expression of different opinions: encourage posing any question; there is more than one right answer: listen to the different answers from various children.

**PARENTS AS PARTNERS IN THE EDUCATIONAL PROCESS**

Parents are the most important people in their children's early life. Cooperation between parents and the preschool staff paves the way to the educational process that will foster the children's development and help crystallize their potential.

Preschool staff should create open lines of communication with the parents throughout the academic year based on mutual acceptance, trust and shared expectations, along with explaining the educational approaches and processes. Communication between staff and parents will be built on a foundation of respect, consideration of family culture and respect for the parents' needs. Communication takes place at both levels: with the parents of all the children in the preschool as a group and also with each child's parents individually.
COMMUNICATION WITH ALL PARENTS AS A GROUP

Creating a cohesive group of parents contributes to promote the common tasks of the educational process. Similarly, the positive involvement of the parents assists in preserving the continuum between educational goals and those of the community. Communication with all the parents is achieved through several channels:

» Parents' meetings: during the first month of the year the teacher should arrange a parents' meeting at which she presents the rationale and work plan for the year. Parent's and staff's expectations are coordinated, a parents' committee elected. Its functions are determined as well as the working ways and manner of communication with the staff. More parents' meetings will be planned by the preschool staff in accordance with work plans throughout the year.

» Celebrations and events: during the school year there are plans for events and celebrations in which parents will take part. It is important that parents participate in planning and carry out part of the preparations. At least two major joint activities for parents and children should take place throughout the year, one of them at the end of the school year.

» Regular reports: parents will receive updates on the work program and important events at the preschool through various ways, as decided by the teacher and convenient for the parents: the preschool bulletin board, information sheets, e-mails, web site, etc.
COMMUNICATION WITH EACH CHILD’S PARENTS

Communication based on mutual trust and cooperation between the parents of each child and the preschool staff has great bearing on the child's adjustment to the educational framework, self-confidence and sense of belonging.

» Private meetings: the first meeting should take place prior to the start of the academic year in order to allow the child's parents to learn about the framework within which their child is to be educated. This meeting allows the parents to give the teacher information about their child as well as confer their expectations.

» Further meetings will take place during the academic year and are based on the teacher's professional assessments and should describe the child's general development at preschool, social and emotional state, activities favored, progress and difficulties. Toward the end of the year, the teacher will talk individually with each child's parents to sum up the year.

» If the teacher should detect significant difficulties requiring the intervention of an outside expert professional, she should explain this to the parents and share with them the decision making process regarding their child.

» The teacher will hold report and follow up meetings with parents of a child she wishes to refer for counseling, with parents of children who are called before a committee regarding placement or with parents of children she thinks need to stay another year in preschool, in accordance with the General Manager's circulars.
PATTERNS AND LEVELS OF PARENTAL INVOLVEMENT IN THE EDUCATION SYSTEM

Parallel to the activities initiated by the teacher, the parents will choose their degree of involvement according to their needs and readiness. Some will focus more on the child, on everything concerned with learning and socialization progress; others will prefer to volunteer their time occasionally. It is important that the teacher respects this and allows for various types of parental involvement.

In cases where the parents are not fluent in Hebrew, verbal communications can be assisted graphically (such as photos and pictures) to help relay the message.
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> אבנגי, י. (תשס”ג), מטורות וὗרלים בחינוך, הוצאת אט.
> מסרד החינוך, התרבויות והسفורה (תום”ג), הכניקת מסגרת קדם-הילדיים בחינוך
> המיתות (ר”ל 3 – 6), האגף לחסונן עלップית העניניים לימודים ו燚ים, הוצאת
> עלレビュー.
> מסרד החינוּן (מרץ 2000) עניני היסוס לערוך את הינויו הכהדק-סוד, האגף
> ליוויין קדם-יסודי.
> מסרד החינוּן, התרבויות והספורת (ধন”ג), הכניקת מסגרת קדם-הילדיים
> הממלכתיים הממלכתיים דתי, העברים והזרות (ר”ל 3 – 6), האגף לחסונן עלועית
> תכנית לימודים מסגרת קדם-יסודי, הוצאת עלビュー.
> מסרד החינוּן, התרבויות והספורת (2002), מבט, מטכלים בסביבה העולמית
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> לילדיים הממלכתיים הממלכתיים דתי, האגף לחסונן עלועית התכנית לימודים.
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> הממלכתיים הממלכתיים דתי, האגף לחסונן עלועית התכנית לימודים.
> מسرعة החינוּן, מנהל העניין, האגף ליוויין יסודי, השנים (2008) הדמונותת בחוגרא
> תלמידים בקובנה הקטנה – הוראה מחוון פרט,irsch י.’
> מسرعة החינוּן, המנהל העניין, האגף ליוויין יסודי, האגף ליוויין מיתות (2004) ”נושא חוננות על זה...”
> מדריך ל太平וhood תהליכים קוגניטיביים בנין הילדיים ו הילדים עד 12 שנה, קשיש


APPENDICES

APPENDIX 1:
OPTIMAL PRESCHOOL ENVIRONMENT

CULTURAL STANDARDS FOR THE OPTIMAL PRESCHOOL ENVIRONMENT

These standards include an educational viewpoint, a common language, a strategy and tools for the preschool staff with which to create and administer the optimal atmosphere at the preschool and its implementation. These standards form the basis of the preschool work plan and rest on three main values:

**Preschool Organization:** procedures, routine activities, daily routine and educational surroundings.

**Interaction:** between the adult staff members, between adults and children, between the children themselves and with the children's parents and their communities.

**A Work Plan** based on the development of the children and intended to provide for their emotional-social needs as a basis for values.

Following are the standards for the optimal preschool atmosphere as detailed in the General Manager's Notice of September 2009:

**STANDARD SPECIFICATIONS**

The following details all the standards, concepts and examples of what is required in order to apply them. The activities refer to the three values noted above. The preschool staff can choose from these activities and add to the.
STANDARD 1: PROTECTION AND SECURITY

Description: the preschool assures the welfare and security of the children and the education staff during the various activities of the preschool, both indoors and outside in the yard. This also preserves the right of each boy and girl and every adult and their property to both physical and emotional security.

Examples:
» Organized environment, safe apparatus and tools for the children to use.
» An organized preschool and defined daily routine.
» A written list of behavior at the preschool.
» Enhanced supervision and control of adults within the preschool
» Praise and support for positive behavior amongst the children
» Improving the abilities of the educational staff to establish good behavior amongst the children and to deal with violent incidents through instruction, professional accompaniment and assistance to create an appropriate cultural climate.

STANDARD 2: INTER-PERSONAL COMMUNICATIONS AND CONTACT WITH THOSE AT THE PRESCHOOL

Description: the preschool creates and supports important relationships between the educational staff and the children, based sensitivity and in response to the children's, developmental requirements, advances positive social processes between children, develops feelings of belonging and fosters mutual respect between all who come to the preschool.
Examples:

» between the educational staff and the children: mutual respect, warmth and openness. Create an atmosphere of positive sensitivity: calm speaking voices, smiles, response to questions; conversations both pre-arranged and impromptu on any matter and supporting positive and negative self-expression; the staff respond to all the children as a whole, to small groups and to individuals when required; regulate emotions, avoid violence and seek positive resolution of conflict; identify signs of distress amongst the children and provide appropriate assistance;

» between the children themselves: group play in the preschool and yard, conversations and showing empathy, giving and receiving assistance;

» between members of staff: daily cooperation and communication, division of responsibility, giving clear orders, coordination and follow up of requests and input from the children;

» between the staff and parents: involving parents in the daily activities, individual and group meetings and group activities including both parents and children.

STANDARD 3: EMOTIONAL AND SOCIAL DEVELOPMENT

Description: the preschool encourages emotional and social development, development of life skills amongst the children and gives them age-appropriate social skills.

Examples:

» examples of behavior of the adult at the preschool displaying accepted behavioral norms;
» emotional arbitration, encourage emotional adjustment in the children and assisting them through adjustment to the preschool;

» provide opportunities for self-expression and accept emotion shown by the children; encourage the children and suggest ways of coping in conversations with friends and with new events at the preschool with the help of the teacher; children in special education will be taught per the principles in education resolution no. 21;

» make space in the preschool and time in the daily routine for free socio-dramatic play when the children take part and try playing different social roles;

» teach conflict resolution strategy through listening, patience with others and compromise;

» encouragement and support for pro-social behavior and showing empathy to others;

» encouraging cooperation between the children and supporting those joining groups;

» involvement of the teacher in helping unpopular children to feel that they belong.
STANDARD 4: LEARNING ENVIRONMENT

Description: the preschool is a learning environment encouraging thought and learning processes important for children. Developing curiosity and inner motivation to study and intensify the feeling of capability for each child.

Examples:

» create a varied learning environment that encourages choice and stimulates the children;

» sensitivity to the varied and changing requirements of the children to different subjects, to their tendencies and personal preferences as well as their abilities and difficulties;

» encourage the children's efforts in learning, not just the final results;

» make space for the uniqueness of each child.

STANDARD 5: SPECIAL NEEDS CHILDREN

Description: the preschool provides for every child's special needs in every area of development and encourages his participation in the variety of activities available.

Examples:

» provide for special needs children whilst preserving their privacy and checking out what may be offered to these children with the appropriate professionals;

» provide solutions for children in distress or at risk, directing and accompanying them to the appropriate professionals whilst respecting their privacy;

» provide unique solutions for immigrant children.
STANDARD 6: THE RELATIONSHIP BETWEEN PRESCHOOL STAFF, PARENTS AND DIRECTION IN THE COMMUNITY

Description: cooperation between preschool staff and parents is in the best interests of the children and their development. For this reason the preschool staff maintains a system keeping parents advised about the preschool and their children and the preschool also operates in reference to the community.

Examples:

» passing on information privately to the parents regarding their child’s progress at the preschool, emphasizing the mutual relationship with the teacher; three such meetings are recommended during the year;

» parental cooperation in the preschool educational program;

» creating project frameworks together with parents;

» events and activities with the children and their parents; it is recommended that at least two such activities be put on during the year;

» using adult volunteers at the preschool, in line with protocols.
APPENDIX 2:
SUGGESTED DAILY SCHEDULE FOR THE EXTENDED-DAY PRESCHOOL IN THE “NEW HORIZONS” PROJECT

EXAMPLE A: DAILY TIMETABLE FOR PRESCHOOL

<table>
<thead>
<tr>
<th>Approximate Time</th>
<th>Recommended Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:30– 08:30</td>
<td>Children settle in at the preschool at their chosen activities</td>
</tr>
<tr>
<td>08:30 – 08:50</td>
<td>Meeting with all the children (explanation of the timetable for that day, prayers)</td>
</tr>
<tr>
<td>08:50 – 11:20</td>
<td>Open and close the snack bar</td>
</tr>
<tr>
<td>08:50 – 09:50</td>
<td>Divide children into two groups (indoor and outdoor)</td>
</tr>
<tr>
<td></td>
<td>Indoor group – role-playing, construction games, looking at books and activities with books, experimenting with materials, spontaneous experiments initiated by the children and the teacher, computer games; other children either individually or in a small group with the teacher for educational activity and development.</td>
</tr>
<tr>
<td></td>
<td>Outdoor group: physical activities on fixed equipment, ball games, taking care of animals, gardening, play with natural materials, creative play. Individual children or a small group lead by the assistant teacher at the teacher's instruction.</td>
</tr>
<tr>
<td>Approximate Time</td>
<td>Recommended Activities</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>09:50 - 10:50</td>
<td>Groups change over</td>
</tr>
<tr>
<td>10:50 - 11:20</td>
<td>Most of the children outside organized by staff on outdoor duty.</td>
</tr>
<tr>
<td>11:20 - 11:40</td>
<td>Meeting with all the children for summary of the day so far and discussion (current events, songs, individual incidents, etc.).</td>
</tr>
<tr>
<td>11:40 - 13:30</td>
<td>Indoor free activities. Individual conversation between the teacher and small groups of up to three children. Light meal.</td>
</tr>
<tr>
<td>13:30 - 14:00</td>
<td>Final meeting of the day to plan &quot;tomorrow&quot; (musical activities, reading a story, friendly games, theater, art, etc.).</td>
</tr>
</tbody>
</table>

This schedule may be changed owing to the weather, birthday celebrations or special programs.
## DAILY TIMETABLE FOR PRESCHOOL FOR CHILDREN AGED 3

<table>
<thead>
<tr>
<th>Approximate Time</th>
<th>Recommended Activities</th>
</tr>
</thead>
</table>
| 07:30 - 09:00    | > Children welcomed by a member of staff.  
                   > Children settle in at the preschool at their chosen activities                                                                              |
| 09:00 - 09:40    | Light meal/buffet  
                   Short explanation to the children about the day's activities                                                                                        |
| 09:40 - 10:00    | Life skills – personal hygiene activities  
                   Tidying the preschool                                                                                                                                     |
| 10:00 - 10:45    | Children divided into two groups (indoor and outdoor)  
                   Indoor group – activities at various stations and role-playing games, construction games, book activities, experiments with materials. Individual children or in small groups (pre-arranged or spontaneous) working with the teacher on educational program.  
                   Outdoor group: physical activities on fixed equipment, ball games, play with natural materials, creative play. Individual children or a small group lead by the assistant teacher at the teacher's instruction. |
<p>| 10:45 - 11:30    | Groups change over                                                                                                                                       |</p>
<table>
<thead>
<tr>
<th>Approximate Time</th>
<th>Recommended Activities</th>
</tr>
</thead>
</table>
| 11:30 – 12:00    | Life skills – personal hygiene activities  
|                  | Tidying the preschool  |
| 12:00 – 12:30    | Recess meeting with all the children (listening to music, listening to a story, imaginative stories under instruction, etc.)  |
| 12:30 – 13:30    | > Children play at various stations in the preschool at their own selection  
|                  | > Development activities and games per teacher's selection (spontaneous or pre-arranged).  
|                  | > Tidying the preschool.  |
| 13:30 – 14:00    | Final meeting of the day (musical activities, reading a story, friendly games, theater, art, etc.).  |

Life skill activities (personal hygiene, tidying up, preparing a table for a meal, manners, change-overs, etc.) are a significant and integral part of the educational program at both pre pre-school and pre-school preschool.
## EXAMPLE B

<table>
<thead>
<tr>
<th>Approximate Time</th>
<th>Recommended Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:30 - 08:30</td>
<td>Children received and encouraged to pick an activity.</td>
</tr>
<tr>
<td>08:30 - 08:45</td>
<td>Indoor or outdoor physical activity with the teacher for half the class. The other half continues to play indoors with the assistant teacher.</td>
</tr>
<tr>
<td>08:45 - 10:30</td>
<td>Open and close the snack bar (indoors or outdoors). Free activities at play stations, creative and educational play. Work in small pre-arranged groups with the teacher.</td>
</tr>
<tr>
<td>10:30 - 11:30</td>
<td>Full meeting for demonstration or discussion (current events, regulations, etc.).</td>
</tr>
<tr>
<td>11:00 - 11:40</td>
<td>Re-arranged educational activities in small groups per work plan.</td>
</tr>
<tr>
<td>11:40 - 12:30</td>
<td>Outdoor activities; talks with individual children or groups of up to three.</td>
</tr>
<tr>
<td>12:30 - 13:30</td>
<td>Play at activity stations.</td>
</tr>
<tr>
<td>13:30 - 14:00</td>
<td>Final meeting and open discussion e.g. story, song, individual events, etc.</td>
</tr>
</tbody>
</table>
### EXAMPLE C

<table>
<thead>
<tr>
<th>Approximate Time</th>
<th>Recommended Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:30 - 10:30</td>
<td>Spontaneous activities in the preschool, role-play, construction games, reading boos, working with books, experiments with materials, spontaneous experiments initiated by the children and teacher, computer games, etc. (spontaneous and pre-arranged activities, individual and group games.</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Full meeting for discussion: current events, songs, individual events, didactic games from work program, story, etc.</td>
</tr>
<tr>
<td>11:00 - 12:30</td>
<td>Outdoor activities Half the children in small groups indoors and half the children outdoors with the assistant teacher</td>
</tr>
<tr>
<td>12:30 - 12:45</td>
<td>Organizing and tidying outdoors and indoors</td>
</tr>
<tr>
<td>12:45 - 13:15</td>
<td>Final meeting (musical activity, read a story, friendly games, theater, etc.)</td>
</tr>
<tr>
<td>13:15 - 14:00</td>
<td>Individual conversation with one child or groups of up to three; didactic activities, friendly games, Lego, etc.</td>
</tr>
</tbody>
</table>
### Example D

<table>
<thead>
<tr>
<th>Approximate Time</th>
<th>Recommended Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:30 – 10:30</td>
<td>Play indoors and outdoors – children select their own activities of the teacher selects. At the same time, individual conversation with one child or groups of up to three throughout the day. Work in small groups planned by the teacher. Open snack bar.</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Full meeting for discussion on subject chosen by the children and/or the teacher.</td>
</tr>
<tr>
<td>11:00 – 13:00</td>
<td>Play indoors and outdoors – children select their own activities of the teacher selects. At the same time, individual conversation with one child or groups of up to three throughout the day. Work in small groups planned by the teacher.</td>
</tr>
<tr>
<td>13:00 – 13:15</td>
<td>Organizing and tidying outdoors and indoors.</td>
</tr>
<tr>
<td>13:15 – 14:00</td>
<td>Final meeting of the day with all the children together.</td>
</tr>
</tbody>
</table>
APPENDIX 3:
OPERATIONAL AIMS, GOALS AND EXPECTED BEHAVIORS FOLLOWING THE CORE CURRICULUM

A Life Skills

1. Developing positive self-image and feelings of competence
2. Ability to modulate feelings and behavior
3. Develop sense of security and belonging to the natural environment
4. Developing curiosity about the physical environment and people around and a growing motivation for purposeful, significant activities
5. Ability to develop deliberate contact and express feelings whilst developing appropriate feelings for the current situation
6. Ability to initiate significant inter-personal contact and respond to those initiated by others.
7. Ability to understand reciprocal relationship in every day social situations, at play and in lessons.
8. Develop the ability to enjoy simulations and role-playing in groups.
9. Acquaintance with behavioral norms and ability to act according to them.
10. Ability to deal with frustrating situations and conflicts with socially acceptable behavior.
11. Ability to take responsibility for the preschool environment.
**B  Physical Education**

1. The children will improve their basic physical abilities
2. They will base their self-image on their physical abilities
3. They learn to be responsible for their own safety and that of others exercising in the same space
4. They will improve the connection between physical abilities and verbal expression
5. They will join in group physical games and learn to follow rules
6. They will improve their dancing ability

**C  Before Learning to Read and Write**

1. The children learn the principles of A, B, C; they will become used to and recognize the sound of letters and learn the names, forms and sounds they represent.
2. The children want to learn to read and write, want to try to read and express themselves in writing, they show the first signs of writing and reading and will understand the different uses of written language.
3. The children's language will improve and their vocabulary extended, their language will become more complex both in linguistics and in syntax.
4. The children will develop conversational skills appropriate to their age: expressing themselves verbally and understanding what they hear.
5. The children become acquainted with children's literature and the language of books, they will enjoy listening to stories read to them from books, they will obtain culture
from the books and learn something of world culture and become acquainted with books and the written word.

**D  Science and Technology**
1. The scientific and technological education of the children at preschool begins — learning about ideas in science and technology.
2. They develop the beginnings of scientific thought.
3. They develop the beginnings of technological thought.
4. They develop values associated with preserving and enhancing the environment.
5. Developing positive ideas of science and technology.

**E  Mathematics**
1. Lay the foundations for mathematics and mathematical ideas.
2. Encourage the children's curiosity and their desire to learn about mathematics in order to develop skills in observation, investigation and drawing conclusions.
3. Teach the children to enjoy dealing with mathematics.
4. Encourage children leaving the preschool to develop a knowledge of numbers.
5. Encourage children leaving the preschool to develop a knowledge of the forms and shapes in their environment.
6. Equip the children with mathematical tools to help them solve everyday problems.
F  The Arts
The aim of this program is to express all the branches of the arts: film and television, music, dance, theater, visual arts:

1. Introduction to the materials and methods with which creative compositions are made (such as: forms, colors, sounds, movement, rhythm and words).
2. Developing the ability to hold a conversation on components and composition.
3. Developing skills in working with designs and with tools that create compositions
4. Becoming acquainted with works of art from different cultures and in different styles
5. Developing the ability to express opinions on works of art
6. Developing the ability to express ideas and messages in various forms of the language of art
7. Developing the ability to plan a work either alone or together with friends
8. Develop behavior to suit the behavioral norms in art galleries

G  Bible
1. Learning to know the bible as a unique book with special interest for the Israeli people
2. Developing curiosity, interest and positive emotional affiliation with the stories of the bible
3. Learning selected bible stories
4. Learning about the main characters and events in the bible stories
5. Encountering human and national values as they appear in the bible stories
6. Becoming acquainted with the different art and values in the bible
7. Learning the biblical roots of Jewish holidays and practices
8. Revealing the language of the bible, its idioms and concepts in their original settings to the children

H Culture, Heritage and Tradition
1. Learning to recognize and understand the symbols of the Jewish holidays and their significance
2. Learning social values such as liberty, integrity, relationships between people and their friends, mutual assistance, respect for all
3. Developing the ability to be happy
4. Developing a knowledge of the traditions of different peoples and religions and learning to be tolerant of them
5. Developing an identity and a feeling of belonging to one's own traditions
6. Learning the historical stories of Jewish holidays and their connection to nature and the climate (for Jewish children)
7. Learning the importance of tradition and the holidays in maintaining the Jewish integrity and its preservation over thousands of years in the Diaspora

Unique Goals in Teaching the Jewish Holidays in State Religious Preschools:
1. Developing belief in the Creator who gave his creations abundant blessings
2. Developing an understanding of Shabbat and holidays and holy
3. Developing a belief in God, his provenance and miracles
4. Introducing the security of the love of God and his people
5. Developing a sense of belonging to the people of Israel and its past
6. Strengthening an attachment to and love for the land of Israel, and the natural beauty of the country
7. Developing the hope for redemption, the return of the exiles, the coming redemption and the rebuilding of the temple
8. Learning to traditions for keeping the commandments and the special rituals of Shabbat and holidays
9. Awakening the wish and the needs for prayers of supplication or gratitude to God for his grace and miracles
10. Learning the symbols and rituals of the holidays
11. Learning about nature of Shabbat and the holidays, their character and stories
12. Learning the rituals of blessings associated with Shabbat and the holidays
13. Learning about the commandments associated with Shabbat and the holidays and understanding the variety of commandments and traditions
14. Learning vocabulary, ideas and expressions connected with Shabbat and the holidays
15. Learning about the commandments between man and his place and between man and his friends and how these are observed
16. Developing a feeling for the cycle of the Jewish year and its months, its holidays and special dates

Unique Goals in Teaching the Traditions and Holidays in Muslim, Christian and Druze Preschools:

1. Learning the unique stories, the history and the traditions connected to the holidays of each culture: Islam, Christianity and Druze

2. Learning the unique traditions and cultural values connected to the holidays of each of these groups
APPENDIX 4:
A STRATEGY FOR TEACHING–LEARNING
IN SMALL GROUPS

The introduction of the “New Horizons” program in preschools has added what is known as “private time” and this extra time is used to lengthen the time available for meetings with individual children or small groups. The teacher sets aside time in the daily schedule when she suggests games, creative activities or study in different subjects: individual work, work in pairs, work in small or large groups. There are two types of small groups in the preschool: groups initiated by the children and those initiated by the teacher. In small groups initiated by the children, they choose with whom to play, whereabouts and the type and content of the game. Because of the mutual interaction and the internal development of the activity, such a group promotes social interaction and opportunities for enrichment. In most cases the teacher decides not to intervene in order to leave the children in the group free to make their own decisions. On other occasions whilst observing the children, the teacher may decide to intervene to offer an explanation, make the group aware of special points to think about or to add input, or to remind the children of the accepted norms at the preschool. Sometimes, a group may ask the teacher to join them. In any event, the teacher and the staff play a major role in planning and organizing the educational environment to encourage play in small groups at the children's initiation.

Another scenario is play in small groups initiated by the teacher. In planning the timetable, it is important to note the times at which the teacher decides who will form a group, where, the specific
activity, and when activities are to take place in small groups. The work in such small groups is planned by the teacher based on teaching specific groups of children. The aim is to advance the development and scholarship of each child in the preschool, by respecting differences and developing talents and characteristics of each one of them.

This document focuses on small groups formed by the teacher in particular and presents the principles, contribution and methods recommended for initiating such activities.

THE ROLE OF THE SMALL GROUP

For the Children:

» Promoting feelings of belonging and emotional support; working in small groups creates a more intimate atmosphere than work with all the children together.

» Promotes mutuality, feelings of security, individual capability and independence.

» Permits enjoyable experiences.

» Fosters curiosity, the motivation to learn, flexibility, creativity and openness.

» Advances learning rules, skills and values needed to achieve goals in important areas, widens areas of interest in the children.

» Encourages self-expression and develops the ability to listen, develops empathy, cooperation.

» Promotes mutual assistance and solidarity amongst the children in the group.
» Fosters social interaction whilst learning to improve accepted behavioral norms.
» Fosters friendships between children from different backgrounds.
» Permits solitary children to create interaction
» Fosters conversations between the children themselves and with the teacher and fosters language development.
» Develops questioning skills, problem solving and working on shared goals
» Fosters the ambition to aim higher

**For the Teacher:**
» Planning a program and how it is to be carried out for specific children in the group.
» Promotes an optimal atmosphere in the preschool. Working in small groups permits the teacher to listen to each child in the group, encourage the children to cooperate and help improve social relations between the children in the group.
» Enables observation of various children, identification of inter-personal differences and adapting tasks to suit each child.
» Individual attention, enables the teacher to give each child individual instruction.
» Teaching per the aims of the work plan and follow up of each child’s progress.
» Increases the potential to contribute and strengthen professional self-esteem of the teacher in her own eyes and those of her co-workers at the preschool.
It is possible to plan work in small groups in different ways. It is important to understand that there is more than one way of working in small groups. When planning a strategy it is important to consider the characteristics of the children: individual learning pace, abilities, study patterns, motivation to learn, shared preferences and areas of interest as well as the study and developmental aims the teacher wishes to foster.

It is also important to consider the characteristics of the preschool: number of children, work hours, characteristics of the staff and those of external professionals supporting individual children. We recommend weighing the pluses of a heterogeneous or homogeneous group.

We recommend taking into account the environment for the activity and the accessories required for the development of the children in the small group.
WHAT IS REQUIRED OF THE TEACHER IN PLANNING WORK IN SMALL GROUPS?

» Information on the learning methods and development of pre-school children and acquaintance with the children in the preschool.

» Information on group characteristics: mutual relationships, mutual dependence and shared goals.

» A knowledge of the main work program and the Ministry of Education syllabus.

» A knowledge of preschool teaching plans: subjects, activities, specific age-appropriate teaching methods, follow up and documentation of assessment processes for the children's progress in order to identify difficulties and future education plans.

» Plans for work with individual children, groups or the whole class in order to adapt this to the needs of the children and assist their educational progress and development.

» Acquaintance with the way in which the teacher is involved in the work of small groups: the children's independent experimentation with tools and materials, modelling, guidance, intervention, acquiring knowledge and shared learning amongst the children in the group.

» Information on methods of consistent positive interaction with and between children in small groups.

» Information on staff management and on their cooperation in understanding goals and division of work and assignments connected with working with small groups.
WHAT COMPONENTS ARE REQUIRED FOR A WORK PLAN FOR SMALL GROUPS?

» When planning for small groups, it is important that the teacher takes into account the age of the children, gender, abilities, learning methods, individual pace, social abilities, developmental and educational needs and the subjects that interest them. It is recommended that boys and girls with special needs or no-normal function should be put in the same group.

» We recommend that groups comprise from 3 to 6 children.

» Determining developmental and educational aims (basic program) for advancing the children in different groups.

» Planning the main subject of each meeting and teaching methods suitable for the group. It is possible to involve the children in the planning process, depending on their age.

» The length of each program for one group should be up to several weeks.

» It is important that each activity includes an opening, the activity itself, a summary of the activity, input from the children and the teacher and, finally, a report.

» The recommended length of time for each such meeting is 15 to 20 minutes.

» The children can be given tasks to complete before the next meeting.

» Planning possible interactions between the children themselves and between the teacher and the children.

» The time, location of the activities, accessories and materials all need to be planned.
It is important to plan the number of groups in operation on any one day.

**OPERATION PRINCIPLES FOR SMALL GROUPS**

1. It is important that working in small groups provide individual attention for each child in that group.
2. Working with small varied groups should form part of the preschool work program.
3. It is important to encourage the participation and involvement in small groups for all the children in the preschool.
4. It is also important that the preschool children participate in small groups throughout the year.
5. It is important that the teacher create opportunities for working in small varied groups each day (2 to 4 groups).
6. The work in small groups aimed at helping the children to progress should be divided amongst the members of staff at the preschool by the teacher/manager.
OPERATIONAL STAGES WITH SMALL GROUPS

1. Towards the end of the morning class meeting, the teacher should announce the groups and the names of the children working in each small group that day.

2. For the convenience of the children themselves and the preschool staff, the names of the children in each small group should also be put up on the notice board.

3. The teacher should ensure the participation of the children in small groups during free activity periods.

4. Alongside work in small groups, the teacher should plan other activities and ensure that children not working in a small group in the various activity areas are overseen by a member of staff.

5. The small groups should work in one of the main areas of the preschool, either the main room or in the yard, so that the teacher can see all the preschool children and the children should know that she is around.

6. On completion of work in small groups initiated by the teacher, the children may continue to work on their own on the task given them by the teacher.

7. It is important that after work in small groups has been completed, the children be allowed free activity time in the various activity areas of the preschool.

8. The teacher should make a short report of the activity that day and her impressions of each child’s progress.

9. At the final class meeting of the day the teacher may invite children who participated in small groups to share with all the children their experience in the small group that day.
HOW TO CONSTRUCT THE WORK PLAN FOR A SMALL GROUP

a At the start: The teacher gives a brief description of the program for the small group; the teacher and/or the children will recap the program at the final meeting. The teacher will demonstrate the materials/game/educational accessories and the various ways of using them.

b During the program: once the children have begun work, it is advisable that the teacher encourage them to find new ways of using the materials, she should talk to the children about what they are doing, ask them questions and encourage interaction and cooperation between the children. The teacher could also ask the small group a question already asked by one of the children and write down the answers. She can also sometimes ask the children to watch one member of the group working so that they can learn from him. The teacher can also use the materials herself and allow the children to repeat the experiment as a demonstration. Then, towards the end of the activity, the teacher should inform the children that they have completed work on the program for that day, giving them time to finish up.

c Summing up: the children and the teacher summarize the activity that day, share with each other their experiences and ideas that came up during their work and plan future work.

DISCUSSION PRINCIPLES FOR SMALL GROUPS

One of the subjects to be dealt with when working with small groups is how to create the type of discussion that holds the children's attention or a discussion that the teacher puts forward.
It should be noted here that discussion for pre-school children are influenced by the developmental stage of the children, by their socio-cultural and family backgrounds and, as with the rest of the activities in the preschool, also by how far the teacher is aware of her standing as a role model of adult behavior for the children.

» It is important that the discussion deal with the questions and significant ideas of the children in the group.

» It is also important that each child in the group voice his opinion and this should be recorded.

» Each child's opinion should be respected and it is important to have patience with the children.

» It is important to listen to the children's opinions and watch their facial expressions and body language.

**OPERATIONAL PRINCIPLES FOR THE CHILDREN DURING THE DISCUSSION**

**The Teacher:**

» should ask the children to take part in the discussion during the group activity;

» should create a friendly atmosphere: eye contact and smiles help a good beginning;

» clarify the subject of the discussion: such as talking about social events, a character in a book, planning a group task to be carried out and finding a solution to a problem raised by the children in the group;

» allow the children to think for themselves and check out what possibilities exist;

» allow each child to voice his opinion, put forward ideas and make suggestions;
» ensure that she herself and the children take care to speak in turn;
» encourage the children to explore and explain their ideas;
» together with the children, check out every opinion expressed in the group;
» make time during the discussion for talking about the participants' feelings;
» teach the children to respond fairly to what others in the group say;
» focus the children on the topic of discussion;
» summarize from time to time what has been said by the children in the group;
» one child from the group may be chosen to report to the whole class about what happened in the group;
» make use of clarifying questions;
» summarize the discussion and decisions taken;
» at the end of the discussion, the teacher should note the conclusions drawn by the majority of participants;
» where a joint activity is planned, the teacher and the children should decide together regarding division of labor prior to execution of the task.

**EXAMPLES OF ACTIVITIES FOR SMALL GROUPS**

» Discussion of a plan on the board
» Activities about books and stories
» Making wild flower garden
» Educational game comprising goals from the core program
» Starting a project using questions asked by the children such as: "Why don't birds come to our yard?" or "Why is there a public park close to our preschool?"

» Discussion on various values such as: "Why is it important to reduce the use of plastic bag at the preschool and how can we do this?"

» Creating a new activity area in the preschool on a subject that interests the children (TV program, etc.).

» Building a special birthday chair together using recycled materials.

» Developing a site/field close to the preschool.

» Creating something together for all the children in the preschool such as a track game using old cartons, mobiles, fruit salad, etc.

Following are three examples of on-going activities or activities to be continued later on with children in small groups and activities to be completed in a set time including gathering information, thought, preparation, execution, follow up, creativity and enjoyment.

Example 1: Discussion on preparing a preschool notice board

Example 2: Activities about books and stories

Example 3: Making a wild flower garden

EXAMPLE 1:
PREPARING A PRESCHOOL NOTICE BOARD

The planning of projects together with the children is both significant and important. Cooperation in planning and execution foster a feeling of involvement in the preschool community, show
the children sometimes ideas they have can be carried out, but that they sometimes need to deal with decisions made by the majority. Whilst planning the notice board, a range of cognitive and cultural skills may be used and the teacher may help the children improve their artistic skills in graphics and advertising.

The children may also cooperate in planning the notice board depending on their ages. Work in small groups is ideal for cooperative planning. It is important that the teacher focus on the project and that the children understand the importance of what she is saying.

Following are open questions that can direct the cooperative planning in a small group:
We want to plan a notice board, why do you think we want to plan it?
What do you think is the purpose of a notice board?
Who will use it?
What do we need to do to plan it?
Where should be put the notice board?
What size should it be?
Let's think about what materials/colors/textures we need to use in making the notice board.
What do you suggest the notice board should look like?
Let's work in pairs and every pair will draw what they imagine the notice board should look like. Each pair can then describe it to the others and explain the items that appear on it.
What do you think the title of the notice board should be?
Let's plan what materials, colors and the size of print we should use on the notice board.
How will we know that our plans for the notice board are good?
EXAMPLE 2:
ACTIVITIES IN SMALL GROUPS WITH BOOKS AND STORIES

Daily activities in small groups with books and stories are valuable and educational cultural activities. Such activities make reading books enjoyable, widen the child’s horizons and introduce him to a creative repertoire, expand his knowledge of the world and his vocabulary. It is important to bear in mind that during these activities conversations develop allowing the children to share their feelings, thoughts and information. Suitable books, written to a high literary standard and using rich language, expressing interesting ideas likely to encourage children to ask questions and become involved with the book, should be selected.

It is worth reading the book several times and when the children are well acquainted with the story, the activities can be planned and enjoyed. The teacher can encourage reading as a conversation in which the child plays an active role in the readings whilst adapting the interaction to his reading ability. It is recommended that the teacher devote 3 to 5 meetings of the small group to each book.

» At the first meeting: after reading the book the children will talk about the content and the significance of the story. The teacher will run the discussion on the story, its contents and the illustrations.

» The children can try to understand the story through various activities such as putting on a puppet show or a play about the story.

» At the second meeting, a recurring theme may be discussed.

» At the third meeting, the teacher will encourage a reading through role playing.
» At the fourth meeting, the teacher will record the children re-telling the story with illustrations.

» At the fifth meeting, the children will plan a puppet show for the whole class.

Open questions to encourage children to think about and use richer language:
» Who is the most sensitive character and why?
» How do we know this?
» I wonder what would happen if.....?
» How would the story end.....?
» What do you think made that happen?
» Can you explain how the main character in the story managed to do that?
» Do you think our group could write a different ending to this story?

EXAMPLE 3:
MAKING A WILD FLOWER GARDEN IN A SMALL GROUP

The teacher can bring nature into a corner of the preschool yard and cover it with a carpet of flowers in the spring. She decides to plant the area with native Israeli flowers together with the small group. There are many colors to choose from: red poppies, yellow widchrysanthemums and blue lupins. Planting the flowers is relatively easy and preschool children can easily join in. In the rainy season, the rain nourishes the plants with rainwater and there is no need to water them artificially.

The small group creating the wild flower garden can plan the
garden, follow up on its progress and record the process from its very beginning through all its stages until the garden is in flower. This may be started at the beginning of the academic year, in September–October.

» Learning about wild flowers and which plants may be planted in the yard: lupins, wild chrysanthemums, poppies, carnations.

» Talking about the values we learn from the marvels of nature, about our love of our natural environment and the importance of preserving it.

» Deciding where to put the garden, in the preschool yard or in a nearby field.

» Looking at books and websites at swatches of color and choosing between single colors or on a mix of different colors.

» Uprooting all the weeds in the patch of ground selected.

» Watering the patch of ground ready for planting.

» Making parallel planting strips and measuring 70cms between them.

» Each child is to dig a hole and place 5 seeds deep in the hole, pushing them down with his thumb and covering it well.

» The planting strips may be watered twice a day until the rainy season begins. It is important to talk about the responsibility of watering the plants. It is not necessary to water them during the rainy season.

» Fertilizer will be applied to the garden once a month, under the supervision of the teacher.

» Weeds are to be pulled out by hand or taken out with a hoe every two weeks.
» The children will record the process in several different ways: taking pictures, drawings, noting the changes, noting the plants growing, etc.

» The children are to be photographed in "The Wild Flower Garden at our Preschool".

» Inviting guests and explaining to them how the garden was created and how the children look after it.

» Planning together with the children in the group a notice board at the preschool recording the whole project.