



# What to Do When You Don't Know What to Do

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# Curriculum Considerations

- ◆ Discovery and divergent learning
- ◆ Brain functions optimally in a high challenge and low threat environment
- ◆ Brain likes novelty
- ◆ Brain works best in a social situation
- ◆ Manipulatives enhance learning
- ◆ The environment must allow for “play” and exploration as well as inquiry
- ◆ Environment must be appealing and stimulating
- ◆ Set up of classroom is critical
- ◆ Environment supports resiliency skills—child has opportunities to be successful
- ◆ Teachers respond to child’s promptings and questions
- ◆ One of the teacher’s main objectives is always safety: physical, verbal, emotional

# Keeping it *R.E.A.L.*

(adapted from *Sensorcises: Active Enrichment for the Out-of-Step Learner*  
by Laurie Glazener)

## Relax

- ❖ Fly Free
- ❖ Push Through
- ❖ Pressure Points
- ❖ Heavy Load
- ❖ Brain Wiggle
- ❖ Jaw Stretch

## Energize

- ❖ Hydrate
- ❖ Heart Smart
- ❖ Rewire
- ❖ Bye Bye Stress
- ❖ Breathe

## Activate

- ❖ Whirl and Twirl
- ❖ Crossover
- ❖ Balance
- ❖ Little Brain
- ❖ Crazy Eights

## Lead

- ❖ Earlobes
- ❖ Repeat
- ❖ Follow Me

# Active Engagements

Noticing

Lotion

S.T.A.R.

Bubbles

Drain

Pretzel

Mirroring

Gingerbread

Elephant and Palm Tree

Farm Animals

Circle Ball

Positive/Gentle Touch

Head to Toe

I Can Do It!

Dance