Academic Skills Training Principles:

- The less explain verbally.
- Teaching visually (pictures, symbols, photos, handwriting in child's workbook, etc.).
- Use only correct examples, i.e. y Immediately we teach how to do well. Do not show the bad example as it failed.
- New activities you teach - individual work.
- Detail the activity.
- Necessary constant practice. Apply various ways, different places, to the forms of cognition of the same subject.
- Necessary motivation and reinforcement (from the material samples to emotional strengthening) for the step taken towards the task.
- From perfection (simulation, visual, physical, gesture, verbal) to the transition to a self-employed task.

Mathematics

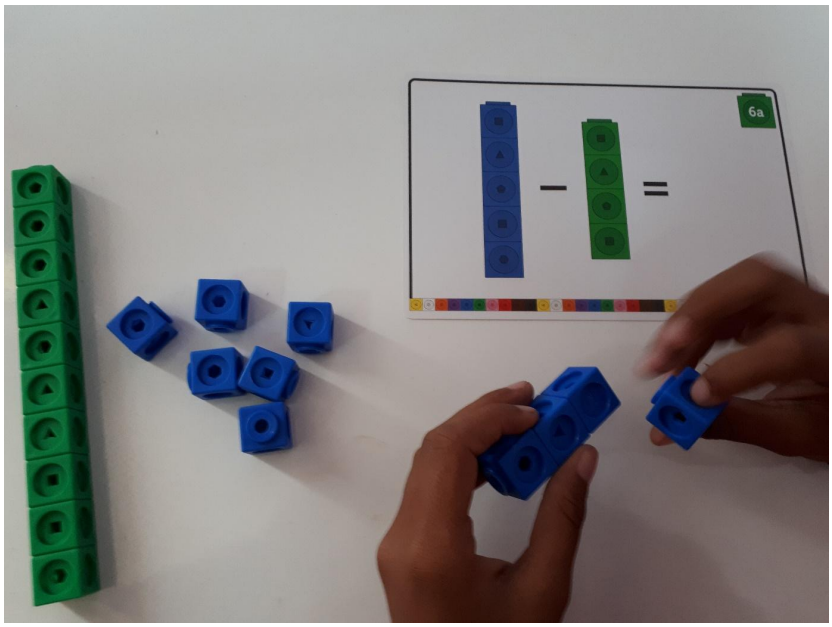
- Basic teaching visually, examples with tools.
- It is important to teach visually - equality, composition, subtraction, multiplication and division.
- It is necessary to carry out the same actions with as many different measures as possible. The figures shown in the pictures must be arranged in a completely different way, in a different order, so that the child can not be memorized.
- Avoiding automatic counting is a ritual.

Direction	Tittle
Mathematics	**Development of mathematical skills for deduction.**

A) Instruction - Count the cubes. Show an example with your own hands, explain what color cubes are.

B) The child performs subtraction according to the model. If he failed the first time, repeat the example. If failed again - prompting. You can show with your finger what cubes he can take.

C) After the action gets support - thanks, great, smile, touches.



Direction	Tittle
Mathematics	**Numbers Introduction. Counting.**

1. The pupil is instructed to take a close look of the object.
2. The pupil is instructed to put as much wooden circles as are the holes on the board.
3. Initially the pupil is given an example and after that he works independently.

Direction	Tittle
Mathematics	**Development of mathematical skills. Counting from 1 to 10.**

A) Instruction - I show the child how to count up to 10. The child has to put as many wheels as is written on the board. Draw the child's attention to the colors.
B) The child performs subtraction according to the model. If he failed the first time, repeat the example. If failed again - prompting. You can show with your finger what color and how many wheels he can take.
C) After the action gets support - thanks, great, smile, touches.

Direction	Tittle
Mathematics	**Development of deduction skills.**

1. The pupil is instructed to take a look at the pins and figures.
2. The teacher explains the mathematical symbols and their meaning.
3. The teacher gives a mathematical problem and explains how it must be solved.

4. With the help of pins the pupil performs the mathematical action.

Direction	Tittle
Mathematics	Embedment of geometric shapes

1. The pupil is instructed to take a look at the wooden figures.
2. Every figure has a house.

3. After the instruction is given the pupil must find the house of every figure.

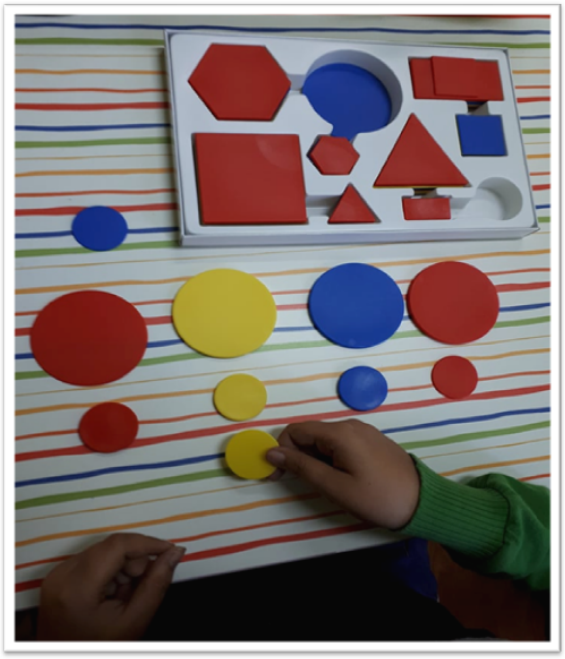
Direction	Tittle
Mathematics	**Geometric Shapes Introduction.**

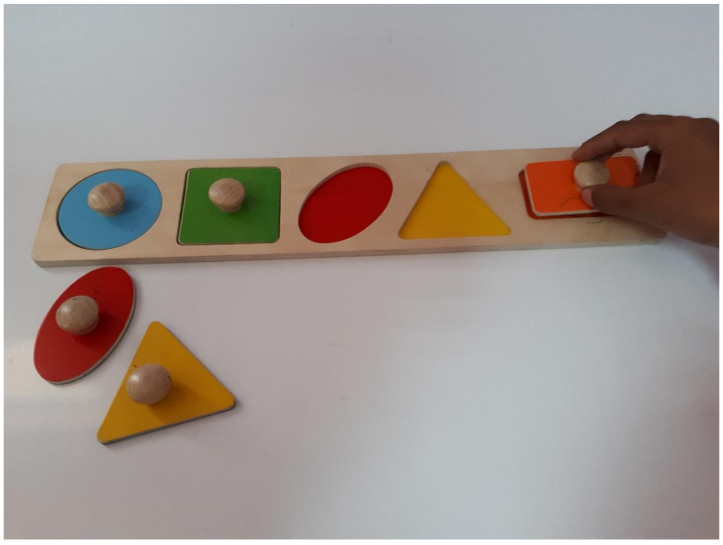
A)Instruction - I say - “Find the Shape”

B) The student starts working on the instruction, but because of his unstable attention it is necessary to repeat the task. You can show with your finger what what form it should take.

C) After the action gets support - thanks, great, smile, touches.

Be sure to award the child not only for doing well, but for good behavior, especially obedience.

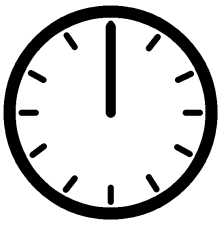




Literature, language

- Learn the names of individual sounds, not letters.
- Try to get acquainted with the various forms in the sounds.
- Knowledge of the lectures visually, through sensory, in various forms.
- Draw a picture in parallel with the pictures (for example, in the top image, at the bottom - the text).
- To teach the correct words in the sequence of sentences use an example for a grammatical sentence structure.
- Use the plan, visual, with questions to create your text.

Plan "Learning to write and narrate the text"

Who? 	Where? 	When? 

Direction	Tittle
Bulgarian language and literature	**Development of syllabic analysis indissyllabic words.**

A) Instruction - I show the child how to put a picture and name it.
B) The child follows the same pattern. If it does not go away immediately - I'll show you again. After that - I'm prompting. I quickly show with my finger on the picture you need. I encourage the child to repeat the sound, syllabus, word.
C) After the action gets support - thanks, great, smile, touches. Be sure to award the child not only for doing well, but for good behavior, especially obedience.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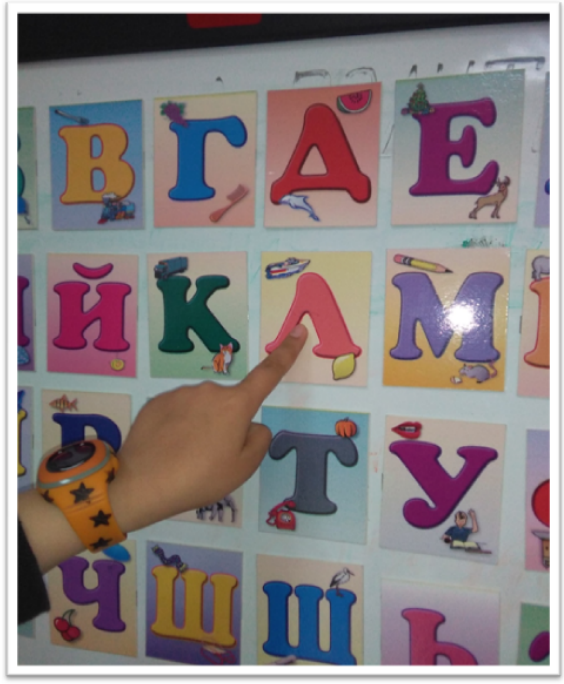
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Music

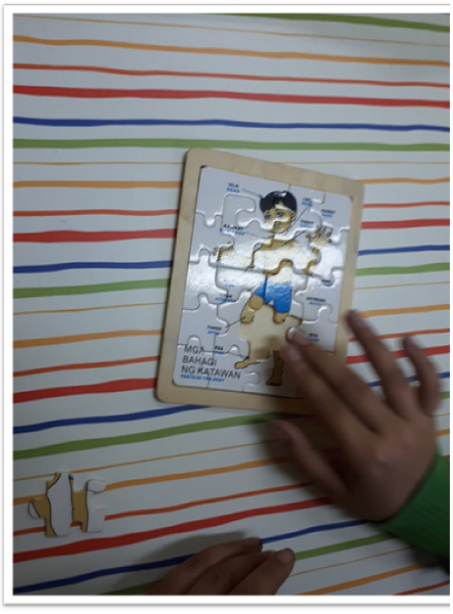
- Create an activity plan with the help of pictures / symbols.
- Show an example of how to do this, for example, “Do like that”.
- To promote the recognition of sounds in various forms, to teach rhythmic (e.g., crickets, rods, rods, balls, etc.).
- To aim for the child to concentrate on listening to one sound, followed by several transitions to works.
- Establish a malpractice control tool that is used to control the child's behavior.

Theme “Great muscle imitating skills with objects”
Aim: Gaining imitating music skills
Teacher shows the action he wants the student perform then call the student by his name and instructs him “**do like that**”. After each true imitation teacher gives verbal prompt by saying **“Well done”.** It is aimed that targeted action will boost. At the end of the activity emotional prompt is given because he has done the entire process correctly.
photos and video - added in folder “Do like that”

Biology

- Basic teaching visually, various forms.
- Visual means linking with natural objects.
- Cognition through sensory is the perception of one's own body, knowledge of the environment.

Direction	Tittle
Biology	**Body Parts Introduction.**
	1. The child pays attention to the pictures of the human body. 2. The teacher instructs him to point the body parts. 3. The teacher shows the child the body parts he doesn't know yet. 4. Then for assimilation the teacher shows his own body parts.

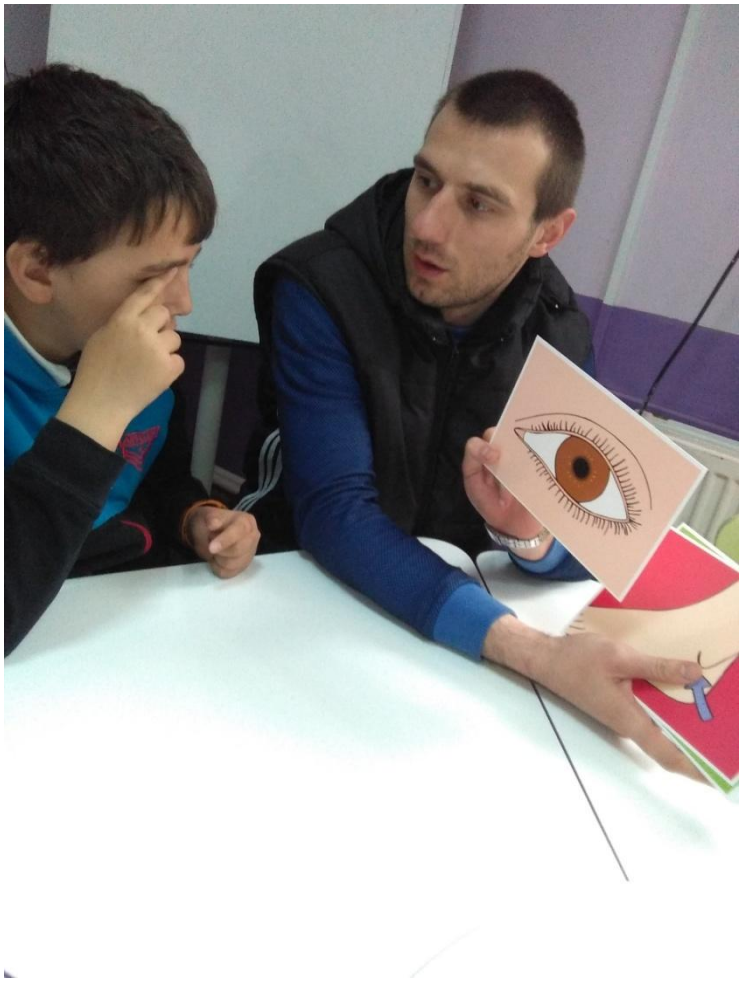


Direction	Tittle
Biology	**Human Body Introduction.**

1. First the teacher asks witch organs of the human body the child knows already.
2. The teacher shows and explains the functioning and the main work of the organs.
3. The teacher shows by pressing the pump how the blood circulates through the human heart.

Direction	Tittle
Biology	**Body parts.**

A) Instruction - I'm showing a picture of a part of the human body. I call the body part. I ask the child to show the designated part of the body and to name it.
B) If the child does not show, I will help him. I show my body, for example. eye. Then with the child's hand, I show him in his eyes.
C) After the action gets support - thanks, great, smile, touches.



Physical Education

- Set rules that are visualized - pictures in parallel with the inscriptions. Rules always and everywhere.
- Create an inappropriate behavior management tool that you can use during all sessions (such as Lightforth)
- Teach children to repeat the displayed pedagogical movements, devote time to individual work in order to prepare a child for work in a group session.
- Make an engagement plan, a sequence for children to know what to do and feel safe.

Direction	Tittle
Physical Education	**Developing gross motor skills.**

Gross motor skills are the coordination of the body muscles, physical strength, static and dynamic equilibrium. This is manifested through walking, jumping, jogging, balancing exercises, etc.

Crawl, overcoming barriers

Put - move

Coordination is the coherence of the activities of organs and systems, which is determined by the coherence of excitement and suppression processes in the central nervous system. Motion co-ordination is responsible for the ability to quickly learn new movements, combine them into combinations, and accurately perform them under varying conditions. And balance is a kind of coordination that depends on the consistency of senses and inter-muscular coordination. The ability to keep the body in the correct position while standing or moving, getting caught up in space (Source: Šilenskytė, 2016).

Coordination-dynamic equilibrium.

Coordination-dynamic equilibrium.

Developing gross motor skills. Keeping balance.