

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



Instructional Resources Webinar
September 16, 2014
2:00 pm – 3:30 pm EST

<http://scriptnc.fpg.unc.edu>



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Welcome and Introduction

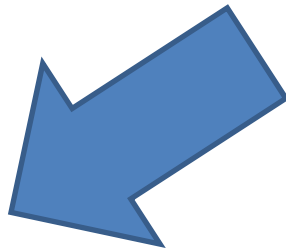


Logistics

Questions?
Comments?



USE THE CHAT BOX



Press “*6” to
mute or
unmute your
phone

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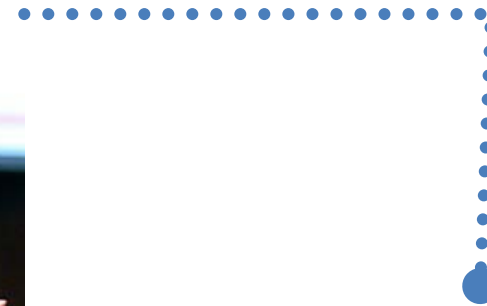
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Who's There?



Type your name
and affiliation into
chat box


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Today's Content

- Adults and Online Learning
- New Ways of Thinking About Creative Activities
- Activities and Assignments for Creative Activities



Guest Presenter: Sharon Little

**Leads the nationally
accredited (NAEYC) early
childhood program at
South Piedmont
Community College (NC)**




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Additional Handout on SCRIPT-NC

- **Key information about online learning**
- **Generational differences**
- **UDL rubric**

Adult Online Learning Resource Handouts

REFERENCES

- Allen, I. E., & Seaman, J. (2013). *Changing course: Ten years of tracking online education in the United States*. Newburyport, MA: Sloan Consortium.
- Cov, K., Marino, M. T., & Seriani, B. (2014). Using universal design for learning in synchronous online instruction. *Journal of Special Education Technology*, 29(1), 63–74.
- Fish, W. W., & Wickersham, L. E. (2009). Best practices for online instructors: Reminders. *The Quarterly Review of Distance Education*, 10, 279–284.
- Helms, J. J. (2014). Comparing student performance in online and face-to-face delivery modalities. *Journal of Asynchronous Learning Network*, 18(1). Retrieved from <http://onlinelearningconsortium.org/jaln/v18n1/comparing-student-performance-online-and-face-face-delivery-modalities>
- Library Guide (sample) <http://spcc.libguides.com/content.php?pid=619656&sid=5175615>
- Universal Design for Learning in Higher Education. <http://udloncampus.cast.org/home#.VBcY1xawT40>


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From the Learner Perspective

A DAY IN THE LIFE OF AN ONLINE STUDENT.....¶

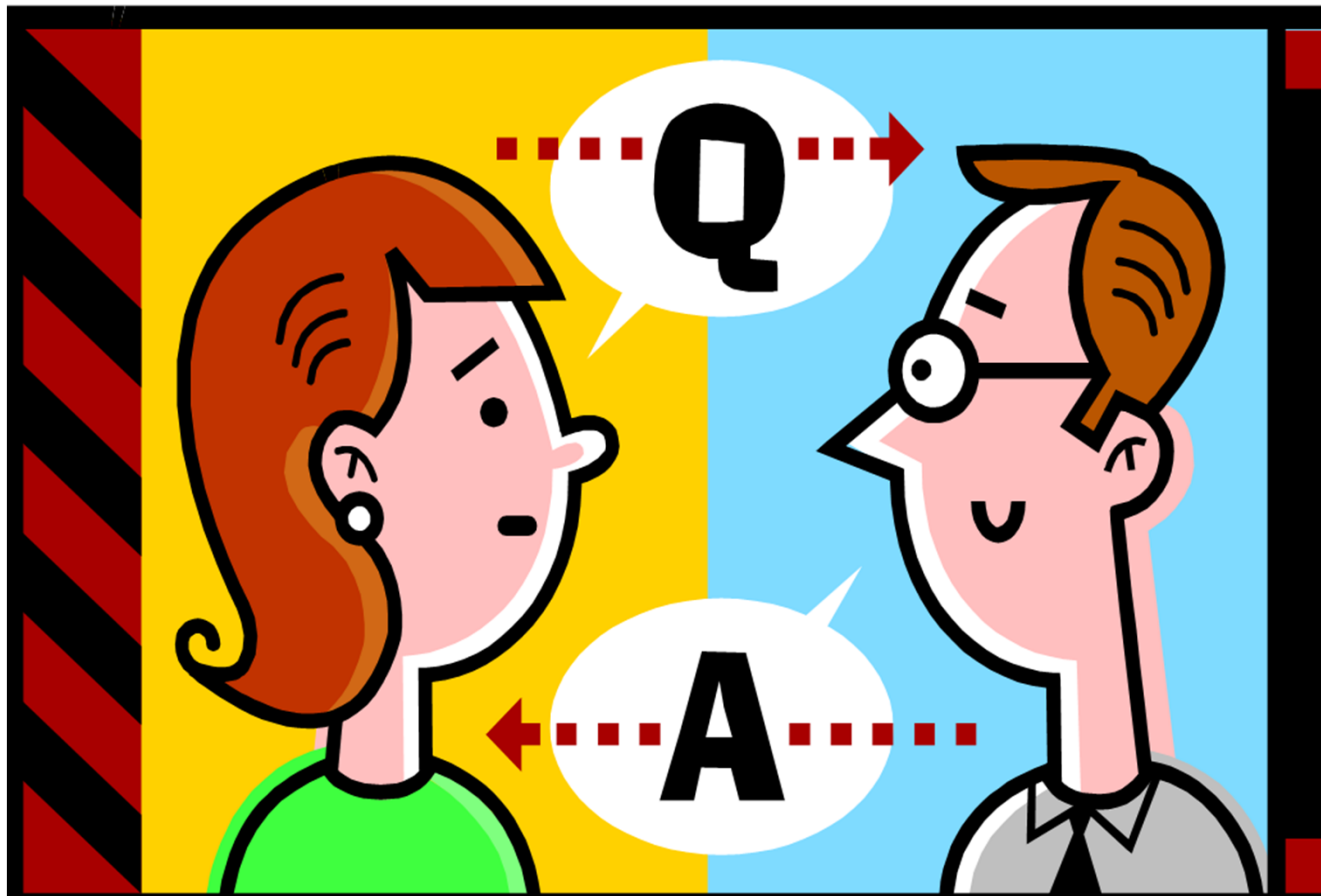
¶

My name is Sally West, and I am 50 years old. After many years in the textile industry, the plant that I worked at closed. In my heart, I've always loved and wanted to work with children, and through the employee-restricting program that we had, I enrolled in community college as an early childhood student. My husband Jake is very proud of me and bought my first computer ever last week. Oh, did I mention that we are raising our two grandchildren ages 4 Jane, (who is enrolled in a school-NC pre-k program) and Tom age 10. Each morning, I awake at 5pm to begin to prepare a full breakfast for the children. The school bus comes at 6:45 am as both children attend the same school. I recently found a job at a childcare center working from 7:30 am to 3:00 pm. Both children are heavily involved in church youth activities including choir, church cheerleading and sports league, piano and trumpet. Tom also received tutoring for math two days a week from 4 to 6 pm. Since Jake works out of town and comes home each evening around 7, I manage the children and household most of the time. With my schedule two **online** and one **blended** class works for me this semester. This week, I am working **asynchronously** in my courses, **uploading** an assignment based on the course libguide research. I really like it when there are **synchronous** activities in this course. I found that I learn better that way. One night we even had a class that was totally **virtual**. MY DSL went AWOL and none of my **internet connections** worked. The week before that my assignments, according to my instructor ended up in **cyberspace**. There was some type of note in the course about **java**, but I didn't have time to fix a cup of coffee before I began my homework. My instructor stated in the syllabus that we can reach her by **Skype, webex or chat**. I don't have any of those phone numbers and the instructions were sketchy. That manual in the course on online learning was too long to read. My friend Jodie who is in a **web-based class**, likes **f-2-f**. ¶



from Adult Online Learning Resource Handouts

Conversations with Students



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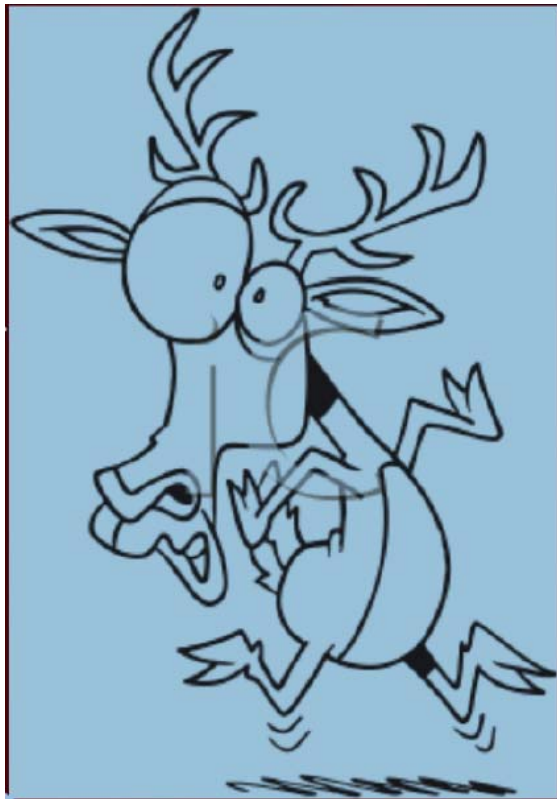


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Our Goal

From



to



Adults and Online Learning

At its core, andragogy holds that adult learners must be treated differently than children due to the fact that they come to the learning experience, whether formal or informal, in a different manner. Knowles (1973) puts forth the following as basic components of quality adult learning:

- Adults must first understand why they need to know something before they actually invest time in learning it
- Most adults have a fully formed self-image and tend to become resentful when these images are not valued in a learning situation

from Adult Online Learning Resource Handouts



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Adults and Online Learning

Did you know?

**For a 3 credit distance learning course, you should spend:
3 hours for new material (which would be the face to face
time in a traditional course)
+ 3-6 hours studying, reading, and completing other course
tasks
= 6-9 hours a week working on the course**

from Adult Online Learning Resource Handouts



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Multiple Intelligences...

How do we take on learning?

How do we process information?


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Multiple Intelligences as a Tool for Successful Online Learning

Intrapersonal	Learning Activities
<ul style="list-style-type: none">• Enjoys working independently• Organized• Goal setters• Self planners• Reflective	<ul style="list-style-type: none">• Journals• Self-assessments• Evaluations• Online discussions• Like to work in their own time



Let's Take a Look

Interpersonal	Learning Activities
<ul style="list-style-type: none">• Enjoys working in groups• Likes interacting with others• Communicates effectively• Handles conflict resolution effectively	<ul style="list-style-type: none">• Online group work• Chat rooms• Interview assignments• Ethical dilemmas



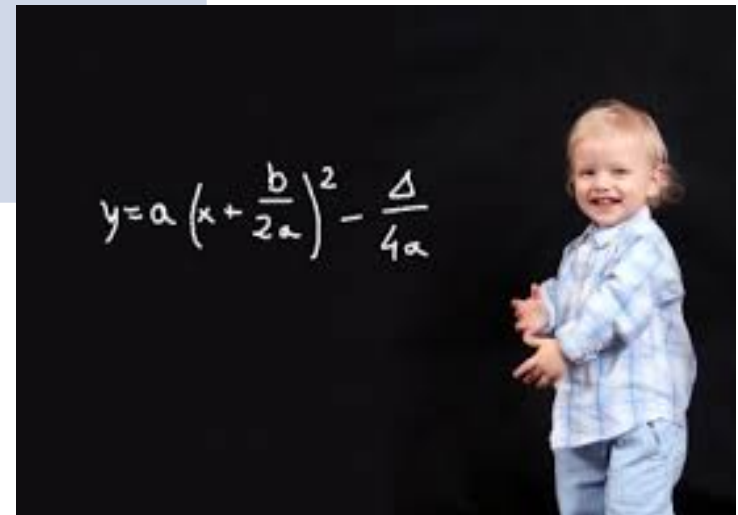
Let's Take a Look

Verbal Linguistic	Learning Activities
<ul style="list-style-type: none">• Sensitive to language and words• Clear written assignments• Enjoys and learns by reading• Engages in word games	<ul style="list-style-type: none">• Lectures• Word games• Writing assignments• Vocabulary, definitions• Rhymes



Let's Take a Look

Logical-Mathematical	Learning Activities
<ul style="list-style-type: none">• Sequential thinker• Likes to think/analyze• Recognizes relationships/patterns• Looks for cause/effect	<ul style="list-style-type: none">• Factual input• Ranking order• Theories• Puzzles• Games



Let's Take a Look

Visual-Spatial	Learning Activities
<ul style="list-style-type: none">• Likes visual support— pictures, charts, graphs• Think in pictures• Sees things in relationships to others	<ul style="list-style-type: none">• PowerPoints• Mind maps• Video clip analysis• Creative handouts• Video presentations



Let's Take a Look

Musical	Learning Activities
<ul style="list-style-type: none">• Drawn to sound• Tone sensitive• Enjoys pitch• Learns by rhythm	<ul style="list-style-type: none">• Theme song assignments• Rhymes• Assignments with musical connotations




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Let's Take a Look



Bodily-Kinesthetic

- Like to manipulate objects
- Love to move around
- Use bodies to accomplish a task

Learning Activities

- Recording a make and take activity
- Assign a movement activity with the student sharing the results
- Role play
- Charades

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Let's Take a Look

Naturalist	Learning Activities
<ul style="list-style-type: none">• Organize/categorize the natural world• Notices changes in the environment• Like gardening/pets• Skills in observation	<ul style="list-style-type: none">• Venn diagrams• Compare qualities/quantities• Patterns• Themes



Generational Differences

Generation	Preferences/Styles	Instructional activities
Silent	<ul style="list-style-type: none"> • Like the “traditional” classroom structure • Will not generally contradict or disagree with instructor in front of others • Does not enjoy being singled out in group discussions or for questions • Likes to practice alone, not in groups • Not likely to ask questions during discussions 	<ul style="list-style-type: none"> • Organize materials in bullet/outline form <ul style="list-style-type: none"> ◦ Don't provide too much information • Use at least 12 point type • Take your time through the important points • Don't assume that all are techno phobic <ul style="list-style-type: none"> ◦ Give computer/research assignments ◦ Fastest growing segment of population learning to use the Internet • Encourage periodic movement during class time
Boomers	<ul style="list-style-type: none"> • Enjoy working in creative and independent manners • Sensitive to criticism • Often possess significant professional experience • Require lots of interaction and “talk” time • Enjoy icebreaker and introduction activities • Prefer a spirit of collegiality in classroom • May have problems with authoritarian instructors 	<ul style="list-style-type: none"> • Give plenty of time for Boomers to practice new skills alone • Use at least 12 point type for aging boomers • Have a tendency to “know” things but not be able to do them • Do not generally like role-play exercises • Enjoy most team projects <ul style="list-style-type: none"> ◦ Can serve as group leaders, appealing to their “me” focus • Organize materials with headings • Put details on a separate sheet

Generational Differences

Generation	Preferences/Styles	Instructional activities
Gen X	<ul style="list-style-type: none"> • Self-reliant • Require regular, if not constant, feedback • May lack interpersonal skills • Can be cynical • Require relevance in assignments and courses • Often impatient • Consider themselves to be technologically capable • Are adaptable and informal 	<ul style="list-style-type: none"> • School/life balance is important • Will resist group work outside of class • Use pop-culture examples if possible • Give lots of individual attention • Use most exciting material in short lecture (15-20 min) <ul style="list-style-type: none"> ◦ Use small groups to cover other material • Use bullet points when giving info • Use plenty of graphics and white space • Visual appeal is key • Explain why assignments, courses, skills are important on a regular basis
Millennials	<ul style="list-style-type: none"> • Accustomed to group work • Comfortable with active learning • Multi-task with ease • Technological experts • Goal and achievement oriented • Require more structure and mentoring • Learn from failure • Motivated by money and earning potential 	<ul style="list-style-type: none"> • Give lots of activities with several steps • Use the most up-to-date technology and references available • Tie course or program goals in with economic gain • Get creative or allow them to be creative with presentations, etc. • Give reading materials for lectures or supplemental information

Universal Design for Learning

Universal Design for Learning: A Rubric for Evaluating Your Course Syllabus

A well-designed syllabus offers more than the instructor's contact information and a course outline. It also provides information about course goals and objectives, grading procedures, support services, and course policies regarding class participation, missed examinations, late assignments, and academic integrity. --Howard University

Elements	Traditional Syllabus	Enhanced Syllabus	Exemplary Syllabus	Tips/Tools
Instructor Information	Syllabus provides a single way to way to contact instructor for student questions or concerns.	Syllabus offers varied ways to contact instructor for student questions or concerns.	Syllabus offers varied ways to contact instructor for student questions or concerns and provides brief overview of instructor.	
Textbooks	Syllabus lists required and recommended textbooks.	Syllabus lists required and recommended textbooks with information about where they can be purchased. Short statement provided as to why the textbook was selected.	Syllabus lists required and recommended textbooks with information about where they can be purchased. Electronic equivalent provided or texts ordered early to ensure timely conversion in an alternative format. Short statement provided as to why the textbook was selected.	
Course Assignments (explanation)	Syllabus identifies all learning objectives, course requirements/ assignments, and appropriate due dates.	Syllabus identifies and explains all learning objectives, course requirements/ assignments, and appropriate due dates.	Syllabus clearly explains and links all learning objectives, course requirements/assignments, and appropriate due dates.	
Course Assignments (examples)	Syllabus provides information on how to complete major course projects, activities or papers.	Syllabus provides detailed guidance on how to complete major course projects, activities or papers.	Syllabus provides detailed guidance on how to complete major course projects, activities or papers and offers links to examples and illustrations as appropriate.	
Course Assignments (submission)	Syllabus requires students to submit course assignments in a single or specific way.	Syllabus allows for specific students to submit course assignments in alternative formats with prior instructor approval.	Syllabus provides multiple ways for all students to submit course assignments.	
Course Assignments (grading)	Syllabus stipulates grading criteria for all course requirements.	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification.	Syllabus stipulates grading criteria for all course requirements and offers detail on items requiring further clarification and links to instructor grading rubrics.	
Course Calendar	Syllabus has no or minimal information in calendar form.	Syllabus utilizes a course calendar to specify due dates for course activities.	Syllabus and Learning Management System (LMS) utilize a course calendar to specify and periodically reinforce due dates, highlighting key course events and activities.	
Student Resources	Syllabus contains no information about student-oriented campus resources.	Syllabus contains general information about student-oriented campus resources.	Syllabus contains general information about student-oriented campus resources and highlights specific additional resources that may be unique to this course.	
Format (length)	Syllabus provides basic information in a few pages.	Syllabus contains all course information, guidance, and examples, but may be cumbersome for some to navigate.	Syllabus is carefully crafted to provide sufficient information and guidance yet clearly links to additional resources and examples avoiding a text heavy document.	
Format (accessible)	Syllabus is offered in hardcopy form on the first day of class.	Syllabus is made available in hardcopy and electronically upon student request.	Syllabus is made available to students as an accessible electronic document and hardcopy form.	
Format (visible)	Syllabus is offered in hardcopy form on the first day of class.	Syllabus is offered in multiple ways so students can access information as needed throughout the course.	Syllabus is offered and posted in multiple ways so students can access information easily and repeatedly. Key items are periodically reviewed.	

EnACT-PTD: Ensuring Access through Collaboration & Technology ~ Partnerships, Technology & Dissemination

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College Services

- Online Student Handbook
- Distance Learning Department
- Distance Learning Administrator
- Preparation Services at the College
- Survey Before Taking Courses Online
- Other Services



Who Can Help?



South Piedmont Community College
Libraries

Library » LibGuides » EDU 119 Sharon Little Admin Sign In

EDU 119 Sharon Little Tags: edu, edu 119, edu119, education

This guide is to assist with navigating resources for EDU 119 assignments.

Last Updated: Sep 15, 2014 | URL: http://spcc.libguides.com/edu119_little | [Print Guide](#) | [RSS Updates](#)

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Downloadable eBook collections with books contributed from libraries across the country.

Multiculturalism

 **Multicultural Children's Literature** - Ambika Gopalakrishnan; Kimberly Persiani-Becker (Contribution by) ISBN: 9781412955225 Publication Date: 2010

 **Windows on the World** - Rosanne J. Blass ISBN: 9781591588313 Publication Date: 2009

 **Multicultural Perspectives in Social Work Practice with Families, 3rd Ed**

Ebsco e-Book Searching Tutorial

Searching EBSCO eBooks - Tutorial



Children with Diverse Needs

 **GACE Early Childhood Special Education 004** - Sharon A. Wynne ISBN: 9781607870616 Publication Date: 2010

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Questions?




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Creative Activities

Approved Course Description

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.



Creative Activities Landing Pad


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The Context for This Course



Most early childhood teachers would tell you that creativity is important; and that creativity should be considered an integral part of every early childhood setting. Yet, too often, it is limited to being a part of art education. How can creativity be nurtured and developed in all cognitive, social, and physical aspects of early childhood?

**Creative
Activities ≠
Fun With
Felt**



Lenses to support seeing and supporting creativity across the curriculum and across domains



- Multiple Intelligences
- Universal Design for Learning (UDL)
- Cultural, Linguistic, and Ability Diversity


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Multiple Intelligences

Developing Multiple Intelligences in Young Learners

By Connie Hine

Current research on the brain, learning and human intelligence from a variety of disciplines, including medicine, cognitive sciences, and education has provided information with profound implications to education. This research is challenging and stretches the traditional approaches to education and teaching, particularly with regard to the ability to learn, human intelligence, and how efficient learning occurs.

Intelligence—What Is It?

The traditional theory of intelligence has two fundamental assumptions:

1. that human cognition is unitary; and
2. that individuals can be adequately described as having a single, quantifiable intelligence.

The traditional theory of intelligence has helped create a mindset or paradigm as to what "smart" or "intelligent" is, who has potential or ability to be smart, and how we can or cannot become smart. This has clearly influenced current educational practices. It is still common educational practice to use the score from standardized intelligence tests to qualify children for various special programs. It is assumed these tests measure intelligence accurately and meaningfully.



Multiple Intelligences

- **Linguistic intelligence** ("word smart")
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")
- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")
- **Naturalist intelligence** ("nature smart")

Can you imagine an activity that requires students to use multiple intelligences?

Can you imagine an assignment that requires students to support the multiple intelligences of young children?



Multiple Intelligences

Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

Why Do It?

The evidence base

- Gardner, H. (1983). *Frames of Mind*. New York: Basic Books, Inc.
- The Research Results of a Multiple Intelligences Classroom
<http://education.jhu.edu/PD/newhorizons/strategies/topics/mi/campbell2.htm>

Read About It

Books, chapters, and articles

- Developing Multiple Intelligences in Young Learners
http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251
- How Our School Applied Multiple Intelligences Theory http://www.ascd.org/ASCD/pdf/journals/ed_lead/el199210_hoerr.pdf
- Multiplying Intelligence in the Classroom <http://education.jhu.edu/PD/newhorizons/strategies/topics/mi/campbell3.htm>
- What are Multiple Intelligences? <http://www.examiner.com/article/what-are-multiple-intelligences>

See for Yourself

Videos and demonstrations

- Multiple Intelligences <https://www.youtube.com/watch?v=c6lqfNTmaM>
- Multiple Intelligences <https://www.youtube.com/watch?v=k8bmerzR2JI&list=PL8BE7D9C5837AEBC>
- Multiple Intelligences Thrive in Smartville https://www.youtube.com/watch?v=7z8KAT3le_s

Find it Online

Websites with additional resources

- Howard Gardner's Multiple Intelligences: A Theory for Everyone http://www.educationworld.com/a_curr/curr054.shtm
- Intelligence in Seven Steps http://education.jhu.edu/PD/newhorizons/future/creating_the_future/cfut_gardner.cfm
- Learning Celebrations are Authentic Assessments of Student Understanding
http://education.jhu.edu/PD/newhorizons/strategies/topics/Assessment%20Alternatives/meyer_glock.htm
- Learning Through Many Kinds of Intelligence http://education.jhu.edu/PD/newhorizons/strategies/topics/mi/dickinson_mi.html
- Multiple Intelligences http://www.institute4learning.com/multiple_intelligences.php
- My Experience Using the Multiple Intelligences
<http://education.jhu.edu/PD/newhorizons/Transforming%20Education/international/riobot.htm>

Universal Design for Learning

The provision of multiple and varied formats for instruction and learning

- Multiple means of representation
- Multiple means of engagement
- Multiple means of expression



Multiple Means of Representation

Various formats:
kinesthetic



VISUAL

auditory

Multiple Means of Engagement

Attention

curiosity

MOTIVATION

Interests

preferences

PERSONAL STYLE



Multiple Means of Expression

speaking

SIGNING

gestures

POINTING

drawing

assistive technology

SINGING

Typing/texting



Attention to Diversity

HOW CAN YOU CREATE A LEARNING ENVIRONMENT THAT RESPECTS DIVERSITY?

By Linda Santora, ADL Staff

Article originally appeared in *NYSAEYC Report*, Winter 2004.



The early childhood program environment should look and feel welcoming for all children and should reflect the diverse world in which we live. In addition to being bright, colorful, safe and clean, it should include children's artwork and show the diversity of the world through the program's abundant supply of age-appropriate toys, dolls, books, magazines, pictures and musical instruments. Because what is in the environment, as well as what is absent, provides children with essential information about who and what is important, every effort should be made to create a setting that is rich in possibilities for exploring diversity. (See "[Take a Look at Your Program](#)")

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Reflecting and Respecting Diversity

A recent review of the literature relating to creativity and early childhood revealed:

- children's own cultural constructions are rarely emphasized
- artistic processes and artistic products that “are held in high cultural esteem” are usually emphasized

(Childhood, Culture, and Creativity, 2010, p. 11)



Cultural, Linguistic, and Ability Diversity

+ Creative Activities

Just the Fact	<p>Childhood, Culture and Creativity: A Literature Review http://www.academica.edu/679206/Childhood_Culture_and_Creativity_A_Literature_Review Division for Early Childhood (DEC). (2007). <i>Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation</i> http://dec.mtshippartners.org/files/Position%20Statement%20on%20Prmtg_Pos_Outcomes_Companion_Page.pdf</p> <p>K-4 Standards in Dance, Music, Theater, and Visual Arts http://artsedge.kenedy-center.org/educators/standards/fulltext/k4-standards.aspx NAEYC. (2009). Position on developmentally appropriate practice. http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf</p> <p>The National Visual Arts Standards http://www.arteducators.org/store/NAEA_Netl_Visual_Standards.pdf The Power of Music: Its Impact on the Intellectual, Social and Personal Development of Children and Young People http://www.lephil.com/sites/default/files/media/pdfs/shared/education/olympia/susan-helm-music-development_research.pdf</p> <p>Research on How Music Promotes Learning http://www.songstarteaching.com/references.htm Standards for Dance in Early Childhood http://www.nde.o.gov/content.aspx?page_id=32&club_id=293257&module_id=55411</p> <p>Young Children and the Arts: Making Creative Connections: Report of the Task Force on Children's Learning and the Arts, Birth to Age 8 http://www.artsde.org/ArtsEducation/YoungChildren.pdf</p>
Read All About It	<p>Beyond Twinkle Twinkle: Using Music With Infants and Toddlers http://www.naeyc.org/files/naeyc/file/201008/PartikinWeB0810.pdf</p> <p>Block Building and Make Believe for Every Child http://www.naeyc.org/files/naeyc/file/TYC_USNB_StrassenKoeppel.pdf</p> <p>Creativity Development in Early Childhood: The Role of Educators http://www.academica.edu/4088534/Creativity_Development_in_Early_Childhood_The_Role_of_Educators</p> <p>Developing Multiple Intelligences in Young Learners http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?articleID=251</p> <p>For the Birds! Seeing, Being and Creating the Bird World http://www.naeyc.org/files/naeyc/file/TYC_USNA_Russo.pdf</p> <p>Fostering Creativity in the Early Childhood Classroom http://links.springer.com/article/10.1007%2F978-0-353-2844-2</p> <p>How Can You Create a Learning Environment That Respects Diversity? http://www.adl.org/assets/pdf/education-outreach/How-Can-You-Create-a-Learning-Environment-That-Respects-Diversity.pdf</p> <p>Make a Little Music https://www.naeyc.org/files/naeyc/file/200811/lea_psnndBoundsWeb108.pdf</p> <p>Making the most of creativity in activities for young children with disabilities http://www.naeyc.org/files/naeyc/file/MitcheIIIv08No8NEW.pdf</p> <p>Moving Bodies, Building Minds: Foster Preschoolers' Critical Thinking and Problem Solving Through Movement http://www.naeyc.org/files/naeyc/file/201108/Moving%20Bodies_Russo_Meiglisno_Online_0811.pdf</p> <p>Music and Math: How Do We Make the Connection for Preschoolers? http://www.childsexchange.com/library/5015846.pdf</p> <p>Music Play: Creating Centers for Musical Play and Exploration http://www.naeyc.org/files/naeyc/file/MusicPlay.pdf</p>



Questions?




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Additional Handout on SCRIPT-NC

Creative Activities & Assignments Toolbox

Designed by Sharon Little

Topic	Activities/Assignments	Resources
Universal Design & Play	<p>Assignment: Design a play handout for families</p> <p>Students design a play handout for families that includes:</p> <ul style="list-style-type: none"> • → A definition (in your own words) of play • → A brief overview of the types of play • → A brief overview of the developmental stages of play <p>Discussion Forum: Creativity Observation</p>	<p>Ages and Stages of Play: http://childdevelopmentinfo.com/child-development/play-work-of-children/pl2/</p> <p>The Importance of Play: http://www.youtube.com/watch?v=t5JyA0m2TvE&feature=related</p> <p>The Importance of Play for Parents: http://online.spcc.edu/pluginfile.php/847781/mod_resource/content/1/The%20Importance%20of%20Play%20for%20Parents.pdf</p>
Stages of Creative Development Across the Curriculum	<p>Writing Assignment: Multiple Intelligences Lesson Plan</p> <p>Using the multiple intelligence outline plan attachment, complete the information using a theme and age group of your choice using each of the areas listed on the form.</p> <p>Review and critique 2 multiple intelligences websites</p>	<p>Developing Multiple Intelligences in Young Learners: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251</p> <p>Engaging Multiple Intelligences in the Classroom: http://www.youtube.com/watch?v=lv_zUe69H94</p> <p>Multiple Intelligences Lesson Plan (attached)</p>
Creative Development Across the Curriculum	<p>Writing Assignment: Foundations Treasure Hunt</p> <p>1. → Using the <i>Foundations</i> learning standards, hunt through your assigned domain and create one infant, one toddler and one preschool combination math and science activity (for a total of 3 activities). You will prepare a treasure hunt summary to include pictures of the final product and a written 1-page summary of how your activities connect to the domain and sub-domain of your activity.</p> <p>2. → Based on the developmental indicators in the domain, you are to create a math/science activity for infants, toddlers, and preschoolers (3 activities total)</p> <p>3. → You will actually make the activity and take a picture of the final product for each age group. You will also complete a written one-page summary of how your activities connect to your domain.</p>	<p>Creative Development Across the Curriculum: Audio: A day in the life of a Preschool Class: http://www.earlylearning.nc.gov/_audioclips/01ActiveLearning.mp3</p> <p>Foundations Treasure Hunt (attached)</p> <p>North Carolina Foundations for Early Learning and Development: http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf</p> <p>Support the Creative Development of Children: http://www.youtube.com/watch?v=pE3aKcu8e8</p>

Assignment: Design a play handout for families

Affects of Play with Ability-Diverse Children ¶

Although disabilities may have its limitations on a child's physical, social/emotional, and cognitive functions, play is still a very important part of a child's development. Giving children the ability to express themselves and by give them their independence during play is vital. By creating an environment that contains proper materials and is safe for disabled children, it will give ability diverse children the opportunity to develop at their maximum potential. ¶



The Importance of Play ¶

Why "Playing" with Your Child is Important ¶




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Multiple Intelligences Lesson Plan



Engaging Multiple Intelligences in the Classroom



Foundations Treasure Hunt



North Carolina Foundations for Early Learning and Development



North Carolina Foundations Task Force

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Assignment: Book Nook Project



Center on the
Social and Emotional
Foundations for Early Learning



Book Nook

Ideas for Using Books to Support Social Emotional Development



Llama Llama Misses Mama

By Anna Dewdney
Viking

Llama Llama Misses Mama is a book about little Llama on his first day of school. At the beginning of the day, Llama is sad and misses his mamma. Why did she have to leave? Will she come back? By the end of the day Llama has made new friends and has learned how much fun school can be! This story is great for teaching about the schedule of the school day, and for discussing what to do when we miss someone. The rhyming text makes this book fun to read aloud. This is a perfect story to read at the beginning of the school year when some children might be feeling just like little Llama! (Ages 3-5)

Examples of activities that can be used while reading *Llama Llama Misses Mama* and throughout the day to promote social and emotional development:

- Before reading the book, talk about what it means to miss someone and feel alone or lonely. Ask the children if they have ever missed someone. How did they feel? What did they do to feel better? Ask the children if they can think of a time when someone might feel all alone because they miss someone special. Ask the children if they sometimes miss someone when they come to school? Tell the children that you are going to read a book about a little llama on his first day of school! Read the title of the book and see if the children can guess who the little llama misses!
- Have children bring in pictures of their family, or people that they might miss while they are at school. If children don't have a photo to bring to school, have them draw a picture of the people in their family. Have children "show and tell" the pictures to one another so that everyone in the class can meet each other's families. You can bring in a picture and talk about your family too! Make a bulletin board in the classroom with everyone's photos. Tell the children that if they miss Mom/Dad/Grandma, they might feel better if they see a picture of that person. Also, remind children that their Mom/Dad/Grandma will come back at the end of the day.



Assignment: Book Nook Project



Feeling Alone

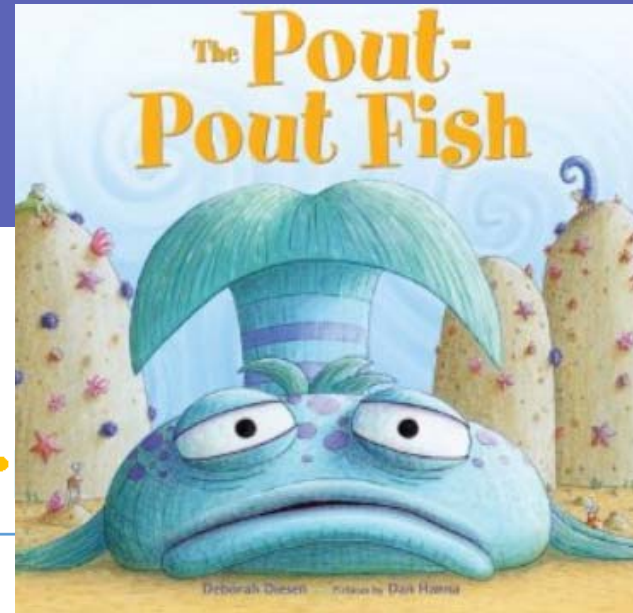
Art: Remind the children how little Llama felt in the story. Ask them how they felt today when they came to school. Tell them that they can make an emotions chart using a paper plate with a spinner in the middle, and emotion faces around the edges to show how they are feeling. Have the children glue different emotion faces from the CSEFEL website (happy, sad, lonely, excited, scared etc.) on the edge of their plate, then use a brad to attach an arrow in the middle. You could also take pictures of the children making different faces to express emotions and use those on the plates. Ask children to point the arrow to the way they are feeling at different times during the day. Put these on a wall where children can reach them, and can change the arrows to match how they are feeling throughout the day. Encourage children to notice how their friends are feeling and to use the strategies they came up with earlier to make their friends feel better if they are lonely. You could also make one chart for the class instead of individual charts for each child.

Dramatic Play: Provide materials/props for children to "act out" the *Llama Llama Misses Mama* story. Children can use stuffed animals or dolls to pretend that they are Mama Llama (or Papa Llama) and are taking their little Llama to school. What can they tell Llama to make sure he doesn't feel alone (tell Llama they will be back at the end of the day, that school will be lots of fun, and that he will make new friends)? Children can also pretend to be Llama Llama's teacher or classmates. How can they show Llama how much fun school is? What could they do if Llama is missing Mama Llama and feeling alone?

Music: Ask the children if they remember how little Llama felt in the story (alone). Help the children create a song about what to do when they are feeling alone. For example, they could sing, "If you're happy and you know it," but create their own words to the song. Children can give suggestions for what they can do to feel better when they are lonely. For example: "If you're lonely and you know it tell your teacher/ ask for a hug/ check the schedule/find a friend." Write the children's song on chart paper and then sing the song together. If someone is feeling lonely, ask them to think of the song and all of the things that they can do to feel better.

This Book Nook was developed by Erin Olinger and Tweety Yates

Assignment: Book Nook Project



The Pout-Pout Fish

Learning Centers







- → Circle Time: Discuss the story and when we have had similar experiences to bad days and how pouting affects other people.
- → Reading Center: Display three copies of the book and put stuffed animals (fish) out for the children to read to.
- → Writing Center: Write "I Am" poems. The cover of their poem book will be the shape of a fish and will say "I am not the Pout-Pout Fish I am insert name here". Children can write about things that describe them.
- → Quiet Center: Have parents of different languages record the reading of the book in their language for the children to listen to in the quiet center.
- → Science: Include a variety of sea creatures similar to those in the book for the children to play with at the water and sand table.
- → Dramatic Play: Using t-shirts, paper plates, and streamers let the children get creative and make their own costumes to match the creatures in the book such as the octopus, squid, and jellyfish.
- → Creative Art: Using the lips stamp and red paint let the children stamp/smooch away like the "kiss-kiss" fish.

Student Feedback from the Book Nook Project

“I really enjoyed the Book Nook project. I love how I was able to come up with many activities just by the use of one book. It really stretched my creativity in doing that project by coming up with activities for all of the different domains. I really want to implement the Book Nook in our preschool so the children will be able to experience this type of fun. I think the Book Nook will also give the teachers more ideas for topics to use throughout the year.”

Creative Activities student

Assignment: Music and Art

					
2 years	3 years	4 years	6 years	8 years	10 years
Scribbling stage	The preschematic stage		The schematic stage	The gang stage: The dawning realism	

Assignment: Art Adaptations



Assignment: Design a Classroom



From Community Playthings



Color Wheel Scavenger Hunt:

1. Create a color wheel.
2. Head outside into the yard or garden to observe the many colors present in nature.
3. Give the children permission to pick small items in the garden that represent each of the colors on the wheel, and release them to forage for colors!
4. Attach their items to the color wheel to create a vibrant display of the colors of nature.

For details on this project, and for further inspiration, see Kelly Johnson's article, <http://www.communityplaythings.com/resources/articles/2014/the-wonder-of-natures-colors>

Questions?




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Landing Pads

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 290 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>



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Upcoming Webinars

Co-sponsored by  and 

October 15, 2:00- 3:00 pm EST.

Early Childhood Practicum

November 18, 2:00- 3:00 pm EST.

Educational Technology

December 2, 2:00- 3:00 pm EST.

Child Guidance

(Note: Re-scheduled from May 15)




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<http://draccess.org/videolibrary/so-many-ways-to-learn.html>

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