

# Creative Activities & Assignments Toolbox

Designed by Sharon Little

Topic	Activities/Assignments	Resources
<p><b>Universal Design &amp; Play</b></p>	<p><b>Assignment: Design a play handout for families</b>            Students design a play handout for families that includes:</p> <ul style="list-style-type: none"> <li>• A definition (in your own words) of play</li> <li>• A brief overview of the types of play</li> <li>• A brief overview of the developmental stages of play</li> </ul> <p><b>Discussion Forum: Creativity Observation</b></p>	<p>Ages and Stages of Play <a href="http://childdevelopmentinfo.com/child-development/play-work-of-children/pl2/">http://childdevelopmentinfo.com/child-development/play-work-of-children/pl2/</a>            The Importance of Play  <a href="http://www.youtube.com/watch?v=t5JyA0m2TvE&amp;feature=related">http://www.youtube.com/watch?v=t5JyA0m2TvE&amp;feature=related</a>            The Importance of Play for Parents  <a href="http://online.spcc.edu/pluginfile.php/847781/mod_resource/content/1/The%20Importance%20of%20Play%20for%20Parents.pdf">http://online.spcc.edu/pluginfile.php/847781/mod_resource/content/1/The%20Importance%20of%20Play%20for%20Parents.pdf</a></p>
<p><b>Stages of Creative Development Across the Curriculum</b></p>	<p><b>Writing Assignment – Multiple Intelligences Lesson Plan</b>            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  <a href="http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251">http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251</a>            Engaging Multiple Intelligences in the Classroom  <a href="http://www.youtube.com/watch?v=lv_zUe69H94">http://www.youtube.com/watch?v=lv_zUe69H94</a>            Multiple Intelligences Lesson Plan (attached)</p>
<p><b>Creative Development Across the Curriculum</b></p>	<p><b>Writing Assignment: Foundations Treasure Hunt</b></p> <ol style="list-style-type: none"> <li>1. Using the <i>Foundations</i> learning standards, <b>hunt through your assigned</b> 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.</li> <li>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)</li> <li>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.</li> </ol>	<p>Creative Development Across the Curriculum. Audio: A day in the life of a Preschool Class  <a href="http://www.earlylearning.nc.gov/_audioclips/01ActiveLearning.mp3">http://www.earlylearning.nc.gov/_audioclips/01ActiveLearning.mp3</a>            Foundations Treasure Hunt (attached)            North Carolina Foundations for Early Learning and Development  <a href="http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf">http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf</a>            Support the Creative Development of Children  <a href="http://www.youtube.com/watch?v=pfE3aKcu8e8">http://www.youtube.com/watch?v=pfE3aKcu8e8</a></p>

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	<p><b>Assignment: Book Nook Project</b></p> <ol style="list-style-type: none"> <li>1. We discuss Book Nooks in class prior to the project. In a discussion board assignment, students are asked to share their favorite book from their childhood and how they would use that book in a Book Nook format.</li> <li>2. Book Nook Project Directions: For this project, choosing one book from our creative activities booklist, you will develop a virtual Book Nook. What is a virtual Book Nook? A virtual Book Nook contains activities that can be interwoven into each learning center and learning domain in the early childhood classroom. At a minimum, your Book Nook will contain activities from at least five learning centers along with four developmental domain activities. Your Book Nook will also contain a bonus section. In this section you will describe how you might modify your Book Nook to support dual language, culturally and ability diverse learners.</li> </ol>	<p>Book Nooks  <a href="http://csefel.vanderbilt.edu/resources/strategies.html#booknook">http://csefel.vanderbilt.edu/resources/strategies.html#booknook</a></p>
<p><b>Music &amp; Art</b></p>	<p><b>Art and Music Assignment:</b> For this assignment, based upon readings and your personal experiences with children, you will complete a one and half page paper comparing/contrasting art and music. Your paper will include the following:</p> <ol style="list-style-type: none"> <li>1. The benefits of art and music in the development of young children in the infant, toddler, preschool and school age (K-3) stages of development.</li> <li>2. The similarities in what children learn through art and music (think about the early learning standards to help with this one if needed.)</li> <li>3. Describe the differences in art and music activities for young children.</li> <li>4. View <i>Multicultural Kids' Music Vids with Daria</i>. Describe ways in which you can include your favorite clip into the classroom. How might you modify these activities to accommodate children with visual, hearing, or cognitive diverse abilities?</li> </ol>	<p>The Five Stages of Development in Children's Art  <a href="http://my.ilstu.edu/~eostewa/ART309/Five_Stages.htm">http://my.ilstu.edu/~eostewa/ART309/Five_Stages.htm</a>  Pica, R. (2009). Make a little music. Retrieved from  <a href="http://www.naeyc.org/files/yc/file/200911/LeapsandBoundsWeb1109.pdf">http://www.naeyc.org/files/yc/file/200911/LeapsandBoundsWeb1109.pdf</a></p> <p>Multicultural Kids' Music Vids with Daria <a href="http://multikidsmusicvids.com/">http://multikidsmusicvids.com/</a>  Music Helps Kids  <a href="http://www.scientificamerican.com/article/music-helps-kids-read/">http://www.scientificamerican.com/article/music-helps-kids-read/</a></p>

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<p><b>Promoting Diversity through Creativity</b></p>	<p><b>Writing Assignment: Art Adaptations</b> Based upon your readings, describe how you would create an appropriate culturally and linguistically play crate for children 3-5 years of age. What theme would you select? What materials would you use? How do your materials reflect play in this way? Students are also given art adaptation scenarios as a written assignment.</p> <p><b>Assignment: Design a Classroom</b> For this project, you will design a creative classroom for an age group of your choice (classroom budget \$4,000.00). You may create your design in various ways: Using websites from early childhood catalogs that contain design programs, actually designing the creative area at your work site and taking digital photos, or contacting a center to go in and create an area for them with the photos, or usage of classroom computer structure programs.</p> <ol style="list-style-type: none"> <li>1. Design the space. Decide on a floor plan, identify the purpose of various areas in the classroom and position them for optimum use, safety, development and learning.</li> <li>2. Choose the furniture and materials to equip your classroom: <ul style="list-style-type: none"> <li>• Classroom furniture should include high chairs, cribs, tables and chairs, changing tables, etc.</li> <li>• Classroom materials may include toys, books, soft blocks, manipulative's, art supplies, etc.</li> <li>• Don't forget essential materials like bulletin boards, storage, adult furniture, first aid kits, changing paper, etc.</li> <li>• Choose items you believe will enhance your program.</li> </ul> </li> <li>3. Make a purchase order. List each item you want for your classroom along with the name of the company that will supply the item and the price. Categorize your purchase order, grouping similar items together, like sleeping items, eating items, toys, etc. <ul style="list-style-type: none"> <li>• Insert your classroom within a written Power Point Presentation.</li> </ul> </li> <li>4. Iron man creativity challenge: have various materials in your classroom on a table— challenge students individually or in groups to create a creative activity for a specific age in a specific amount of time.</li> </ol>	<p>Play Crates <a href="http://www.ecetp.pdp.albany.edu/video/Play_Crates.shtm">http://www.ecetp.pdp.albany.edu/video/Play_Crates.shtm</a></p>

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## Multiple Intelligences Lesson Plan

Use the outline below to plan a lesson that includes all of the multiple intelligences: For each intelligence listed, explain why your particular activity in the plans meets that criterion.

Age/Grade Level:

- Kindergarten

Lesson Theme/Concept:

- Planting seeds and germination

Logical-Mathematical: How can I use numbers, lists, classifications, logic, and scientific inquiry?

- For logical/ mathematical the children will make charts and be given different classifications of fruits and vegetables and will glue the seeds in the columns with the words headed.
- How many seeds per cup for planting.
- The amount of days that it takes for the seeds to germinate.
- How many inches apart the seeds need if planted in the garden. Use a yardstick to visualize space on the floor.
- Discuss the elements (water, soil, and sun) that the seeds need to grow.
- How many seeds in different fruits (one or many)

Linguistic: How can I use language (stories, poems, readers theater)?

- Read the book "How a Seed Grows" by Helene J. Jordan.
- Let the children predict and discuss the pictures in the book.
- Make emphasis on the words that include the materials that will be using for the lesson.
- Have the keywords printed and laminated as flashcards.
- Have the keywords printed in the native languages in the class and have the DLL students pronounce the words for the class.

Interpersonal: How can I use partners or cooperative group activities?

- The first groups will be in a partner pairs for filling the cups and planting the seeds. This will help eliminate a lot of confusion and begin the social interactions between the children. This will help them be more independent if there is only one teacher available.,
- After planting the seeds the student will group in 3 or fours to become a bigger social network for the project.
- Pick partners by contrasting intelligence characteristics.
- Give the children the opportunity to discuss what they are doing between themselves and make decisions on how to execute their project.

Spatial: How can I use visualization, art, colors, or metaphors?

- Let the children use the camera to take pictures of the process of their seeds.

- Bring different fruits that contain seeds (mango, kiwi, pineapple, strawberries) and find where the seeds are on the fruit. (This is also opts for kinesthetic activity as well. Discuss the different textures, tastes, and smells.
- Have a display of plastic bugs to explain the relationship of the bugs to plants.
- Let children create a painting of what they think their seed will look like when it grows.
- Programs with matching games that involve seeds on the computer.

Intrapersonal: How can I provide choices or involve personal memories or feelings?

- Have the children to write in their class journals at least two sentences about their seeds until they have sprouted.
- Let them be involved with how the final class journal will be made (helping choose the pictures, titles, etc.)
- Have other reading materials available such as “Sid the Seed” by Daniel R. Pagan for children who want more information.
- Have books in multicultural prints about gardening.

Musical: How can I use music, rhythm, songs, raps, chants, or instruments?

- Video: “The Planting Song ; Earth Day Song for Children” Mother Goose Club

Bodily-Kinesthetic: How can I use movement or hands-on activities?

- Planting seeds to manipulate fine motor skills.
- Use the musical song and let the kids act out the movements of working in a garden.
- Using imaginary tools.
- Making up body movements as they go.

Naturalistic: How can I incorporate outdoor activities into the curriculum?

- Take children out to see other things growing (the flowers in the landscape, trees, along a fence).
- Make note of the different insects attracted to them.
- Try to find tree seeds to show the differences in seeds.

# Foundations Treasure Hunt

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EDU 151

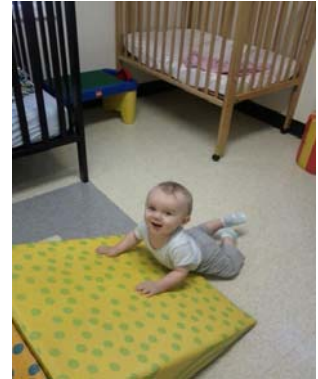
## **Infants**

Domain: Health and Physical Activity

Sub Domain: Physical Growth and Development

Goal: HPD-2 Children engage in active physical play indoors and outdoors

Activity: Have children climb, slide, and roll down large cushioned shapes (squares, triangles, and cylinders) for indoor gross motor play and development.



## **Toddlers**

Domain: Health and Physical Activity

Sub Domain: Self care

Goal: HPD-7 Children develop independence in caring for themselves in their environment.

Activity: Using a large toothbrush, have children take turns brushing the teeth of a stuffed animal while discussing the importance of dental care. Give each child a toothbrush to take home and continue preventative care at home.



## **Preschoolers**

Domain: Health and Physical Development

Subdomain: Safety Awareness

Goal: HPD-8 Children develop awareness of basic safety rules and begin to follow them.

Activity: Invite local emergency personnel to come and talk with the children about health, safety, and the importance of taking care of their bodies.



# Summary

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## **Infants:**

The infant activity of climbing, crawling, and rolling on the large foam shapes in the classroom is an example of how to incorporate their gross motor play development indoors. The babies are spending time on their tummies; they are kicking and repeating actions (HPD-2a). They are also moving their bodies to explore the indoor environment (HPD-2b) and developing strength and stamina by crawling up the ramps and sliding back down the ramp. (HPD-2c) They are holding their heads up and building those neck and core muscles.

## **Toddlers:**

The toddler activity that includes learning how to properly brush their teeth and care for themselves relates to their health and development because they are using adaptive equipment to learn and or participate in medical care routines (HPD-7e). They are also learning to initiate self-care routines and complete with guidance from an adult (HPD-7f). These routines need to be started early on to develop the healthy habits before tooth decay, and cavities begin to develop which can lead to more dental problems down the road.

## **Preschoolers:**

The preschoolers are learning to call a trusted adult when someone gets injured or is in an unsafe situation (HPD-8l). They are learning what their bodies can do and how to play within their abilities to avoid injuries (HPD-8i). They will learn how to recognize situations that might cause harm such as playing with knives or matches (HPD-8j). Lastly, they will be able to identify people who can help them in the community (HPD-8p).