

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Creative Activities
November 3, 2015
2:00 pm – 3:00 pm EST

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



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**Welcome and
Introductions**

Features of SCRIPT-NC's 2015 Webinar Series

Each webinar emphasizes

- embedding **inclusion and diversity** into coursework
- resources, activities, and assignments for delivering course content to build both **knowledge acquisition and knowledge application**

Each webinar features activities, assignments and strategies for incorporating

- state early learning guidelines
- the components of a formative assessment process
- 2014 DEC Recommended Practices

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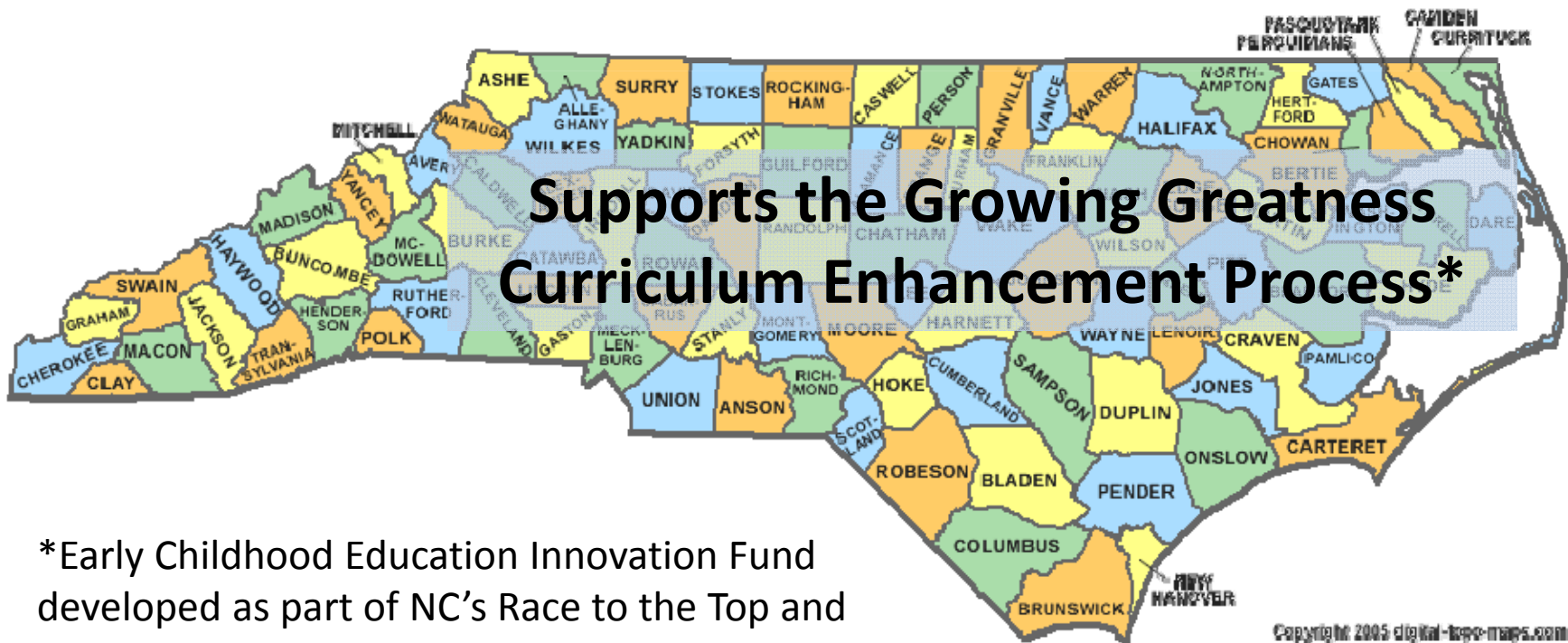
Supporting Change and Reform in Preservice Teaching in North Carolina



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About SCRIPT-NC's 2015 Webinar Series



*Early Childhood Education Innovation Fund developed as part of NC's Race to the Top and awarded through the NC Community College System

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Landing Pads

- **Handouts**
- **PowerPoints**
- **Recording**



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



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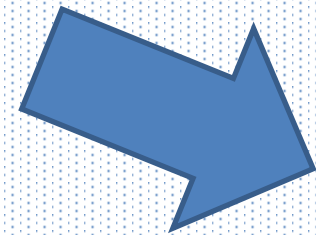
Logistics

Questions?
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mute or
unmute your
phone

USE THE CHAT BOX



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**What's your
favorite thing to eat
or drink when the
weather gets
colder?**


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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 developmental domains? How can creative approaches be an essential component of the toolkit each educator draws upon to support each child's full potential?

**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 – page 2

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

- Ask students to identify the ways in which they most prefer to learn (see list on previous slide). Ask them to also identify the way they least prefer to learn.
- Ask students to respond to a request (e.g., what is happiness?) using their most preferred approach AND their least preferred approach.
- Ask students to share what it feels like when they can respond in the way that feels most comfortable. Then ask them to share what it feels like when they respond in the way that feels least comfortable.

The more your students recognize the multiple intelligences they bring, and how they prefer to learn, the more they will be able to apply those insights to supporting the capabilities of 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")



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Creative
Adventures**

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

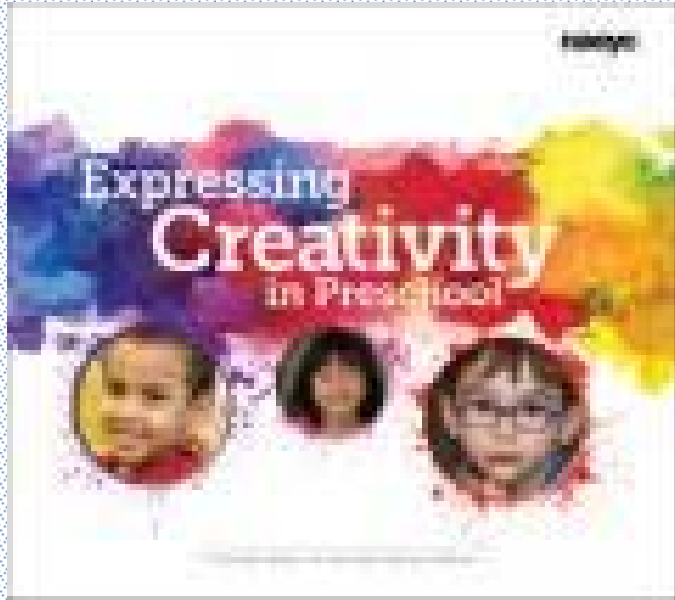
- Multiple Intelligences <https://www.youtube.com/watch?v=cf6lqfNTmaM>
- Multiple Intelligences <https://www.youtube.com/watch?v=k8bmerzR2I8&list=PL8BE7D9C5837AEBC E>
- Multiple Intelligences Thrive in Smartville https://www.youtube.com/watch?v=7zBKAT3le_s

Find it Online

Websites with additional resources

- Howard Gardner's Multiple Intelligences: A Theory for Everyone http://www.educationworld.com/a_curr/curr054.shtml
- Intelligence in Seven Steps http://education.jhu.edu/PD/newhorizons/future/creating_the_future/crfut_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/ribof.htm>

Resources for Instructors



- Art
- Music and Movement
- Dramatic Play
- Implementation checklists

Using Collage to Encourage Creativity, High-Level Thinking, and Conversation!

Triada Samaras and Janis Strasser, With Michele J. Russo

Collage is an ideal way to introduce preschool children to basic art concepts. You'll also give them an engaging open-ended art experience. To ensure success, choose materials wisely, model how to use glue, and don't make a sample collage. When teachers make a sample, children tend to want to make ones just like it. Three of our favorite collage ideas begin on page 21.

Getting Started

Put glue into a recycled plastic pint container with a foam brush or a tongue depressor. Also provide paper clips, tape, and a stapler to offer multiple ways to fasten materials together.

During collage making, use lots of rich vocabulary to discuss children's creations. When they say to you "Look what I did!" or "See what I made!" ask open-ended questions to encourage conversations about their work. You could post a list of questions and prompts in your art center to remind you what to ask (see "Questions to Ask Children About Collage" on p. 24).



http://www.naeyc.org/files/naeyc/Expressing_Creativity_in_Preschool_excerpt.pdf

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



Why Kids Need to Move, Touch and Experience to Learn



By **Katrina Schwartz**

MARCH 26, 2015



PRINT

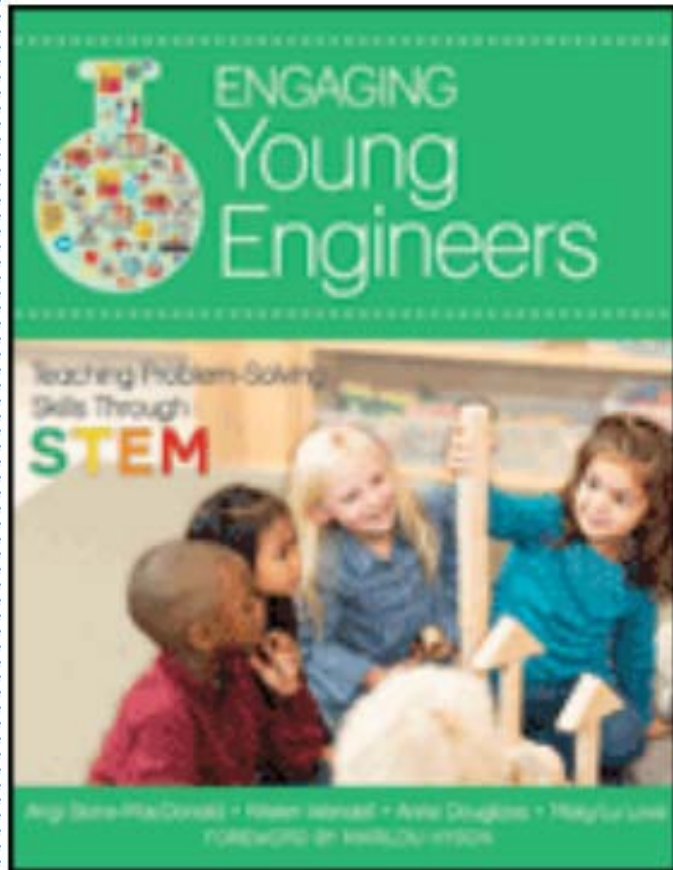


SHARE

Universal Design for Learning

<p>Universal Design (UD)/ Universal Design for Learning (UDL)</p> <p>UD and UDL support access to early care and education environments through the removal of physical and structural barriers (UD) and the provision of multiple and varied formats for instruction and learning (UDL).</p>	
<p>Why Do It? <i>the evidence base</i></p>	<ul style="list-style-type: none"> Division for Early Childhood. (2007). <i>Examining positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation. Tables 1 and 2.</i> Missoula, MT: Author. http://dec.mt.edu/shippsoftware.org/files/Position%20state%20re%20re%20n%20pa%20pe%20Prmtg_Pos_Outcomes_Companion_Paper.pdf National Center on Universal Design for Learning. Universal Design for Learning Research Evidence (organized by practice) http://www.udlcenter.org/research/researchevidence/
<p>Read About It <i>books, chapters, and articles</i></p>	<ul style="list-style-type: none"> Conn-Powers, M, Cross, A.F, Traub, E.R., & Hutter-Pisgahi, L (2006, September). The universal design of early education: Moving forward for all children. <i>Beyond the Journal: Young Children on the Web.</i> http://journal.naeyc.org/bit/200609/ConnPowersBTJ.pdf Dinnebell, L, Boat, M, & Bee, Y. (2013). Integrating principles of universal design into the early childhood curriculum. <i>Dimensions of Early Childhood</i>, 42(1), 3-24. http://www.southwesternchildhood.org/uploaded/pdf/Dimensions_Vol41_1_Dinnebell.pdf Bertling, J, Darragh, M, Lyon, D, & Jackson, S. (n.d.). Early childhood building blocks: Universal design for learning in early childhood inclusive classrooms. http://recreation.org/arc_documents/arc_rea02/briefs/pdf/0018.pdf
<p>See for Yourself <i>videos and demonstrations</i></p>	<ul style="list-style-type: none"> Building Inclusive Childcare Universal Design for Learning http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm UDL At-a-Glance https://www.youtube.com/watch?v=bDuKnY0g8e4 UDL Guidelines in Practice: Grade 1 Mathematics https://www.youtube.com/watch?v=KtTJQWnNt6Q UDL Principles and Practice http://cast.org/libraries/video/udl_intro/index.html Videos from the National Center on Universal Design for Learning http://www.udlcenter.org/resource_library/videos/udlcenter/
<p>Find it Online <i>Websites with additional resources</i></p>	<ul style="list-style-type: none"> Center for Applied Special Technology (CAST): Transforming education through universal design for learning http://www.cast.org/ IRIS Center. (n.d.). Universal Design for Learning: Creating a Learning Environment That Challenges and Engages all Students http://iris.peabody.vanderbilt.edu/udl/resources.htm National Center on Universal Design for Learning http://www.udlcenter.org/ Questions to Consider in UDL Observations of Early Childhood Environments https://www.pakeys.org/uploadedcontent/docs/Higley%20Ed/Curriculum%20re%20nedy%20state%20Univ%20Design%20to%20Learn%20the%20ndour%202.pdf Supporting Early Literacy Through Universal Design & Assistive Technology http://depts.washington.edu/teachcenter/family-literacy-2 Tool Kit on Universal Design for Learning http://www.cast.org/teachingeverystudent/toolkits/ Universal by Design handouts by Eva Horn http://dec.mt.edu/shippsoftware.org/files/EHornhandoutvolume14.pdf Universal Design for Learning and Assistive Technology http://ectacenter.org/topics/atech/udlasp

Resources for Instructors



Request Exam Copy

Engaging Young Engineers: Teaching Problem-Solving Skills Through STEM

- Universal Design for Learning to Support Engineering Experiences in Inclusive Early Childhood Settings
- Young Children Are Natural Problem Solvers
 - Curious thinkers
 - Persistent thinkers
 - Flexible thinkers
 - Reflective thinkers
 - Collaborative thinkers
 - Curious, persistent, flexible, reflective and collaborative teachers
- Universal Design for Learning Planning Sheets for infants, toddlers, and preschoolers

It's a contest.

You have the opportunity to take a group of 14 preschool age children on a walk in the woods on a beautiful, sunny day.

How many math and science concepts will you be able to teach using only the naturally occurring materials you find on the walk?



Connecting State Early Learning Guidelines/Standards to Creative Activities

Activity/Assignment: A UDL Treasure Hunt through *Foundations*

- Introduce the concept of Universal Design for Learning by asking them to read: Conn-Powers, M., Cross, A.F., Traub, E.K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. *Beyond the Journal: Young Children on the Web*. <http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf>
- Discuss the three ways mentioned in the article in which UDL concepts can be used in our efforts to support the learning and development of infants, toddlers, and young children.
 1. multiple means of representation to give learners various ways of acquiring information and knowledge;
 2. multiple means of expression to provide learners alternatives for demonstrating what they know; and
 3. multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.
- Ask students to go on a treasure hunt for examples of strategies in *Foundations* that support these three UDL approaches. The form on the next page would be a good way to collect the examples, for which students should also identify the UDL approach this example reflects. There are examples to be found in the actual domains and sub-domains, and others in the strategies that are offered to support each domain. Here are two examples:

<i>Foundations</i> Domain	Strategies for:	
	Infants/Toddlers	Preschoolers
Approaches to Play and Learning	Provide children with the means to represent their ideas with more than one type of material or medium (e.g., painting, drawing, blocks) – multiple means of representation	Ask children to communicate what they like, dislike, and enjoy. Use actions, facial expressions, and/or words to reflect what a child seems to be communicating – multiple means of engagement

Many ways to teach a concept

- Use your state early learning guidelines/standards to identify a key concept young children are expected to master.
- Organize students in teams. Assign a different creative vehicle to each team (puppets, flannel board, music, dance, art, etc.)
- In addition to sharing how they would teach that concept using the creative vehicle, require students to provide evidence sources for using that vehicle effectively
- Compile all the evidence sources and share them with all the students



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](#)")



Page 2

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Reflecting and Respecting Diversity

Page 1

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)



Storytelling Skills Support Early Literacy for African American Children

Date Published: 08/05/2015



Early narrative skills are tied to kindergarten literacy among young African American children, according to new research from the [Frank Porter Graham Child Development Institute \(FPG\)](#). The study is the first to demonstrate the connection between African American preschoolers' storytelling abilities and the development of their early reading skills.

"Previous research found an association between oral narratives and literacy at later stages of development," said FPG researcher [Nicole Gardner-Neblett](#), who led the study. "But our findings suggest how important storytelling is for African American children at the earliest stages."

Gardner-Neblett explained that oral narrative skills emerge as early as age 2 and continue to develop as children engage in interactions with parents and others, who provide guidance and feedback. Although experts have suggested the importance of oral language skills on literacy during the preschool years, much of the research until now has focused on associations between early language and later reading outcomes in elementary school, leaving many unanswered questions.

Gardner-Neblett and [Iheoma Iruka](#), director of research and evaluation at the [Buffett Early Childhood Institute](#), looked at these unsolved early developmental questions by focusing on preschoolers' skills with oral narratives and on the same children's emergent literacy at kindergarten. Their study's sample included 6,150 students nationwide.



<http://fpg.unc.edu/news/storytelling-skills-support-early-literacy-african-american-children>

Cultural, Linguistic, and Ability Diversity

Creative Activities

Just the Fact	<p>Childhood, Culture and Creativity: A Literature Review http://www.sac.edu/~sac/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.mt.edu/shipartwre.org/files/Position%20Statement%20on%20PEPs/Prmtg_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/K-4-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_Net_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/olympic/susan-helm-music-development-research.pdf</p> <p>Research on How Music Promotes Learning http://www.songsforteaching.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 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 Block Building and Make Believe for Every Child http://www.naeyc.org/files/naeyc/file/TYC_USNB_StressandKoe.pdf Creativity Development in Early Childhood: The Role of Educators http://www.sac.edu/~sac/4088534/Creativity_Development_in_Early_Childhood_The_Role_of_Educators Developing Multiple Intelligences in Young Learners http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?articleID=251 For the Birds! Seeing, Being and Creating the Bird World http://www.naeyc.org/files/naeyc/file/TYC_USNA_Russo.pdf Fostering Creativity in the Early Childhood Classroom http://links.springer.com/article/10.1007%2F978-0-353-2844-2#page-2 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 Make a Little Music http://www.naeyc.org/files/naeyc/file/200811/lea-pandBoundsWeb108.pdf Making the most of creativity in activities for young children with disabilities http://www.naeyc.org/files/naeyc/file/MitcheIIIoRNo2NEW.pdf 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 Music and Math: How Do We Make the Connection for Preschoolers? http://www.childsexchange.com/library/5015846.pdf 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=pFE3aKcu8e8</p>

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

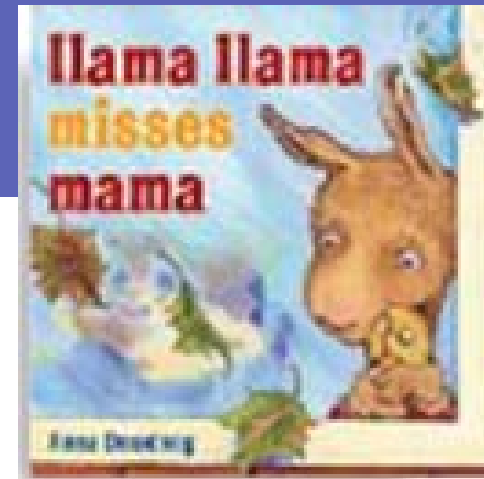
Llama Llama Misses Mama is a book about little Llama on his first day of school. At the beginning of the day, Llama is sad and misses his mamma. Why did she have to leave? Will she come back? By the end of the day Llama has made new friends and has learned how much fun school can be! This story is great 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

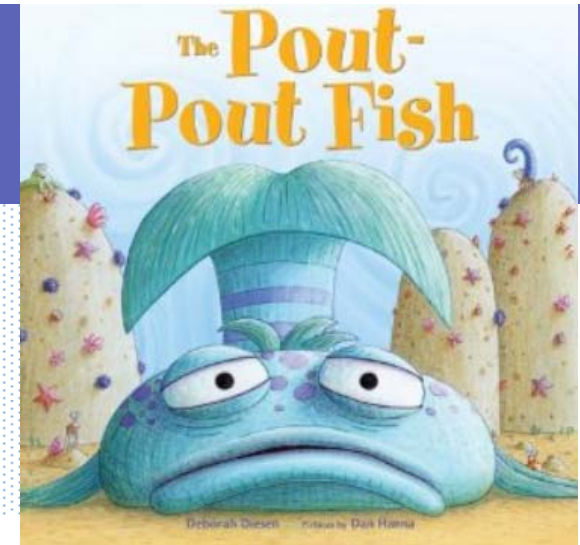
Art: Remind the children how little Llama felt in the story. Ask them how they felt today when they came to school. Tell them that they can make an emotions chart using a paper plate with a spinner in the middle, and emotion faces around the edges to show how they are feeling. Have the children glue 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 Book Nook

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

Using the DEC Recommended Practices to Support Family Engagement



Ideas and Strategies for Incorporating the DEC Recommended Practices in Creative Activities

The 2014 DEC Recommended Practices¹ underscore the importance of using Universal Design for Learning (UDL) approaches to “create accessible environments for children.” (page 8) In addition to using these principles to support each child, UDL concepts can also be used to support effective collaboration with family members. Here’s an example of an activity/assignment that can familiarize students how UDL approaches can enhance the effectiveness of meetings.

- Access the *Families are Full Team Members Checklist* at http://www.ectacenter.org/~pdfs/decrp/TC-1_Families_Are_Full_Team_Members.pdf (sample below).

Families Are Full Team Members Checklist					
<p>This checklist outlines steps teams can take to ensure that families are included as full team members and valued as experts who are considered vital to effective team functioning.</p> <p>All team members, including families, will be involved and engaged in various ways and to varying degrees over</p>		<p>time. Families will be supported to increase their level of involvement as comfort and trust build and as the team grows and learns together.</p> <p>The checklist can be used by team members individually or together to determine whether true collaboration is taking place.</p>			
Practitioner: _____		Date: _____			
Please indicate which of the practice characteristics you were able to use during teaming activities:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Tell families that they are the experts on their child and the most important members of the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Ask families if they prefer to be addressed as Ms./Mr. or by first names and honor these preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- Ask students to review the checklist of evidence-based and recommended practices for examples of how they reflect UDL concepts. For example, “share information that is jargon-free, clear and simply stated so that ALL members can understand and participate in conversations and decisions” reminds us *implicitly* of the UDL concept of multiple means of expression.
- Next, ask students to *explicitly* identify strategies they could use to support a family’s comfort and participation in a meeting. Think about what strategies might be used before a meeting, during a meeting, and after a meeting. For example, how could you expand on the multiple means of expression concept by sharing information by phone, email, or text (based on family preference) before and after the meeting?
- Compile all responses to provide students with multiple examples of effective strategies for supporting family engagement.

Using the Formative Assessment in a Creative Activities Course

OBSERVING AND DOCUMENTING THE IMPACT OF USING CREATIVE APPROACHES TO SUPPORTING LANGUAGE AND LITERACY.

Several recent studies have underscored the connections between the use of creative approaches, such as movement, and improved language and literacy development for young children (see for example, <http://ww2.kqed.org/mindshift/2015/03/26/why-kids-need-to-move-touch-and-experience-to-learn/>).

To discover the impact creative approaches can have, complete the follow sequence of activities.

1. Select two unfamiliar new picture books for a group of children you work with (toddlers, preschoolers, kindergarten). The books should have similar levels of complexity and should both be on topics of interest to the children. Ideally, each book should also involve actions that children could act out.
2. Read one of the books in a traditional manner with a small group of children, sharing words and the pictures, and using thoughtful questions to prompt expansion of the key ideas. The next day, bring the book out. Before reading it, ask children to share what they remember about the story. Record the vocabulary and concepts the children retained from the previous day's reading.
3. The following week, read the second book in the same manner as the first. When the story is over, help the children to act out the scenes from the book. The next day, bring the second book out again. Before reading it, ask the children to share what they remember about the story. Record the vocabulary and concepts the children retained from the previous day's reading.
4. Compare the results for the two book reading approaches. What differences did you notice? Were the differences more profound for some learners than for others? What can you take away from this sequence that you will use on an ongoing basis?

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

**December 1, 2015 2:00 pm – 3:00
pm EST**

Topic: Educational Technology

I'm so excited.

*Watch for the announcement of new topics
for the SCRIPT-NC webinars in 2016*



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Lagniappe

<http://www.mommyish.com/2015/10/26/mattel-feminist-barbie-commercial/>

Imagine The Possibilities | Barbie



