

Early Childhood Content Portfolio

Language Arts, Social Studies, Math, Science,
Physical Education & Health, and Creative Arts

Language Arts Key Professional Organization

The National Council of Teachers of Education

<https://ncte.org/>

“The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language (The National Council of Teachers of Education, n.d.)”

The resources that the National Council of Teacher of Education provides for parents and educators are peer-reviewed journals, online webinars, quick reference guides, and annual conferences to name a few that provide valuable information for those who seek information about engaging, meaningful learning, and informational resources from numerous professionals.

An insight I gained is that children don't become literate automatically, it involves careful planning and instruction. According to the National Association for the Education of Young Children (2009), it explains the importance of parents and teachers providing the children with the experience they need including exposure to books; rich conversations; experiences in drawing, pretend play, and other symbolic activities; and instruction in recognizing letters and making connections between letters and sounds.

Language Arts Standards, Strands, Themes

Strand	Topic	Code	HELDS Standard
Reading Foundational	Phonological Awareness	LA.KE.v	With adult support, generate rhyming words.
Reading Foundational	Phonological Awareness	LA.KE.w	Clap out the syllables in own name.
Reading Foundational	Phonological Awareness	LA.KE.x	With guidance and support, match the initial sound of spoken words.

“The early childhood field has emphasized the importance of creating a print-rich environment to support children’s literacy development”
(Curtis & Carter, 2011, p. 186)

In this content area, students are challenged in everyday activities to reinforce why reading and writing are useful and enjoyable (Curtis & Carter, 2011). With these numerous activities within this section, children will learn and practice fine motor skills and conventions of reading and writing, decoding symbols, and the power of the written word to communicate their messages (Curtis & Carter, 2011).

Language Arts

Meaningful Learning Experiences

Learning Activity #1

Lesson Plan: Using Rhyme Fold Overs by Teaching Talking, I will be doing small group activities using the rhyme fold overs. We will begin by doing it as a whole group, each student will receive a rhyme slip and will attempt to read the short passage on their own, we will then decide which one we'd fold over, and continue to move to the next student. If a student is having a hard time, another student may also assist the student.

<https://teachingtalking.com/blogs/free-downloads-speech-therapy-activities-from-teaching-talking/rhyme-fold-overs-free-sample>

Content Area: In this learning activity, it meets Standard LA.KE.v, "With adult support, generate rhyming words" (Executive Office on Early Learning, 2014). The students will also meet Standard SE/LA.KE.b, "Observe and use appropriate ways of interacting in a group of 2 or 3 children (e.g., taking turns in talking, listening to peers, waiting until someone is finished, asking questions and waiting for an answer, gaining the floor in appropriate ways)" (Executive Office on Early Learning, 2014).

Rationale: The rhyme fold over activity promotes meaningful learning in language arts by providing students with the opportunity of reading, listening, speaking and observing. It also provides students with challenging by allowing them to try reading the passages on their own and assist them as needed to encourage learning. Throughout this activity, students can also demonstrate their learning of comprehending language and following directions. Furthermore, students have opportunities to support other students while being respectful in listening to peers, taking turns, and waiting for an answer in respectful ways.

Language Arts

Meaningful Learning Experiences

Learning Activity #2

Lesson Plan: Using the sorting basket phonics activity by The Imagination Tree. As a whole group, each student will grab an item within the classroom that begins with the letter placed above the basket. After, students be placed in small groups and be given a basket with a letter, after a 3-minute timer, each group will share with the class on their findings.

<https://theimaginationtree.com/phonics-activity-sorting-baskets/>

Content Areas: In this activity, students will meet Standard LA.KE.y, “With guidance and support, match the initial sound of spoken words” (Executive Office on Early Learning, 2014). The students will also meet Standard AL/LA.KE.d, “Begin to think problems through, considering several possibilities and analyzing results” (Executive Office on Early Learning, 2014).

Rationale: The phonics sorting basket activity promotes meaningful learning and teaching by providing students with the opportunity in listening, speaking, and observing. It also provides students with an opportunity to use their surrounds to express their thinking. Through this activity, students also can collaborate with peers to engage in a larger understanding and focus on skills such as communication and team-work. Furthermore, students can demonstrate their understanding of phonics.

Language Arts

Informational Resources

- **Early Childhood Education: Implementing Developmentally Appropriate Practices into Literacy Instruction**

<http://www.wholechildeducation.org/blog/early-childhood-education-implementing-developmentally-appropriate-practice>

This resource provides parents and educators planning meaningful learning and teaching with specifications in language arts by direct instruction, centers, free play, small group instruction, and guided reading (Shipley, 2014).

- **Fun Activities that Help Develop Language Learning in Children**

<https://www.britishcouncil.my/english/courses-children/resources/fun-activities-that-develop-language-learning>

This resource provides parents and educators with various ideas for activities and tips of how children can benefit from play time and games in a relaxed environment where they are able to practice new words and are free to express themselves (British Council, n.d.).

Social Studies Key Professional Organization

The National Council for the Social Studies

<https://www.socialstudies.org/>

“The mission of National Council for the Social Studies is to advocate and build capacity for high quality social studies by providing leadership, services and support to educators and educating and inspiring students for a lifelong inquiry and informed civic action” (National Council for the Social Studies, n.d.).

The resources provided by the National Council for the Social Studies provides educator with numerous newsletters, journals, and books for educators to view about how to create an engaging learning environment for social studies. It also provides educators with professional learning through their *Inquiry and Teaching with Primary Sources* which provides educators with knowledge and skills for using TPS resources from the Library of Congress with the C3 Framework Inquiry Arc.

An insight I gained is that social studies curricula can provide children with social learning and self-concept development. According to Mindes (2005), it explains how social studies curricula can support children in social learning and self concept development including character development where children can learn to negotiate, solve problems, and cope with strong feelings”. Furthermore, children of all ages can gain knowledge and appreciation for the diversity of their friends and classmates.

Social
Studies
Standards,
Strands,
Themes

Strand	Topic	Code	HELDS Standard
Social Studies	Economics	SS.K.8.1	Explain people’s basic needs and how they fulfill them.
Social Studies	Economics	SS.K.8.2	Differentiate buyers (e.g., a parents, or caregiver) and sellers (e.g., a storeowner or other producer).
Social Studies	Economics	CTE.K.2.2	Identifies various workers and their jobs in the community.

“If young learners of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum throughout the elementary year”
(National Council for the Social Studies, n.d.)

In this content area, students can understand, participate in, and make informed decision about the world (National Council for the Social Studies, n.d.). Through these activities, students are challenged and integrates skills and understanding to become a responsible citizen participation, locally, nationally, and globally (National Council for the Social Studies, n.d.).

Social Studies Meaningful Learning Experiences

Learning Activity #1

Lesson Plan: Using the community helpers' interactive activity by Mrs. Jones Creation. We will introduce community helpers by introducing them next to the poem line, read together, and explore the responsibilities of that helper. We will then break into small groups and each group will discuss with each other about their community helper and share with the class on their findings.

<https://www.mrsjonescreationstation.com/community-helpers-interactive-poem/?epik=dj0yJnU9ODJYUGtoUmdFWkVkRmdPRTViQ2F0X0lCMIVVeIRMQ1MmcD0wJm49ZmtXMGFlaEt3WEI0LV9XSXRHVjdYZyZ0PUFBQUFBROh4M0tR>

Content Areas: In this activity, students will meet the Standard CTE.K.2.2., "Identifies various workers and their jobs in the community" (Executive Office on Early Learning, 2014). Students will also meet the Standard SL.K.1, "Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (Executive Office on Early Learning, 2014).

Rationale: The community helpers' interactive activity provides children with an opportunity to express their thoughts during the class discussion while also building on that knowledge. The students will also be challenged to think critically about community helpers and pursuing questions about the community helpers. Students will also explore learning through different types of literature. Furthermore, students can collaborate with their peers and extend their knowledge through the perspective of others.

Social Studies Meaningful Learning Experiences

Learning Activity #2

Lesson Plan: Using the wants vs. needs sorting activity by This Reading Mama, students will engage both whole group and independently on understanding the difference between wants and needs. To introduce this lesson, we will be doing a class discussion using a pocket chart with pictures, I will explain the difference between wants and needs and ask them to name a few things we want and a few that we need. Once we've finished that, I will give them the worksheet, glue, scissors, crayon and pencil and explain the directions, I will also be available for questions they may have.

<https://thisreadingmama.com/wants-vs-needs-learning-pack/>

Content Areas: In this activity, students will meet Standard SS.K.8.1., "Explain people's basic needs and how they fulfill them" (Executive Office on Early Learning, 2014). Students will also meet Standard KGLO #1.1, "Word independently and ask for help when needed" (Executive Office on Early Learning, 2014).

Rationale: The wants vs. needs sorting pocket chart activity promotes meaningful learning and teaching by being active in conversation about understanding the difference in needs and wants. Students will also be able to use their learning from the discussions to express their understanding in the worksheet while also practicing fine motor skills such as grasping and pencil grip. Through this activity, students will also be able to think critically and respond their ideas and knowledge. Furthermore, students can connect with their peers and continue to build on their knowledge.

Social Studies Informational Resources

- **Keeping It Real: Making Social Studies Learning Relevant to Young Children**

<https://teachingstrategies.com/blog/instructional-strategies-teaching-social-studies-children/>

This resource provides parents and educators with effective learning activities and questions about social studies topics such as history, geography, economics, and civics needs to be concrete and relevant to their lives for meaningful learning and teaching (Martinez, 2019).

- **How To Make Social Studies Interesting**

<https://alyssateaches.com/how-to-make-social-studies-interesting/>

This resource provides a list of different ways educators and parents to shake the *boring* social studies lessons into a fun, engaging, and meaningful learning experience through hands on activities, relatable connections, and project-based learning (Alyssa Teaches, 2018).

Math Key Professional Organization

The National Council of Teachers of Mathematics

<https://www.nctm.org/>

“The National Council of Teachers of Mathematics advocates for high-quality mathematics teaching and learning for each and every student” (National Council of Teachers of Mathematics, n.d.).

The resources provided by the National Council of Teachers of Mathematics provide educators with classroom resources that range from elementary to high school as well as publications such as books and journals that are distributed throughout the year. Furthermore, the NCTM provides educators with conferences and professional development seminars both in-person and online for educators to attend and listen to keynote speaker discuss about teaching strategies, new research, etc. about mathematics.

An insight that I gained is the importance of using everyday objects and materials to teach mathematics without specifically using drill-and-practice methods. According to Damon (2008), it explains that through encouragement from teachers and parents, young children can develop the necessary skills for life-long success and confidence in mathematics simply through the interactions of the world around them.

Math Standards, Strands, Themes

Strand	Topic	Code	HELDS Standard
Mathematics & Numeracy	Number Sense	K.CC.A.1	Count to 100 by ones and by tens.
Mathematics & Numeracy	Number Sense	K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
Mathematics & Numeracy	Number Sense	K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects),
Mathematics & Numeracy	Number Sense	K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.

“Young learners’ future understanding of mathematics requires an early foundation based on a high-quality, challenging, and accessible mathematic education” (National Council of Teachers of Mathematics, n.d.)

In this content area, students will be learning how math is used in our everyday life by creating a setting that experiences mathematics through effective, research-based curricula and teaching practices (National Council of Teachers of Mathematics, 2013). Through an interactive and engaging materials, students can combine their curiosity about their world with an environment that supports hands-on materials and experiences to further practice the skills of a lifelong learner (Damon, 2008).

Math

Meaningful Learning Experiences

Learning Experience #1

Lesson Plan: Using the extreme bingo idea from Planning Playtime, students will engage in a fun bingo game. I will begin by passing out a bingo card, materials (students will have a choice in the type of counters they'd like to use such as animals, coins, legos, etc.). I will pick a number from a hat and show the students and ask, "*What number is this?*" and wait for their reply. The student who gets 10 in a row or shoot for the jackpot of a blackout will win the game!

<https://planningplaytime.com/counting-100-activities/?epik=dj0yJnU9VG1INXJ3djF0a1JKcHFPdGFKYUZRS3RTclpWd1I0OVImcD0wJm49LVpqYUJfbmNySXJtdmJWTVRDeEhqQSZ0PUFBQUFBR0h5SEVr>

Content Areas: In this activity, students will be meeting Standard K.CC.A.1, "Count to 100 by ones and by tens" (Executive Office on Early Learning, 2014). The students will also be meeting Standard KGLO. #6.1. "Use school materials/tools properly" (Executive Office on Early Learning, 2014) by being respectful and responsible for their counting materials as well as being respectful to peers and teachers.

Rationale: The extreme bingo game provides students with the opportunity to seek-and find different numbers ranging from 1-100 and reaching to a bingo of 10 or extreme bingo of 100. Students will also challenge each other in a respectful way while also respecting others feeling whether they win or lose. Throughout this activity, students will also actively participate cooperatively and appropriately to achieve a shared goal. Furthermore, students can learn a new game in a positive and supportive learning environment.

Math

Meaningful Learning Experiences

Learning Experience #2

Lesson Plan: Using the Halloween Gummy Math method by Better Lesson. I will be switching it up depending on the time of year, as a general idea, we will be using fruit loops to create a rainbow graph and data sheet. Students will open their bags of fruit loops and organize them by colors, they will then write down how much of each color, we will go through each one together, students will then share with their tablemates on which ones they have more or less of.

<https://teaching.betterlesson.com/lesson/resource/2933275/free-halloween-gummy-math>

Content Areas: In this activity, students will meet the Standard K.CC.A.3, “Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no object) (Executive Office on Early Learning, 2014). Students will also meet the Standard KGLO #1.1, “Work independently and ask for help as needed” (Executive Office on Early Learning, 2014).

Rationale: The Gummy Math activity will allow students to practice taking data in their everyday experiences. Students can think critically and construct data while identifying the most and least amounts. Through this activity, students will be able to work independently using multiple alternative materials to express their thoughts. Furthermore, students will share their findings with their peers and compare the similarities and differences with each other.

Math Informational Resources

- **Mathematics in Early Childhood Learning**

<https://www.nctm.org/Standards-and-Positions/Position-Statements/Mathematics-in-Early-Childhood-Learning/>

This resource provides parents and educators with an understanding of how mathematics are so important for young learners and the importance of high-quality, challenging, and accessible mathematics education (National Council of Teachers of Mathematics, 2013).

- **Using Everyday Objects and Materials to Teach Math**

https://wnmu.instructure.com/courses/1138273/pages/using-everyday-objects-and-materials-to-teach-math?module_item_id=11184919

This resource is great for educators and parents to learn different types of materials that can be used for mathematics and how important it is for young children to develop the necessary skills for life-long success and confidence in math by using materials within their world around to foster their curiosity (Damon, 2008).

Science Key Professional Organization

The National Science Teaching Association

<https://www.nsta.org/>

“The National Science Teaching Association promotes excellence and innovation in science teaching and learning for all through high-quality science resources and continuous learning (The National Science Teaching Association, n.d.)”

The resources that the National Science Teaching Association is publications where they have numerous journals, books, interactive eBooks and e-Newsletters made by numerous authors and editors. The NSTA also provides educators with conferences and professional learning both in-person and online that provides keynote speakers to discuss new discoveries, teaching strategies, and many more.

An insight I gained is that science education in early childhood is essential for children's development to reach their full potential (Trundle, 2009). As children are natural explorers, science can fulfill that curiosity and provide developmentally appropriate engagement with quality science learning experiences (Trundle, 2009).

Science: Standards, Strands, Themes

Strand	Topic	Code	HELDS Standard
Science	Scientific and Engineering Practices	SC.K.1.1	Uses the senses to make observations
Science	Scientific and Engineering Practices	SC.K.1.3	Collect data about living and non-living things.
Science	Scientific and Engineering Practices	SC.K.1.2	Ask questions about the world around them.

“As children investigate and play, you can converse with them and communicate the vocabulary of scientific thinking as well as possible science content areas” (Curtis & Carter, 2011).

In this content area, students will be learning about using their curiosity to build on their world. Students will have experiences through their everyday experiences in which teachers can support scientific thinking and behaviors in children throughout the day (Curtis & Carter, 2011). Student will also be challenged through the activities provided to critically think and demonstrate their understandings.

Science Meaningful Learning Experiences

Learning Experiences #1

Lesson Plan: Using the apple science experiment from Little Bins, Little Hands. We will begin by discussing our five senses and what they're used for, we will then break up and return to our desks and the children will be given one slice of apple on their plates along with a worksheet that they will be filling out about their five senses. We will conduct our science experiments about apples, once we complete, we will gather again and discuss our discoveries.

<https://littlebinsforlittlehands.com/apple-science-senses-activity-fall-stem/?epik=dj0yJnU9d255VVZFdlhtdGZRTW9MLTZRZmVOZkpYT0RNckh3dXEmcD0wJm49UEJsbXNLbE5tZTF5T1IzN290dzdHdyZ0PUFBQUFBROh5UTNJ>

Content Areas: In this activity, students will meet Standard SC.K.1.1, "Use the senses to make observations" (Executive Office on Early Learning, 2014). Students will also meet Standard W.K.2, "Use a combination of drawing, dictating, and writing to compose informative/explanator texts in which they name what they are writing about and supply some information about the topic" (Executive Office on Early Learning, 2014).

Rationale: The apple science experiment will provide children with the opportunity to build on their knowledge about their world around us through their five senses in which they use daily. Students will have the opportunity to also touch on their handwriting skills and creative drawing skills to encourage different ways to express their thinking. Through this activity, students are challenged with scientific vocabulary and thought process for on-going success. Furthermore, students can connect their findings with each other to find similarities and differences with each others' observations.

Science Meaningful Learning Experiences

Learning Experiences #2

Lesson Plan: Using the lesson by Little Zizzers about living and non-living items. To begin, I will discuss what they think living and non-living is, I will then pass out a picture to each student and label the pocket chart with living and non-living labels, each student will place their card in the appropriate area. After everyone has placed their cards, I will send them back to their desks to do science centers which will consists of different activities such as sorting, emergent readers, drawings of living and non-living, and magazine art.

<https://littlezizzers.blogspot.com/2021/04/living-and-non-living-activities.html>

Content Areas: In this activity, students will meet Standard SC.K.1.3, “Collect data about living and non-living things” (Executive Office on Early Learning, 2014). Students will also meet Standard FA.K.1.2, “Use developmentally appropriate art media, tools, and processes” (Executive Office on Early Learning, 2014).

Rationale: The lesson from Little Zizzers about living and non-living things promote meaningful learning and teaching by providing them with an opportunity to demonstrate their knowledge through small-group activities. Students will also be able to use different types of materials such as magazines and newspapers to research different images of living and non-living things. Through the lesson, students will be challenged to critically think and use their own ideas to determine if they’re living or non-living. Furthermore, students will be able to use their creative minds to express their thoughts and understanding on living and non-living items.

Science: Informational Resources

- **Science in the Air**

<https://eds.p.ebscohost.com/eds/pdfviewer/pdfviewer?vid=1&sid=ae64b9ec-31d3-4564-873e-ac7ee47adebf%40redis>

This resource provides educators in information how to create an environment that promotes science through setting center areas that are engaging and provide children with the opportunity to explore with age-appropriate materials (Bosse, Jacobs, & Anderson, 2009).

- **Teaching Science During the Early Childhood Years**

https://ngl.cengage.com/assets/downloads/ngsci_pro0000000028/am_trundle_teach_sci_early_child_scl22-0429a.pdf

This resource is great for educators to understand the importance of science in early childhood education with information backed by developmental and cognitive psychology (Trundle, 2009).

Physical Education & Health

Key Professional Organization

Society of Health and Physical Educators (SHAPE America)

<https://www.shapeamerica.org/>

“The Society of Health and Physical Educators envisions a nation where all children are prepared to lead healthy, physically active lives through health and physical education (Society of Health and Physical Educator, n.d.)”

The resources provided by the Society of Health and Physical Educators range from learning about physical activities to healthy eating. Educators can also attend events and conferences held throughout the year as well as professional learning exploring social and emotional learning. Furthermore, educators can seek specific standards and guidelines about health and physical activity.

An insight I gained is how important it is for early childhood is the ideal time for children to acquire fundamental movement skills as during this unique period for children as they are building their basic movement abilities that will create a foundation for learning more complex movements as they continue to grow and develop (Pica, 2011).

Physical Education & Health Standards, Strands, Themes

Strand	Topic	Code	HELDS Standard
Physical Development	Physical Exercise	HE.K-2.1.2	Explain the benefits associated with exercise
Physical Development	Physical Exercise	PE.K-2.3.2	Describe the social and emotional benefits of participating in physical activities.
Physical Development	Physical Exercise	PE.K-2.3.1	Participate regularly in physical activities

“Educators can teach children about the importance of physical activity during this impressionable time” (Pica, 2011).

In this content area, students will be learning about the value of physical activity as they learn new movements and develop on their social skills such as good sportsmanship. Students will engage with their peers in understanding feelings and communication while having fun and enjoying themselves. Furthermore, teachers can support children progress toward mature patterns of basic motor skills, develop healthy fitness habits, and continue to enjoy the love of movement which they were born by (Pica, 2011).

Physical Education & Health

Meaningful Learning Experiences

Learning Experience #1

Lesson Plan: Using the idea, Chasing Kindness by SPARK, we will be engaging in physical activity while also learning about being kind to our friends. I will give fluff balls to three students who will be our chasers, as other students flee from the chasers, if their bean bag falls, they need to freeze until another person picks it up and hands it to you, remember to be polite and say thank you and place the bean bag on your head and return to the game. The object of the game is to balance a beanbag on your head and avoid being tagged by the chasers while also helping others in need.

https://sparkpe.org/wp-content/uploads/Kindness-Definition-and-Lesson_K-2.pdf

Content Areas: In this activity, students will meet Standard PE.K-2.3.2, “Describe the social and emotional benefits of participating in physical activities” (Executive Office on Early Learning, 2014). Students will also meet Standard KGLO #2.2, “Show respect and recognize the feelings of others” (Executive Office on Early Learning, 2014).

Rationale: The idea of chasing kindness by SPARK provides children with learning about how to be kind to each other and using their words to communicate respectfully. It promotes a meaningful learning and teacher by reminding students to say thank you after they are un-frozen but also building on good sportsmanship. Through this activity, children can also engage in physical activity by running from their friends and unfreezing friends. Furthermore, this activity allows children develop key social skills that will develop as they grow.

Physical Education & Health

Meaningful Learning Experiences

Learning Experience #2

Lesson Plan: Using the idea of Skill Cards from SPARK. Students will engage in multiple physical activities from bowling, basketball, and target tossing, each student with line up behind a cone, I will count off from 1-4 to be placed in teams. Students will complete the relay races and tasks but will receive extra points for the loudest and cheerful group.

https://sparkpe.org/wp-content/uploads/K2_SC13_Catching_and_Throwing_Skill_Cards.pdf

Content Areas: In this activity, students will meet Standard PE.K-2.3.1, “Participate regularly in physical activities” (Executive Office on Early Learning, 2014). Students will also meet Standard KGLO #2.1, “Participate cooperatively with others to achieve shared goals” (Executive Office on Early Learning, 2014).

Rationale: The lesson of skill cards from SPARK will allow children to engage in different physical activities through social interactions and challenge/competition. Students will also challenge their motor competence through fun and engaging experiences with peers. Through this activity, students will also can engage with new peers to work together. Furthermore, students will engage by cheering each other on and showing good sportsmanship.

Physical Education & Health Informational Resources

- **How to Use Play for Learning**

<https://www.edutopia.org/article/how-use-play-learning>

This resource provides information about play-based learning that will support engage elementary students in their education with cognitive, physical, social, and emotional benefits (Arrow, 2019).

- **9 Tips for Making Fitness Fun, Educational, and Meaningful**

<https://blog.gophersport.com/9-tips-for-making-fitness-fun-educational-and-meaningful/>

This resource provides information with strategies to make fitness fun and the importance of implementing fitness testing as an educational tool versus and accountability tool while considering the long-term impacts of practices on students' beliefs about physical activity and fitness (Beighle, 2020).

Creative Arts Key Professional Organization

National Art Education Association

<https://www.arteducators.org/>

“The National Art Education Association champions creative growth and innovation by equitably advancing the tools and resources for a high-quality visual arts, design, and media arts education throughout diverse populations and communities of practice (National Art Education Association, n.d.)”

The resources that the National Art Education Association provides for educators with information on creating learning tools such as the National Visual Arts Standards to art education resource guides and toolkits that can be implemented within their classrooms. They also provide educators with leaderships events that had shaped the field of research and practice in art education.

An insight I gained is the importance that creative arts have for children to engage in a child’s imagination and include activities such as art, dance, drama, puppetry, and music to stimulate and help children cultivate their abilities through virtual domains and open-ended activities that foster flexibility of the mind (Chen, 2016).

Creative Arts Standards, Strands, Themes

Strand	Topic	Code	HELDS Standard
Creative Arts Expression and Representation	Visual	FA.K.1.1	Use developmentally appropriate art vocabulary
Creative Arts Expression and Representation	Visual	FA.K.1.5	Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful.
Creative Arts Expression and Representation	Visual	FA.K.1.2	Use developmentally appropriate art media, tools, and processes.

“The creative arts emphasizes the process, teaching kids in a world that is progressively more and more product-driven that the method by which you arrive at the destination is as or more significant than the destination itself” (Chen, 2016).

In this content area, students will challenge their creative side that will stimulate brain growth through arts, music, movement, and storytelling activities. Creative arts allows children to search for creative expression and figure it out as they go through their understandings, thoughts and feelings. Furthermore, activities in the arts invite children to play with the balance of “head and heart” that encourages risk-taking through improvisation and experimentation within a non-judgmental environment while encouraging children to learn more about themselves and the world (Church, n.d.).

Creative Arts Meaningful Learning Experiences

Learning Experiences #1

Lesson Plan: Using the activity of colored corn mosaic art by Pre-K pages. This process art activity will allow children to use their level of development and imagination to explore their materials, I will begin by conducting a small lesson on colors using the food coloring and mixing them accordingly, I will then place them on a tray to dry, each table will have one tray full of rainbow corn. Students will be given glue and cardstock paper, the only instruction that I will provide for them is to create a picture using colored corn, anything they'd like, once it's dried and completed, we will share our amazing artwork to our peers.

<https://www.pre-kpages.com/colored-corn-mosaic-art/>

Content Areas: In this activity, students will meet Standard FA.K.1.2, "Use developmentally appropriate art media, tools, and processes" (Executive Office on Early Learning, 2014). Students will also be meeting Standard PHM.KE.d, "Use small, precise finger and hand movements (e.g., strings small beads, cut small pictures, uses small Legos)" (Executive Office on Early Learning, 2014).

Rationale: This lesson will provide students with the opportunity to explore art and science through creating the colorful colors and creating a picture with it. Students are engaging with precise fine motor skills in the process. This activity provides students with promoting self-esteem, motivation, aesthetic awareness, creativity, and improved emotional expression. Furthermore, it allows other peers to observe their classmate's creativity and imagination and build on that together.

Creative Arts Meaningful Learning Experiences

Learning Experiences #2

Lesson Plan: Using the lesson of Pete the Cat & Primary Colors. We will begin by reading the story, *"Pete the Cat and His Four Groovy Buttons"* by James Dean, during the story, we will discuss different types of colors we are seeing, we will then discuss primary colors. I will provide the materials of paper, crayon, and construction paper for the students do create their own Pete the Cat in the way they see him.

<http://jamestownelementaryartblog.blogspot.com/2014/09/blog-post.html>

Content Areas: In this activity, students will meet Standard FA.K.1.5, "Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful" (Executive Office on Early Learning, 2014). Students will meet Standard AL/LA.KE.d, "Being to think problems through, considering several possibilities and analyzing results" (Executive Office on Early Learning, 2014).

Rationale: The lesson from the James Town Elementary Art Blog allows students to recall what they've seen and create what they're imagination is seeing. Students will engage through creativity and demonstrate their understanding of the book through arts. Through the activity, students are engaging in a creative process that allows the connection of arts with other subjects. Furthermore, students can collaborate with peers by sharing what they see when they look at Pete the Cat.

Creative Arts Informational Resources

- **The Importance of Creative Arts in Early Childhood Education**

<https://novakdjokovicfoundation.org/importance-creative-arts-ece/>

This resource provides educators with amazing insights on the importance of creative arts within the classroom in all areas such as fine arts, digital art, drama, etc. It also discusses the importance to stimulate and help children cultivate their abilities across virtually every domain, and open-ended activities, fostering flexibility of the mind (Chen, 2016).

- **The Importance of Creative Arts in Early Childhood Classrooms**

http://www.childcarequarterly.com/pdf/summer14_arts.pdf

This resource provides educators and parents with the importance of creative arts and its importance of it in the early childhood classrooms. It also discusses how creative arts engages children across all domains with activities that are strictly open-ended (Mills, 2014).

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