The 'ARTS' - Accessing the Reflective & Transformative Spirit

Intentionality - Improvisation & Meaningful Design
Responsive to the Spontaneous Activity of the Young Child

Presenters: John Holanda, Maria Teresa Ruiz

This workshop will address 'the arts' in early childhood practices -

- **How *'intentional design'* & *'improvisation'*** (within a play-based model) **engages & supports individualized learning outcomes**

- **Demonstrate how responsive curriculum practices** *(music and the expressive arts)* **will support <u>readiness quality learning experiences</u>**

- **Detail the <u>alignment</u> of learning outcomes to** *California Preschool Learning Foundations, The Common Core State Standards, and The Head Start Early Learning Frameworks.*

The 'A.R.T.S' –Accessing the Reflective and Transformative Spirit: Intentionality and Improvisation; Meaningful Design Responsive to the Spontaneous Activity of the Young Child

*A*ccessing the *R*eflective & *T*ransformative *S*pirit

Intentional Design as High Quality *Culturally Responsive Pedagogy*

a play-based response to quality instruction

Instructional tray-play

supporting self-regulation and comprehensive learning outcomes

8 oz = 1 cup

individualize learning' support the **Arts**
Early childhood education

1:00 -3:30 PM Content & Process Skills: **Who** (children), **What** (content), **Where & How** 'experiences' *INTENTIONALITY* is KEY : Demonstration: Begin with the 'End in Mind' – Pick your Outcome; Entry Zone, Readiness Level ? ; Music Activity #1 'I Am a Child   #2'*Ring the Bell - Play the Drum 1-2-3'*

▶ Group Activity #3 - Play-Dough Math (circle inset) 'study starter activity': 'designing instructional materials' generalizing 'developmentally appropriate' support for concept development - Alignment Review DRDP, 'ELF', & CLASS™ ; reflections - discussion – questions

3:30 –5:00 PM   'demonstration, music, and play activities'

▶ #4 I AM a Child of the Sea   #5 'Mandala Geo-shape Activity; *engaging the 'constructivist process' to support classroom management & instructional support'*

▶ DEMONSTRATION- Circle Inset Activity : Part 2 / GROUP ACTIVITY-Mandala Circle Activity

▶ Music Activity – #6 *'I AM a Child of Spirit' chant* - #7 *Fly Across the Blue Horizon'* - Alignment Review DRDP, 'ELF', & CLASS™

▶ *Building learning cultures 'coming into unity ' - community building is at the core of success*

   #8 'I Am a Whale in the Water' 4:30 – 5:00 PM REVIEW, REFLECTIONS & QUESTIONS,

National Indian Head Start Directors Association

25th National Training Conference

Intentionality - Improvisation & Meaningful Design
Responsive to the Spontaneous Activity of the Young Child

1:30-3:00pm

Content & Process Skills: **Who** (children), **What** (content), **Where & How** 'experiences' are offered?

▶ *INTENTIONALITY* **is KEY** : **Demonstration: Begin with the 'End in Mind' — Pick your Outcome; Entry Zone, Readiness Level ? ; #1 Music Activity** *'child of nature'.*

▶ Group Activity **#2- play-dough math**: **'designing instructional materials' generalizing 'Developmentally Appropriate' support for concept development** – Alignment Review DRDP, 'ELF', & CLASS™ ; reflections - discussion — questions

- Exploring tray-play© & Music Activities -

3:30-5:00pm ' demonstration, music, and play activities'

▶ 'instructional tray-play© & Project (Geo-shape) Activity; *'engaging approach to classroom management'*

▶ DEMONSTRATION- **Circle Inset Activity : Part 2** / GROUP ACTIVITY-**Mandala Circle Activity**

▶ Music Activity –**#4 *I am a Circle-*** *earth is a magic garden, - ,* Alignment Review DRDP, 'ELF', & CLASS™

Please complete the evaluation for this session– thank you for your participation!

First Activity- Reflective drawing

▶ Plate (circle drawing)Activity: Take a few minutes and represent your culture, your history, and ritual.

The Arts & Culture

- **Individualized Professional Development**
- **Enhancing Teaching Strengths through Community Engagement**
- **Focusing on Family & Cultural Development**
- **Relationship to CLASS Domains Dimensions & Quality**
- **Sensitivity to Cultural Diversity and Variation**

I am a Child

(group 1)   (group 2)

I am a child ... I am a child

I'm amazing as can be ... I'm amazing as can be

I'm growing each day ... I'm growing each day

Like the flowers & the trees ... like the flowers & the trees

I am a child ... I am a child

I like to play and do ... I like to play and do

I'm growing each day ... I'm growing each day

With everything I do ... with everything I do

(altogether)

ooh la la la la la la la la ... ooh la la la la la la la la la

'intentionality'

- 'Begin with the End in Mind'; Establish and align
  OHS   goals from the Early Learning Framework

- Create and implement a plan of action for achieving goals

- Assess child progress on an ongoing (formative) basis

- Look for patterns of progress and implement a 'responsive plan' for continual program improvement

… A long time ago in the high mountain 'Village of Care for Me' the Keeper's Task of 'ringing the bell ' and 'sounding the drum' played a very important role.

The Keeper's Task was to announce with the '*ringing of the bell* ' & the *sounding of the drum'* that travelers were passing thru their village and might need a place to stay for the night. The 'bell ringer' announced the arrival of the travelers; and the 'player of the drum' sounded their happy departure when the time came for the Travelers to continue their journey onward.

These celebrated rituals were considered very special duties the care giving villagers loved to share in welcoming travelers to their community. This centuries-long tradition gave the 'Care for Me Village' an esteemed reputation as a place of 'caring and comfort' for the many travelers that passed their heavenly hamlet high in the hills …

Stories were often shared in the surrounding valley of this quaint and caring Shangri-La high in the mountains and close to the gates of heaven.

The Keeper's Task jholanda©2015

The *keeper of light* rings the bell in the night
Ring the bell 1-2-3 (X- X –X)
The *keeper* of light rings the bell in the night
Ring the bell 1-2-3 (X- X –X)
    Ring the bell in the morning. (X- X –X)
    Ring the bell in the night. (X- X –X)
    Ring the bell in the *dawning*. (X- X –X)
    In the *early morning light*. (X- X –X)

The *keeper of light* plays the drum in the night
play the drum 1-2-3 (X- X –X)
The *keeper of light* plays the drum in the night
play the drum 1-2-3 (X- X –X)
    play the drum in the morning. (X- X –X)
    play the drum in the night. (X- X –X)
    play the drum in the dawning. (X- X –X)
    In the early morning light. (X- X –X)

A culture of Inquiry

- Curiosity
- Reflection
- Systems of thinking
- Feedback

Intentionality that supports your culture

▶ Family rituals that support school readiness.

▶ Generational traditions

▶ How are they passed on?

Intentional math

GOAL - *construction* & *deconstruction* of numbers

"Make a geometric shape that has the following attributes … "
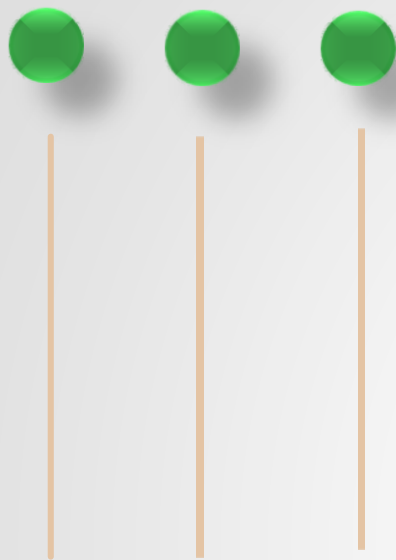
Problem # 1

- **triangular**
- **3 corners**
- **3 sides**
- **1 face**

Problem # 2

- **square base**
- **4 corners**
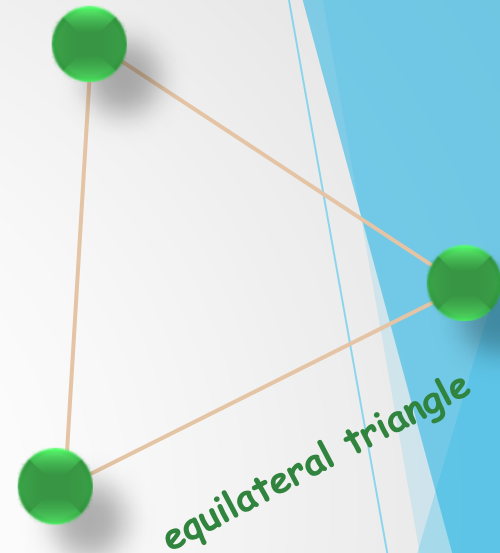- **5 sides**
- **5 faces**

Something to think about…

▶ *If you were presenting this activity to a child; what language would you use ?*

▶ *how would you design the implementation (process) ?*

▶ *What extensions can we identify and generalize to other classroom activities?*
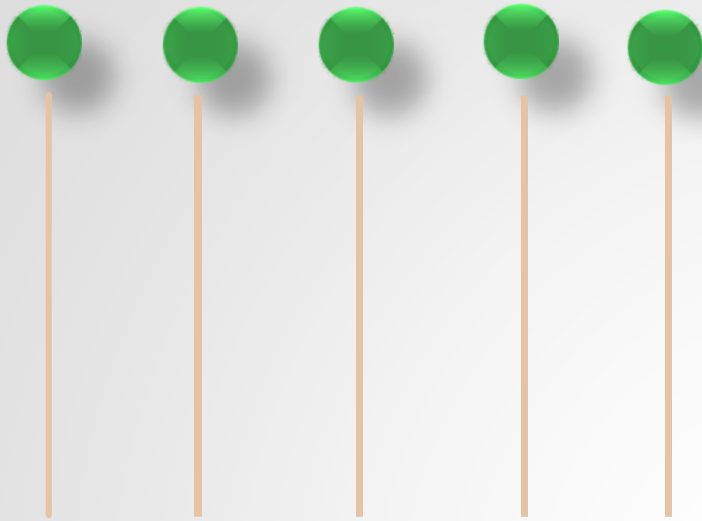
3 corners (spheres)

transformation

equilateral triangle

3 sides (sticks)

WRITE DOWN YOUR PROMPTS for <u>MAKING A TRIANGLE</u>

1. We are going to construct a triangle with playdough and sticks
2. A triangle has: 3 corners, 3 sides, and 1 face
3. I will lay out the components to the triangle (3 corner spheres 1-2-3, 3 sticks 1-2-3)
4. Now I have all the components to make a triangle; watch me put them together
5. Here is my triangle!

transformation
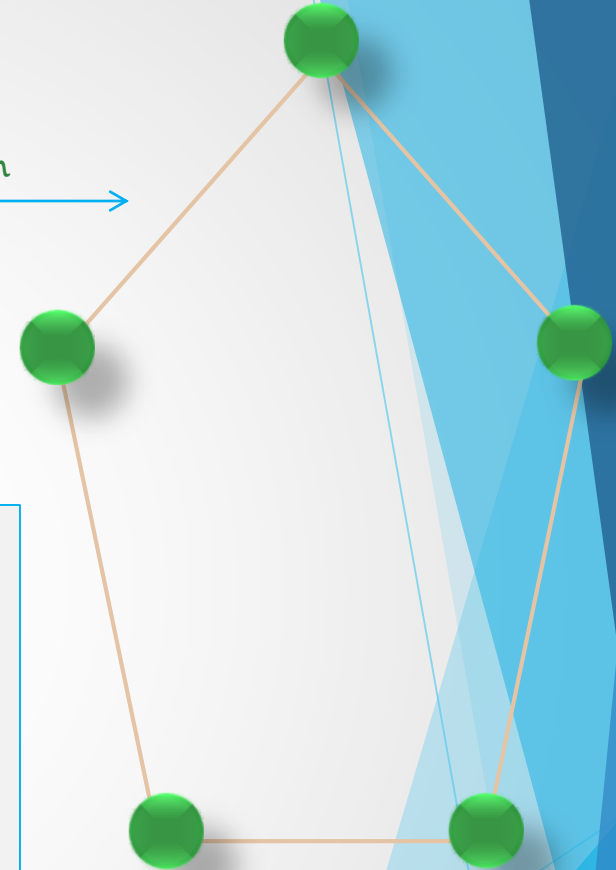
**WRITE DOWN YOUR PROMPTS for <u>MAKING A PENTAGON</u>**

1. We are going to construct a pentagon with playdough and sticks

2. A pentagon has: 5 corners, 5 sides, and 1 face

3. I will lay out the components to the pentagon
   (5 corner spheres 1-2-3,3,4,5 and 5 sticks 1-2-3-3-4-5)

4. Now I have all the components to make a pentagon; watch me put them altogether.

5. Here is my pentagon !

How can I conceptually extend this (process) activity ?
'group-think collaboration' … 5 min

Utilize your play dough activity and the CROWD handout to support deeper dimensions of cognitive development. (15 minutes)

- **Concept development**
- **Open ended questions**
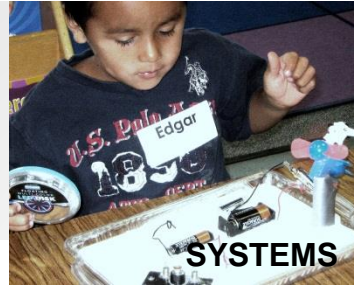- **Language modeling**
- **Quality feedback**
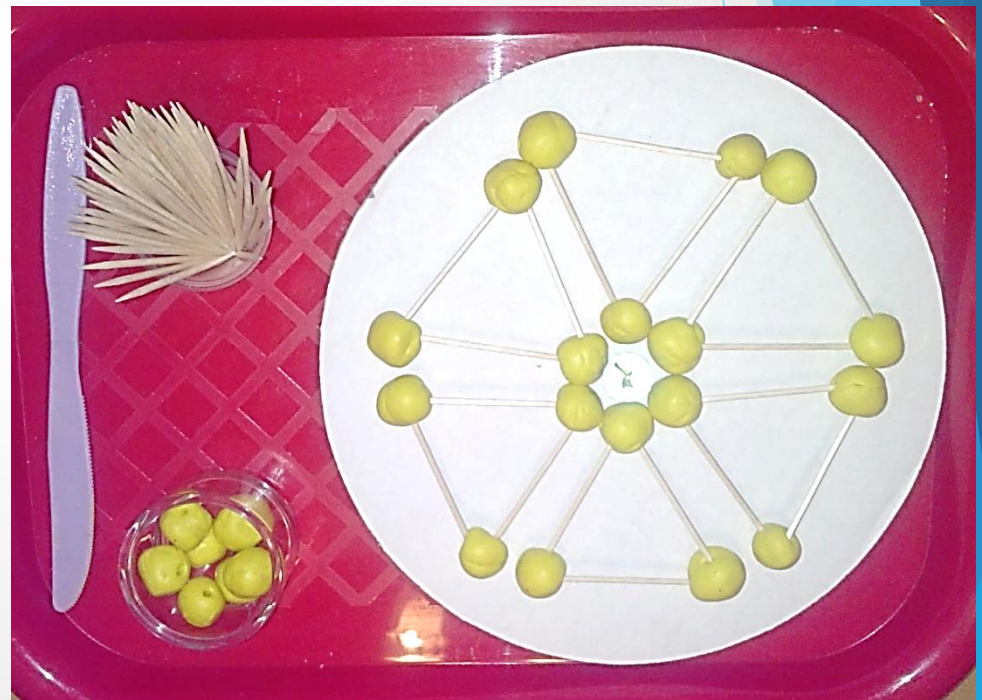
Prompts with C.R.O.W.D.

▶ **Completion prompts** You leave a blank at the end of a sentence and the child can fill it in. Completion prompts provide children with information about the structure of language

▶ **Recall prompts** These are questions about what happened in a book a child has already read.

▶ **Open-ended prompts**-These prompts focus on the pictures in books; ie-books that have rich, detailed illustrations.

▶ **Wh- prompts** what, where, when, why, and how questions. Like open-ended prompts, wh- prompts focus on the pictures in books.

▶ **Distancing prompts**-relate to experiences outside the book; help children form a bridge between books and the real world, as well as helping with verbal fluency, conversational abilities, and narrative

PRESCHOOL SCHOOL READINESS GOALS

MATH

SYSTEMS

MEASURMENTS

TECHNOLOGYS

Bubble Tray Play

- math concepts 0-10
- set quantities 1-4
- simple math operations
- interdisciplinary curriculum in science, technology, engineering, arts, and mathematics
- vocabulary enrichment
- comprehensive learning outcomes while having fun with bubbles !

SCIENCE TECHNOLOGY ENGINEERING ARTS & MATH

Children will demonstrate ...

1. **SCIENCE KNOWLEDGE & SKILLS-** methods & concepts.

2. **MATHEMATICS KNOWLEDGE & SKILLS -** numbers & operations. Geometry, patterns & measurement

3. **SOCIAL & EMOTIONAL DEVELOPMENT-**.social relationships, increasing self-regulation and self-efficacy

4. **APPROACHES TO LEARNING -** initiative. curiosity, persistence and cooperation.

5. **CREATIVE ARTS EXPRESSION -** creative expressive activities such as music. art. drama, dance, ...

6. **LANGUAGE-** increasing abilities in receptive and expressive language skills.

7. **ENGLISH LANGUAGE DEVELOPMENT-**receptive & expressive skills *engagement* in English literacy activity

8. **LITERACY KNOWLEDGE AND SKILLS-** knowledge & skills ,book appreciation and knowledge, phonological awareness, alphabet knowledge, print concepts and conventions in early writing

9. **PHYSICAL DEVELOPMENT AND HEALTH-** with safe and healthy routines both indoors and outdoors.

10. **GROSS MOTOR & FINE MOTOR SKILLS-** age-appropriate development of gross motor & fine motor skills.

Intentional Teaching is about 'optimizing-opportunities'

I am a child of the sea ©jh2015

I am I am a child of the sea

I am a part of you and you are part of me

I am, we are, natures family

We are one, we are true, we are free

Break….See you at 3:30

► During the break you are welcome to work on your creations or explore other activities on display

Every child is an artist with
unique ideas and interests …
how can early childhood educators
support
the *joyful engagement* of children's
early artistic expression

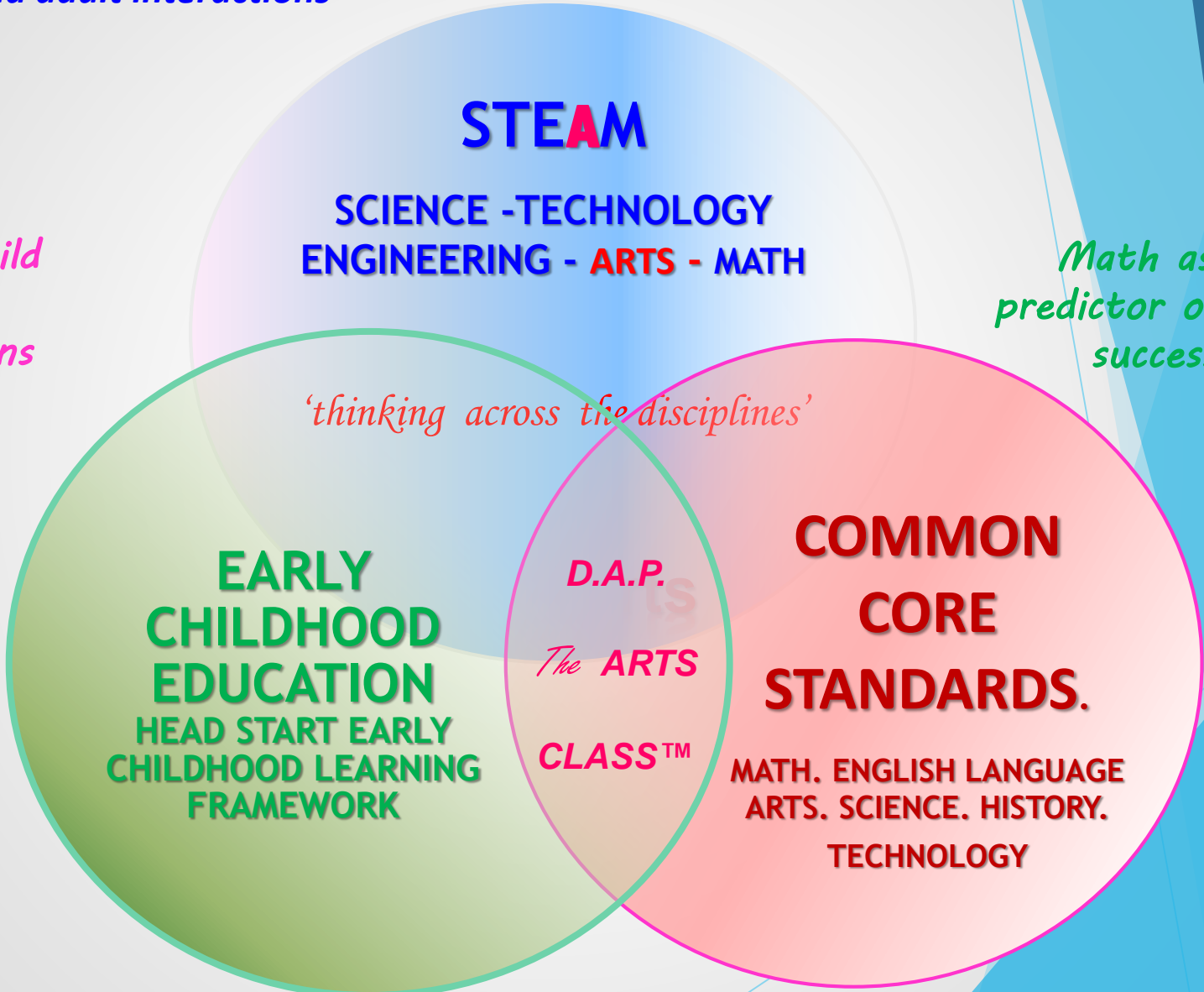## 'play-based approach' to curriculum design - implementation

- **Alignment** with- California Preschool Learning Foundations, The Common Core State Standards, and The Head Start Early Learning Frameworks;**(content- goals; 'what')**

- **developmentally appropriate practice** and *'guided play'* supporting the acquisition of quality 'content and process goals' **(process; 'how')**

- **assessment and documentation** of 'content mastery' and 'process goals' utilizing *the Desired Results Developmental Profile*. **(outcomes; 'why')**

'intentionality' and THE CLASS™ DOMAINS

instructional tray-play© - 'mechanism of change'

Emotional Support	Classroom Organization	Instructional Support
• **Positive Climate** • **Negative Climate** • **Teacher Sensitivity** • **Regard for Student Perspectives**	• **Behavior Management** • **Productivity** • **Instructional Learning Formats**	• **Concept Development** • **Quality of Feedback** • **Language Modeling**

Source: CASTL 2008

The DRDP–K (2015) is made up of **eleven domains (55 measures)**, including one supplemental domain. **The focus of each domain is on the acquisition of:**

knowledge

skills or **behaviors** that reflect each domain's developmental constructs.

- **ATL-REG: (4)**

- **SED: (5)**

- **LLD: (10)**

- **ELD: (4)**

- **COG MATH: (6)**

- **COG SCI: (4)**

- **PD: (4)**

- **HLTH: (5)**

- **HSS: (5)**

- **VPA: (4)**

- **SPAN: (4) -supplemental**

Developmental Domains

ATL-REG: Approaches to Learning –Self-Regulation
SED: Social and Emotional Development
LLD: Language and Literacy Development
ELD: English Language Development
COG: Cognitive Development, includes Math and Science
PD-HLTH: Physical Development –Health
HSS: History–Social Science
VPA: Visual and Performing Arts

A child of Nature

- ▶ I am a child of spirit
- ▶ I am a child of love
- ▶ I am a child of freedom
- ▶ With the light from the heart high above
- ▶ With the light from the heart high above
- ▶ With the light from the heart high above

How 'The ARTS' can focus on
high quality learning opportunities supporting

▶ **Creativity and Problem Solving**

▶ **Critical Thinking and Innovation**

▶ **Communication and Collaboration**

Drawing Activity ... imagining ...

Let's go back to the drawing activity.

▶ align your drawing with DRDP 2015 measures

▶ What outcomes are represented in your drawing activity?

- How might these outcomes align to the CLASS™; CCSS ?

- Use the Planning Handout.

Reflections

The following activity will help us to see how we (our brains) process data (visual bits) of information to construct perception

- **How can teachers** develop the skills and dispositions required for delivering a 21st century education to a classroom of diverse learners?

- **How teachers can** enable students to think for themselves, form their own ideas, support their interpretations with evidence, all while learning from their peers by collaboratively constructing and considering new ideas and perspectives.

What's going on in this picture?

What do you see that makes you say that?

What more can we find?

What's going on in this picture?

What do you see that makes you say that?

What more can we find?

What's going on in this picture?

What do you see that makes you say that?

What more can we find?

What's going on in this picture?

What do you see that makes you say that?

What more can we find?

What's going on in this picture?

What do you see that makes you say that?

What more can we find?

What 'readiness' outcomes are embedded in the drawing process ... ?

1. Physical Development & Health
2. Social & Emotional Development
3. Approaches to Learning
4. Language Development
5. Literacy knowledge & Skills
6. mathematics knowledge & Skills
7. Science knowledge & Skills
8. Creative Arts Expression
9. Logic & Reasoning
10. Social Studies knowledge & Skills
11. English Language Development
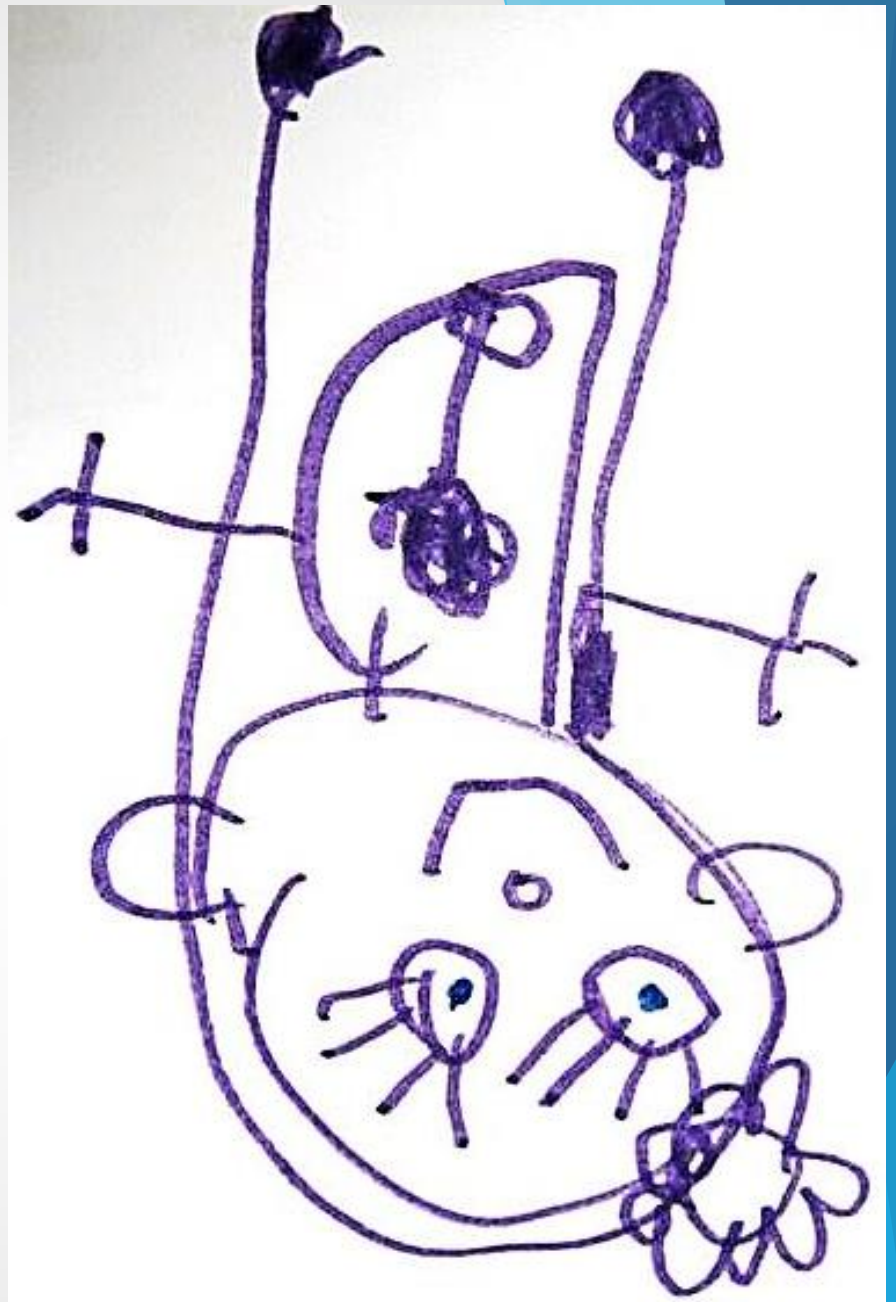
- What parts of this drawing are similar; different; in what way ?

- Do you have a name for this drawing?

- Can I tell you some things that I see in your drawing.

- Is there anything you might want to share with me about this drawing?

Can we make some friends so they can play together …

'visual thinking as a context to deepen and enhance (children's) pictorial narratives … a means to investigation'
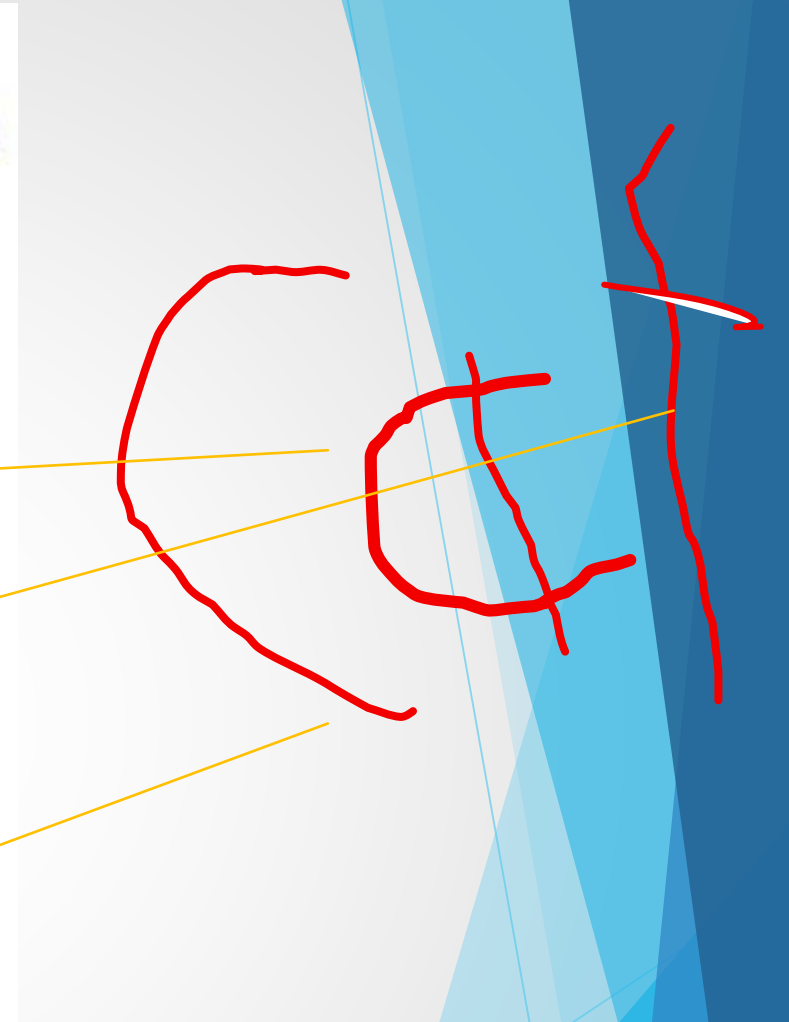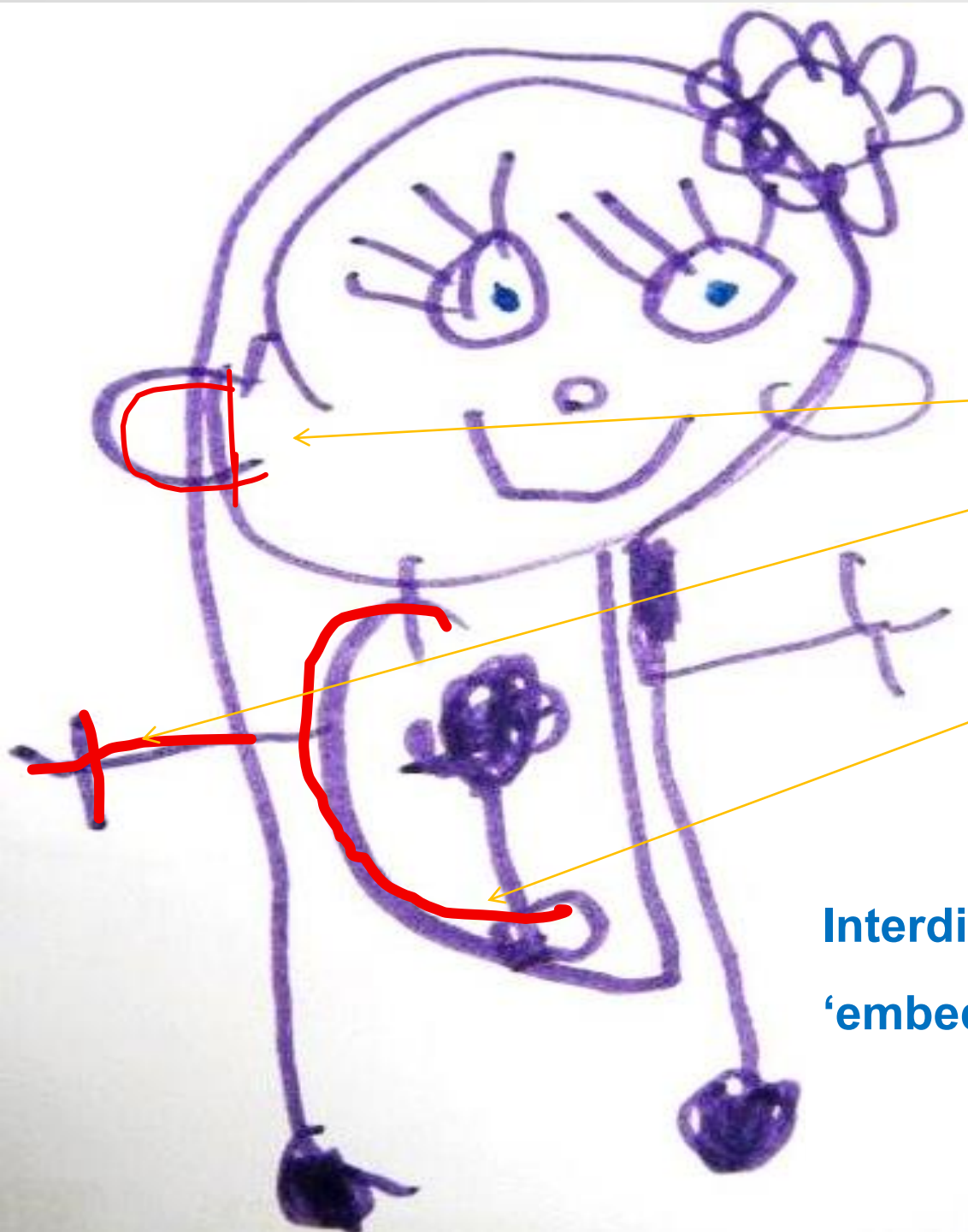
Interdisciplinary nature of process

'embedded' emergent writing

c a t

- Algebraic Concepts
- Symmetry
- patterns
- equivalencies

- Science
- Parts of a flower
- geometry

- Geometry
- Cardinality

- Sets
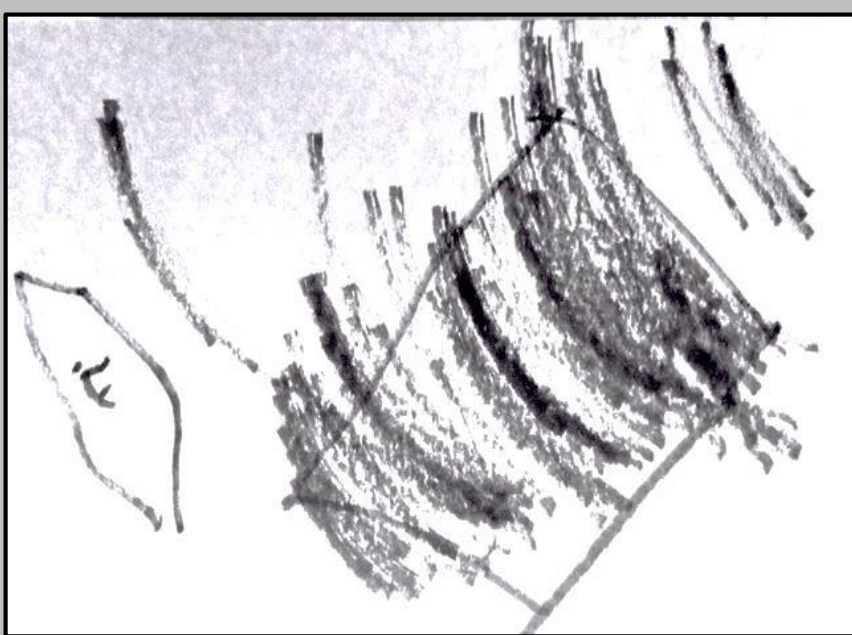- directionality
- Geometry; math vocab

- Intersect 90º

- Vocabulary
- Vertical
- Horizontal
- Parallel
- alignment

o For this activity we can ask open-ended questions –

o What's going on in this picture ?

o What do you see and What makes you say that ?

o What more can we find out?

Drawing #1

Drawing #2

Drawing #3

…drawings during 15 minutes 'free time & exploration
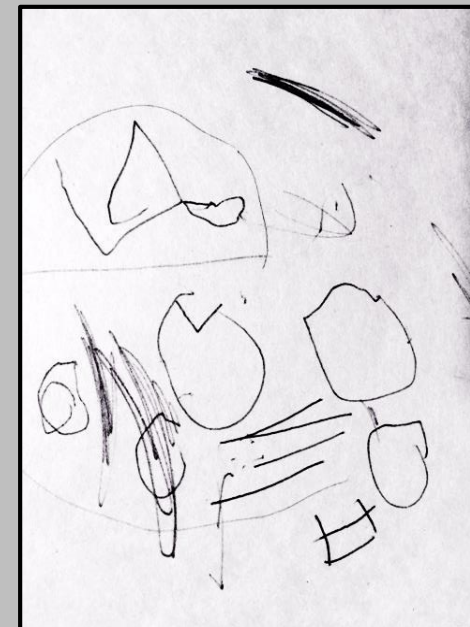
Drawing #4

practical application
of number sense,
set quantities,&
geometric shape...

Project Learning

>productivity
>process
>Problem solving

making
thinking
visible

social emotional
self regulation
individualization
differentiation
executive function
collaboration
creativity
communication
math
music
science
language
literacy
history
social studies
problem solving
expressive arts
having fun!

circle inset activity

inset drawings…

how many lines are in a circle?

How are these 'circle drawings' similar ?

How are these 'circle drawings' different ?

What shapes can you find in the circle inset drawings?

How are the circles divided up?

What circular shapes can you find in your environment ?

What makes the 'circle' a unique shape?
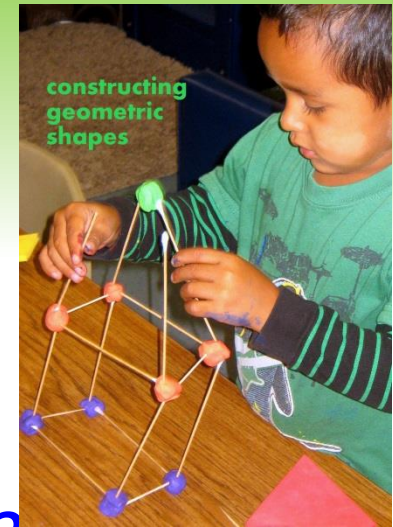
I am a circle

- ▶ I am a circle my shape it is round
- ▶ Inside and outside I can be found
- ▶ I am a circle, I'm round as I can be
- ▶ No beginning and no ending in me can you see

How does this activity relate to the 5 essential developmental domains?

1. **Physical Development and Health**

2. **Social and Emotional Development**

3. **Approaches to Learning**

4. **Language and Literacy**

5. **Cognitive and General Knowledge**

http://eclkc

team work

Let's practice singing. Focus on a concept and make up a song!

comments, questions, reflections … lets recap …

The Vital Role of Families & community engagement in Children's Learning

▶ As research suggests, when you create positive and trusting relationships with parents and family members, they are more likely to become engaged in their young child's development and learning.

▶ In Head Start & Early Head Start, these relationships focus on goals that families develop with the support of program leadership, staff and engaged community partners. These goal-directed relationships are part of the two- generational approach of working with children and adult family members that distinguishes Head Start & Early Head Start from other early childhood initiatives. They are most likely to take root within programs that take intentional steps to promote parent and family engagement.

▶ Source: Office of Head Start: The National Center on Parent, Family, and Community Engagement

Reflections

evaluations

Please complete your evaluation and leave it on the table.

Thank you !

Thank you for your participation!

Professional Unique Resources for Powerful Learning Experiences

'making learning fun through intentional design'

Maria Teresa Ruiz
(209) 496-6379
mariateresaruiz@purpleiam.com

John Holanda
(209) 549-6247
Email: johnholanda@purpleiam.com

Play Dough Recipe

Ingredients:

1 cup flour
1/2 cup salt
1 cup water
1 Tablespoon oil
2 teaspoons cream of tartar
Food coloring by drops

Directions:

1. Combine all ingredients in a pan and stir. Cook over low heat, stirring until a ball forms.

2. Add food coloring and mix thoroughly until desired color.

3. Cool on foil. Store in covered container.

No-Cook Playdough Recipe

Ingredients:

1 cup salt
1 1/2 cup flour
1/2 cup water
2 Tablespoons oil
A few drops of food coloring
Directions:

1. Mix all ingredients very well and store in plastic bag or covered jar.

Receta de Plastilina

Ingredientes:

1 taza de harina
1/2 taza de sal
1 taza de agua
1 cucharada de aceite
2 cucharadas de crema tártara
Unas gotas de colorante de comida

Manera de preparar:

1. Combine todos los ingredientes en un sartén y revuelva, Cocinero a fuego lento y revuélvalo contantemente hasta que se forme una pasta.

2. Agregue colorante de comida y revuelva hasta que encuentre el color deseado.

3. Deje enfriar en papel aluminio y manténgase en un recipiente en un lugar frio.

Plastilina que no se cocina.

Ingredientes:

1 taza de sal
1 1/2 taza de harina
1/2 taza de agua
2 cucharadas de aceite
Unas gotas de colorante de comida
Manera de prepararse:

1. Mezcle todos los ingredientes muy bien y manténgase en una bolsa de plástico o recipiente tapado.

Play dough and Math

Measuring ● Numbers ● Shapes ● Positions ● Patterns ● Attributes

Vocabulary

- **Numbers (one, two, three, …etc)**
- **count**
- **how many**
- **increase**
- **altogether**
- **sum**
- **more**
- **plus**
- **add Same/different**
- **High/low**
- **Together**
- **Soft/hard**
- **Near/far**
- **Sides**
- **Same As**
- **Rough/smooth**
- **More/less**
- **Big/small**
- **Ingredients**
- **incorporate**

Play dough supports:

- **Social emotional development**
- **Science**
- **Math**
- **Creativity and imagination**
- **Language and literacy**
- **Physical development**

Plastilina y Matemáticas

Medir ● Números ● Figuras ● Posiciones ● Patrones ● Atributos

Vocabulario

- **Números (uno, dos, tres, etc.)**
- **contar**
- **cuantos**
- **aumentar**
- **todos**
- **sumar**
- **mas**
- **agregar**
- **iguales/ diferentes**
- **alto/bajo**
- **Todos juntos**
- **Suave/duro**
- **Cerca/lejos**
- **lados**
- **iguales a**
- **rasposo**
- **Más/ menos**
- **Grande/pequeño**
- **Ingredientes**
- **incorporar**

La plastilina fortalece:

- **Desarrollo Social y emocional**
- **Ciencias**
- **Matemáticas**
- **Creatividad e imaginación**
- **Lenguaje y literatura**
- **Desarrollo físico**

C.R.O.W.D STRATEGIES

- **Completion** prompts **You leave a blank at the end of a sentence and get the child to fill it in.** These are typically used in books with rhyme or books with repetitive phases. For example, you might say, "I think I'd be a silly cat. A little plump but not too ____," letting the child fill in the blank with the word *fat*. Completion prompts provide children with information about the structure of language that is critical to later reading.

- **Recall** prompts ; **These are questions about what happened in a book a child has already read**. Recall prompts work for nearly everything except alphabet books. For example, you might say, "Can you tell me what happened to the little blue engine in this story?" Recall prompts help children in understanding story plot and in describing sequences of events. Recall prompts can be used not only at the end of a book, but also at the beginning of a book when a child has been read that book before.

- **Open-ended** prompts; **These prompts focus on the pictures in books. They work best for books that have rich, detailed illustrations.** For example, while looking at a page in a book that the child is familiar with, you might say, "Tell me what's happening in this picture." Open-ended prompts help children increase their expressive fluency and attend to detail.

- **Wh-** prompts ; **These prompts usually begin with what, where, when, why, and how questions**. Like open-ended prompts, wh-prompts focus on the pictures in books. For example, you might say, "What's the name of this?" while pointing to an object in the book. Wh- questions teach children new vocabulary.

- **Distancing** prompts; **These ask children to relate the pictures or words in the book they are reading to experiences outside the book**. For example, while looking at a book with a picture of animals on a farm, you might say something like, "Remember when we went to the animal park last week. Which of these animals did we see there?" Distancing prompts help children form a bridge between books and the real world, as well as helping with verbal fluency, conversational abilities, and narrative skills.

English Language Arts

Using 'C.R.O.W.D' to support comprehension & understanding

- **1. Read closely to determine what the text says explicitly and to make logical inferences from it;** *cite specific textual evidence* **when writing or speaking to support conclusions drawn from the text.**

- **2. Determine** *central ideas or themes of a text* **and analyze their development; summarize the key supporting details and ideas.**

- **3.** *Analyze how and why individuals, events and ideas develop and interact over the course of a text.*

- **4.** *Interpret words and phrases* **as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.**

- **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex: a section, chapter, scene or stanza) relate to each other and the whole.**

- **6. Assess how** *point of view* **or purpose shapes the content and style of a text.**

- **7.** *Integrate and evaluate content* **presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- **8.** *Delineate and evaluate the argument* **and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- **9.** *Analyze how two or more texts address similar themes* **or topics in order to build knowledge or to compare the approaches the authors take.**

- **10. Read and comprehend** *complex literary and informational texts* **independently and proficiently.**

Today we are going to make a 'mandala'. The **Mandala** is an *'integrated structure'* organized around a *'unifying center.'* The term 'Mandala' is derived from the *Classical Indian Sanskrit* term loosely translated means 'circle'. The mandala represents *unity, wholeness*, and can be seen represented in countless *organizational structures* in nature; such as snowflakes, seashells, crystals, flowers, pinecones, weather patterns, starfish, …etc.

Mandala Math Activity Prompts

1. Using the clay balls & sticks provided make an equilateral triangle. Duplicate the model provided so they are approximately identical.
2. **Repeat step 1 five more times** so that you have **six equilateral triangles altogether** that are approximately identical
3. Organize the triangles in a 'circular design' as represented in the 'illustration below'; you should have six triangles pointing towards a middle circle.
4. Your design should look similar to this;

The hexagon mandala properties;
➤ six triangles
➤ 1 face per triangle
➤ 3 sides per triangle
➤ 3 corners per triangle
➤ 1 circle in the middle is the unifying center
➤ Six outer edges

Extensions:
o How many triangles are there all together? (6)
o How many corners (balls) does each triangle have? (3)
o How many sides (sticks) does each individual triangle have?
o How many sides (sticks) are there to a hexagon?
o How many sides does a circle have? (1)
o How many corners (balls) point to the middle circle? (6)
o How many corners (balls) are there altogether? (18)
o Where have you seen mandalas?
o What other use can a mandala have?
o What other shapes can we use to make a mandala?
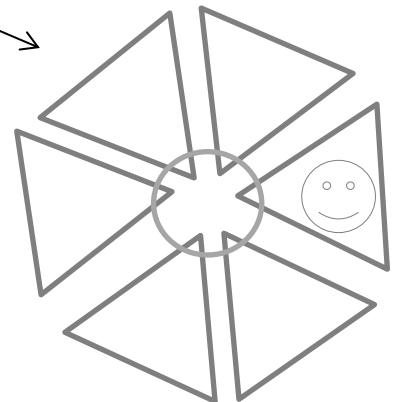
Actividad Matemática Mándala

Hoy vamos hacer una 'mándala'. El **Mándala** es una 'estructura integrada' organizada alrededor de un 'centro unificador'. El término 'Mándala' es derivado de un término indio que significa 'circulo' El Mándala representa unidad, totalidad, y es representado en innumerables estructuras de organización en la naturales; como en los copos de nieve, conchas, cristales, flores, bellotas, estrellas de mar, etc.

Guion para la Actividad Matemática Mándala

1. Usando las bolitas de arcilla y los palitos haz un triángulo equilátero. Duplica el modelo para que sean aproximadamente idénticos.

2. **Repite el paso 1 5 veces más**. Así tendrás seis triángulos equiláteros en total los cuales serán aproximadamente idénticos.

3. Organiza los triángulos en un 'diseño circular' como se representa en la ilustración abajo. Deberás tener seis triángulos apuntando hacia el punto medio del círculo.

4. Tu diseño se verá similar a este;

Propiedades del Hexágono Mándala;
- ➢ Seis triángulos
- ➢ 1 cara por cada triangulo
- ➢ 3 lados por cada triangulo
- ➢ 3 esquinas por cada triangulo
- ➢ 1 circulo en el centro que es el centro unificador
- ➢ Seis bordes externos

Extensiones:
- ○ Cuantos triángulos hay en total? (6)
- ○ Cuantas esquinas (bolitas) hay en cada triangulo? (3)
- ○ Cuantos lados (palitos) hay en cada triangulo?
- ○ Cuantos lados (palitos) hay en cada hexágono?
- ○ Cuantos lados tiene un circulo? (1)
- ○ Cuantas esquinas (bolitas) apuntan hacia el centro del circulo? (6)
- ○ Cuantas esquinas (bolitas) son en total? (18)
- ○ Donde haz visto Mándalas?
- ○ En que más puedes usar un Mándala?
- ○ Que otras figuras puedes usar para hacer un Mándala?
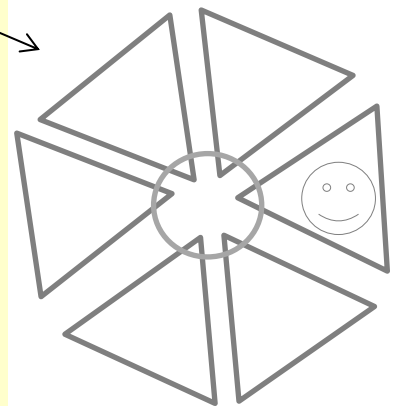
Activity
Goal
Concept:
Outcome:
Open ended Questions:
Book:
Visual Organizers: (Graph)
New Vocabulary:
Family Connection

Purpleiam Songs for National Indian Head Start Directors Association

25th National Training Conference

I AM A CHILD

(group 1)   (group 2)I am a child … I am a child
I'm amazing as can be … I'm amazing as can be
I'm growing each day … I'm growing each day
Like the flowers & the trees … like the flowers & the trees
I am a child … I am a child
I like to play and do … I like to play and do
I'm growing each day … I'm growing each day
With everything I do … with everything I do
(altogether)
ooh la la la la la la la la … ooh la la la la la la la la la

I am I am a child of the sea
I am I am a child of the sea
I am a part of you and you are part of me
I am, we are, natures family
We are one, we are true, we are free

A child of Nature

▶ I am a child of spirit
▶ I am a child of love
▶ I am a child of freedom
▶ With the light from the heart high above
▶ With the light from the heart high above
▶ With the light from the heart high above

Intentionality & musical literacy

Materials of Practice: These are Bells, This is a Drum, and this is a Mallet or Drumstick
Directions: For this exercise teachers will demonstrate how to use the mallet, with the bell and the drum
Percussion materials; Demonstration

- **These are Bells**
- **This is a Drum**
- **This is a Mallet**

1. Teachers taps bell in triplets ("1-2-3"), and demonstrates gentle tapping.

2. Teacher introduces the concept of (1-2-3 triplet) by tapping on the bell in *sets of three* and *counting aloud*.

    "(1-2-3, 1-2-3, 1-2-3) rest (1-2-3, 1-2-3, 1-2-3)   rest   (1-2-3, 1-2-3, 1-2-3)"

3. Teacher plays the CD and demonstrates the use of support materials

4. Teacher invites children in pairs to work on the task.

    a. John can you ring the bell in triplets 3 times (1-2-3, 1-2-3, 1-2-3)   rest (1-2-3, 1-2-3, 1-2-3) rest   (1-2-3, 1-2-3, 1-2-3)

    b. Maria can you play the drum in triplets 3 times "(XXX-XXX-XXX) rest (XXX-XXX-XXX) rest (XXX-XXX-XXX)"

5. Now let's try playing together in unison: John - (1-2-3, 1-2-3, 1-2-3)   rest (1-2-3, 1-2-3, 1-2-3) rest   (1-2-3, 1-2-3, 1-2-3)
    Maria - (X-X-X, X-X-X, X-X-X)   rest (X-X-X, X-X-X, X-X-X) rest   (X-X-X, X-X-X, XXX)"

The Keeper's Task jholanda©2015

The *keeper of light* rings the bell in the night
Ring the bell 1-2-3 (X- X –X)
The <u>keeper</u> of light rings the bell in the night
Ring the bell 1-2-3 (X- X –X)

    Ring the bell in the morning. (X- X –X)
    Ring the bell in the night. (X- X –X)
    Ring the bell in the <u>dawning</u>. (X- X –X)
    In the <u>early morning light</u>. (X- X –X)

The *keeper of light* plays the drum in the night
play the drum 1-2-3 (X- X –X)
The *keeper of light* plays the drum in the night
play the drum 1-2-3 (X- X –X)

    play the drum in the morning. (X- X –X)
    play the drum in the night. (X- X –X)
    play the drum in the dawning. (X- X –X)
    In the early morning light. (X- X –X)

… A long time ago in the high mountain 'Village of Care for Me' the Keeper's Task of 'ringing the bell' and 'sounding the drum' played a very important role.

The Keeper's Task was to announce with the 'ringing of the bell and the sounding of the drum' that travelers were passing thru their village and might need a place to stay for the night. The 'bell ringer' announced the arrival of the travelers; and the 'player of the drum' sounded their happy departure when the time came for the Travelers to continue their journey onward.

These celebrated rituals were considered very special duties the care giving villagers loved to share in welcoming travelers to their community. This centuries-long tradition gave the 'Care for Me Village' an esteemed reputation as a place of 'caring and comfort' for the many travelers that passed their heavenly hamlet high in the hills …

Stories were often shared in the surrounding valley of this quaint and caring Shangri-La high in the mountains and close to the gates of heaven…

_____