

Consumer & Life Studies
Early Childhood Education
Unit 4: Language Arts and Art Development

Essential Understandings	▪ Language Arts includes a many components that build on each other. ▪ Art development occurs in recognizable stages. ▪ Children express emotions and concerns through art.
Essential Questions	▪ What is Language Arts? ▪ Where does Language Arts begin in a child's life? ▪ How does Language Arts progress and build on earlier learning? ▪ How does one write proper manuscript? ▪ What is a Caldecott Award? ▪ How can we evaluate the quality of picture books? ▪ What is the value of books in early childhood education? ▪ How can picture books be used and presented? ▪ What are other ways of telling stories? ▪ What are the stages of art development and how do they relate to reading? ▪ What can be learned in books about children?
Essential Knowledge	▪ Language Arts includes the learning and application of language. ▪ Children acquire language through sounds, words, writing, reading, grammar, etc. ▪ Legible handwriting is a basic language tool. ▪ Caldecott Awards are given annually to the best illustrators of picture books. ▪ Picture books can be evaluated using a variety of criteria including type, originality, purpose, and art work. ▪ Authors and illustrators use a variety of techniques to present books and stories to children. ▪ Children's art work can be described in developmental stages and reveal information about emotions and concerns. ▪ Many books written about children increase our understanding which in turn nurtures our ability to become better caretakers, mentors, and teachers.
Vocabulary	▪ <u>Terms</u>: ○ Language Arts, beginning sounds, speech development, speech problems, speech remediation, manuscript, Caldecott Awards, author, illustrator, picture books, Diamante poems, art therapy, finger plays, scribble stage, preschematic, schematic

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Essential Skills	▪ Identify the elements of Language Arts. ▪ Perfect manuscript technique in order to help children learn it. ▪ Use manuscript technique to and produce an original Diamante poem. ▪ Recognize the wealth of art in children's picture books. ▪ Evaluate picture books using established criteria. ▪ Compare and contrast two picture books and identify strengths and weaknesses. ▪ Read, summarize, and evaluate, a resource book about children. ▪ Recognize what children may be revealing in art work about emotions or concerns. ▪ Identify the stages of art development.
Related Maine Learning Results	<u>Career and Education Development</u> A. Learning About Self and Interpersonal Relationships A3. Interpersonal Skills Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings. a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure A4. Career and Life Roles Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings. a. Time management b. Goal-setting c. Resources management

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Related Maine Learning Results	<u>Career and Education Development</u> B. Learning About and Exploring Education and Career and Life Roles B1.Relationships Among Learning, Work, the Community and the Global Economy Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21st century global economy. B2.Skills for Individual/Personal Success in the 21st Century Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals. a. Literacy Skills b. Numeracy c. Critical thinking skills d. Information and communication technology (ICT) literacy e. Interpersonal skills f. Other academic skills and knowledge B3.Education and Career Information Students used previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education, training, and career choices.
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Sample Lessons And Activities	▪ Brainstorm the meaning of “Language Arts” through discussion and an activity page. Determine together how it evolves from the beginning of development. ▪ Review how speech develops and practice creating sounds while recognizing the physical mechanics including the lips, throat, etc. ▪ Practice the manuscript technique to perfection and apply it to the writing of an original Diamante poem. ▪ Complete two web search worksheets to identify two successful author/illustrators, their background education and experience, a list of their books, and a sketch in their typical style. ▪ Evaluate two picture books according to given criteria. Present to classmates as though they were children. Include an introduction and follow up activity. Compare and contrast the books and select a preference. ▪ Study a variety of examples of children’s art work from an art therapy brochure. Match the art work to the traumatic event the child has experienced. ▪ Use distinguishing factors of children’s art to categorize them into the three basic stages of art development. ▪ Complete a written book report to share four main points. Include a personal assessment of how the book has increased your understanding of children.
Sample Classroom Assessment Methods	▪ Completed diagram showing the process of language development. ▪ The alphabet in manuscript, practiced to perfection. ▪ Completed diamante poem written in manuscript. ▪ Two completed web search worksheets of authors/illustrators. ▪ Presentation of two picture books with prescribed evaluation criteria. ▪ Presentation of a chalk talk on the blackboard plus the completion and presentation of an original chalk talk. ▪ Oral sharing of a summary of highlights and evaluative comments from their book report. ▪ Written book report. ▪ Quiz over all of the book reports. ▪ Oral identification of the stages of art development and a written quiz over the information.

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Sample Resources	▪ <u>Publications:</u> ○ The American Library Association list of Caldecott Medal winners and honor books ○ <u>Development of Articulation</u> – McDonald ○ <u>Beginning Sounds</u> ○ Picture books – Curtis Memorial Library ○ <u>Creative and Mental Growth</u> – Lowenfeld and Britain ○ “Theoretical Perspectives on Children’s Art” – Hildebrand ○ <u>TLC, The National Institute of Trauma and Loss in Children</u>
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