

Date:	April 3, 2019	Total participants:	98
Teaching Artist:	Janet Erlick	Group Sizes:	Maximum of 23
Partners:	PAInT, FAAE, School Board of Broward County, Broward College	Event Time:	9:00-11:15 am; 2:15-3:00 pm; 5:30-8:45 pm
Venue:	Gulfstream Learning Center	Rooms:	Various

PROGRAM SUMMARY: Classes cycled through the Welcome Center for the modeling sessions. Activities were demonstrated in 30-minute lessons led by Janet Erlick. At the end of the school day, participating teachers and teaching assistants attended a follow-up session to debrief the lesson, discuss the arts integration strategies that were modeled, and received additional activities and supplemental information with the goal of empowering the teachers to utilize the techniques themselves.

The School Board of Broward County asked that the classroom modeling lesson focus on buildings, and provided the curriculum outline and books that were being utilized in the classrooms around the theme. *The Three Little Pigs* was then chosen as the activity, because the story covered building houses out of different materials and could lead into additional learning around houses and construction.

The evening session was focused on introducing arts integration to those interested in becoming Early Learning Center owners and directors, as part of their Broward College class.

Schedule of Events:

9:00-9:30 am	Arts integrated lesson modeling, Burroughs (17 students, 4 year-olds, Head Start, Teacher and Teaching Assistant) in Welcome Center
9:35-10:05 am	Arts integrated lesson modeling, Gonzalez (17 students, 3 year-olds, Head Start, Teacher and Teaching Assistant) in Welcome Center
10:10-10:40am	Arts integrated lesson modeling, Munoz (20 students, 4 year-olds, Voluntary PreK, Teacher and Teaching Assistant) in Welcome Center
10:45-11:15 am	Arts integrated lesson modeling, Blackman/Nava (20 students, 4 year-olds, Voluntary PreK, 2 Teachers and Teaching Assistant) in Welcome Center
2:15-3:00 pm	Teacher and Teaching Assistant debrief session, in classroom
5:30-8:45 pm	Early Learning Director Credential Class of Broward College, VPK Model Classroom

LINK TO READING READINESS: Program focused on storytelling, comprehension, listening, speaking, and prediction of events, including student-directed creation of the ending of the story. While there was not time in the modeling sessions to read the book version of *The Three Little Pigs*, teachers could go back to their classrooms and read the books, comparing and contrasting versions. In the afternoon and evening sessions, many activities were demonstrated that highlighted strategies for language development and ways to integrate the arts into reading to improve comprehension, expand vocabulary, and connect imagination and physicality with text. Additional activities also demonstrated how to use arts integration to teach other subjects, such as math and science.

PROFESSIONAL DEVELOPMENT: Classroom teachers, teaching assistants, and early learning providers saw how to integrate the arts and academic learning goals into lessons that reach learners of all styles and abilities in ways that are engaging, dynamic, fun, and effective, and learned why they work. A variety of arts integrated lessons were demonstrated that covered multiple subject areas.

THREE LITTLE PIGS ARTS INTEGRATION MODELING LESSON

Academic Goals: To explore buildings and houses through the story of *The Three Little Pigs*. Expand vocabulary, encourage language development, and critical thinking through answering questions and predicting outcomes. Understand structures are constructed using different materials in different ways. Clarify structural components of “floor, roof, walls, doors, windows” and add additional details provided by students.

Art Goals: Develop imagination and characterization through sound and movement, “Coffee Can Theatre” storytelling technique, freeze and tableau.

Source Material: Preschool Building Curriculum, buildings books

Opening: Introduction and ask if children would like to learn and play together.

Warmup: Follow Me	MATERIALS NEEDED: None
LEARNING GOALS: Sounds and movements cover “wrapping straw,” “hammering sticks,” and “stacking bricks,” as well as “saying hello and goodbye,” and emotions of “excitement, joy, accomplishment, fear, frustration, pain, exhaustion, and relief.” Improve self-regulation and increase attention span.	ASSESSMENT: Assess ability to follow directions and recall activities when asked. Assess grasp on cause and effect, as well as remembering things in sequence. Assess gross and fine motor coordination, as well as ability to self-regulate and stay on task.
Activity Description: Students receive cue to stop and start, then follow teaching artist in a series of sounds and movements that they copy exactly, at the same time.	

MAIN EXPERIENCE: <i>The Three Little Pigs</i> storytelling experience	MATERIALS NEEDED: Finger Puppets, Finger Puppet Basket, books with photos of straw, stick, and brick structures.
LEARNING GOALS: Coffee Can Theatre storytelling technique; students learn lines and songs through repetition. Focus on characters, setting, plot, vocabulary and sequence of events. Make connections to real-life structures and understand that different materials need different building techniques. Clarify structural components of houses.	ASSESSMENT: Observe student behavior as audience members and assess concentration and engagement. Assess language and vocabulary through repetition of lines and songs. Assess ability to predict outcomes and answer “why.” Create viable endings to the story and appropriate improvised character lines.
Activity Description: Tell the story using finger puppets that represent each character and house, as well as the three different building materials. Have students decide on the ending with the wolf and the mother character, including plot points and dialogue. After the story reference the pictures in the books to show real-life examples of structures made of straw, sticks, and bricks.	

THREE LITTLE PIGS ARTS INTEGRATION MODELING LESSON, continued

Closing: Building Song	MATERIALS NEEDED: Music and speaker
LEARNING GOALS: Work together to form groups and follow directions.	ASSESSMENT: Assess ability to follow directions and freeze when the music stops. For four-year-olds also assess ability to add appropriate details to the imaginary house and to get into trios and problem solve when the trios are not complete.
Activity Description: Invent an imaginary house and have four-year-old students add details. End with building song freeze (when music stops form trios, two making a house and one inhabitant). Free style movement when music is on.	

Lesson Adaptation: The three-year-old class received a shorter Follow Me warmup, and their closing was freeze dance style, acting out the words of the building song literally, rather than creating houses with a person inside that the four-year-olds accomplished. They also did not add details to the imagined house while the four-year olds did.

Lesson Linkages to Four-Year-Old Standards

Physical Development		Approaches to Learning		Social and Emotional	
Health and Wellness		Eagerness and Curiosity	*	Self-Regulation Affective	*
Self-Help		Persistence		Self-Regulation Life/Adaptive	
Gross Motor Development	*	Creativity	*	Relationships Self	*
Fine Motor Development	*	Planning and Reflection	*	Relationships Peers	*
				Relationships Adults	
				Social Problem Solving	*

Language Communication and Emergent Literacy		Mathematical Thinking	
Listening and Understanding	*	Number Sense	
Speaking	*	Number and Operations	
Vocabulary	*	Patterns and Seriation	
Sentences and Structure		Geometry	
Conversation	*	Spatial Relations	*
Emergent Reading		Measurement	
Emergent Writing			

Scientific Inquiry		Social Studies		Creative Expression/ Arts	
Investigation and Inquiry	*	Individual Development/ Identity		Visual Arts	
Physical Science		People, Places, Environments	*	Music	*
Life Science		Technology and Our World		Creative Movement/ Dance	*
Earth and Space		Civic Ideals and Practices		Dramatic Play/ Theatre	*
Environmental Awareness					

TEACHER AND TEACHING ASSISTANT DEBRIEF SESSION

PARTICIPANTS: Teachers and teaching assistants who observed the lesson in the morning. Some administrators of the Early Learning Center attended as well

FOCUS: To review the lesson that the teachers observed from earlier in the day and dissect ways in which the activities were arts integrated. To provide additional examples of arts infused lessons, and to answer any questions. To provide how-to instruction so that teachers could adapt and utilize the activities in their own work.

MATERIALS NEEDED: *The Three Little Pigs* finger puppet set and basket, books with pictures, *The Ugly Duckling* lesson materials and books, butterfly materials and books.

LESSON PLAN:

- Review lesson plan of *The Three Little Pigs*, what did you notice?
- Examples of follow up activities, read the book, have students act out the story, etc.
- Give working definition of arts integration, why and how does it work?
- Provide overview of teaching math and science through arts integration activities connected to *The Ugly Duckling*. Focus on imaginary journey, coffee can theatre, visual art project, and supplemental activities.
- Show spin off activities connected to main text, for example butterfly and plant life cycles, additional animal and environment work.
- Answer questions.
- What do they need in order to feel comfortable trying this kind of work?
- Are they interested in follow-up training in this work?

NOTES AND FEEDBACK: Teachers were extremely receptive and excited by the activities. All comments about the lesson were positive and enthusiastic, with highlights around student engagement and surprise about the amount of time that the children were on task. Noticed that there were no behavior issues or disruptions, and that the classes had fun learning in this creative way. All expressed a desire to use the techniques demonstrated, and all were interested in follow-up trainings.

EARLY LEARNING DIRECTOR CREDENTIAL CLASS SESSION

PARTICIPANTS: College students taking credit class for those interested in becoming early learning center providers.

FOCUS: To introduce arts integration and its importance in student learning and development. To explore leadership and communication in an arts integrated way. To encourage participants to make a commitment to incorporating arts integration in their centers in any way possible.

MATERIALS NEEDED: *The Three Little Pigs* finger puppet set and basket, books with pictures, *The Ugly Duckling* lesson materials and books, butterfly materials and books, free-standing chairs that can move in a clear open area.

LESSON PLAN:

LEADERSHIP AND COMMUNICATION SECTION

- Kitty Wants a Corner
- Body Mirror
- Voice Mirror
- Hand Hypnosis
- Power discussion

ARTS INTEGRATION EARLY LEARNING SECTION

- This is a Pen
- *The Three Little Pigs* Lesson
- *The Ugly Duckling* Lesson
- Supplemental activities demonstration and review

RESPONSE, QUESTIONS, AND COMMITMENT SECTION

- What do you think?
- What did you learn?
- How can you use this in your work?
- Want more?

NOTES AND FEEDBACK: Many of the students in this class self-identified as administrators, so for most this work was way out of their comfort zones, as they shared in the debrief at the end. Everyone participated in the activities, and all feedback was extremely positive. Delivering the information on leadership and communication in an arts integrated way was very well received, and made the point that academic content can be taught at any level, often more effectively and at a faster pace, when arts integration techniques are utilized.

It was exciting to be working with future early learning center providers, as we talked about creating an intentional culture that trained and supported teachers in using arts integration. Having buy-in at the director and administrative level has the potential to change the sector in a profound way.