

## EFFECTIVE LEARNING

Ohio Ready To Learn 2020-21

### Contact Information:

Deborah Brewer, Educational Services Manager WOUB Public Media  
35 S. College Street  
Athens, OH 45701  
(740) 597-7922  
[brewerd@woub.org](mailto:brewerd@woub.org)

### Presenter:

Lori Pringle, Educational Engagement Consultant WOUB Public Media  
[pringlel@woub.org](mailto:pringlel@woub.org)  
(330)231-0487

### Connect with Us:

Website: <https://www.learninglab.woub.org>  
Facebook: [learninglab.woub.org](https://www.facebook.com/learninglab.woub.org)  
Instagram: [woublearninglab](https://www.instagram.com/woublearninglab)  
Twitter: [@woublab](https://twitter.com/woublab)





## Get Smart with the Arts!

### Meet Pinkalicious and Peterrific

Premiering on PBS KIDS in February 2018, the show PINKALICIOUS & PETERRIFIC™ empowers children to think and express themselves creatively. Pinkalicious sees the world just a little bit differently than most—and not just because she loves everything pink! She is resourceful, resilient, and creative, and able to solve problems and find the joy in everyday activities. Peter (better known as Peterrific) brings along his own fun ideas and sense of humor.


Like most children, Pinkalicious and Peterrific especially love the arts. The series, based on a comprehensive arts curriculum, is a terrific way to inspire young viewers to discover and engage in their own artistic talents and interests.

### Did you know?

Did you know that ordinary arts activities can improve children’s school skills and “smarts”? Simple activities—done solo or in groups—such as singing, playing instruments, dancing, make-believe play, and painting or drawing can help children be better at math, science, and literacy. In fact, a student who is engaged in the arts is four times *more* likely to be recognized for academic achievement and four times *less* likely to drop out of school later.

Today’s focus on academic subjects, even in preschool and early elementary grades, has often lessened the time that children in school have for what some think of as “extras,” including the arts.





Yet art activities not only help children learn, they also provide wonderful opportunities to build self-confidence and self-expression. And because children have different styles of learning, the arts provide opportunities for children to succeed and excel, further improving their self-esteem.

### What are the “arts”?

There are four areas in which young children typically experience the arts:

- **Dance** — moving to words, music, and rhythms; plus all types of dance (ballet, jazz, hip-hop, modern, tap, folk, and so on)
- **Drama/Theatre** — imaginary and make-believe play, puppetry, creating characters and acting out stories
- **Music** — singing, playing instruments, creating songs, clapping and other rhythm games
- **Visual arts** — painting, drawing, sculpting, collage, printmaking, and crafts

All children are artistic in their own way. Most children love to tell and retell stories—the first step in dramatic play. Whether it’s singing a well-loved song in circle time, making and playing homemade instruments, or listening to a wide variety of music, children naturally respond to music. From scribbles to squiggles to finger painting, and from collages to making clay or sand sculptures, children love to get messy with art materials. Very young children use their bodies to move through space, explore their world, and express feelings and ideas through dance, from swaying and wiggling to twirling and leaping.

### How can the arts be used to help kids learn?

One of the best things about integrating the arts into a child’s day is that art activities are such great fun. The arts can be done at little or no cost, inside or outside, as part of a regular routine, or at a special time. Here are just some of the academic benefits of using the arts with young children:

- **Math skills:** Visual arts activities help kids recognize patterns, shapes, sizes, as well as improving their graphing abilities and spatial relationships. Dancing, singing, and playing musical instruments also help children recognize patterns and learn about counting.
- **Science skills:** Art adventures, just like hands-on science, invite kids to make decisions, explore and experiment, and solve problems. While engaging in the arts, kids—like scientists—are encouraged to take risks and be innovative.
- **Language and literacy skills:** The arts offer many opportunities to learn new vocabulary, gain subject knowledge, and communicate with others. Whether creating short skits or made-up stories, performing, or presenting their work to others, children improve and expand their reading, speaking, writing, and vocabulary expertise.

- **Social and emotional skills:** When engaging in the arts, kids learn such lifelong skills as collaboration, decision-making, and sharing. They also learn ways to creatively express their emotions. The arts can be a way to build a sense of community, bringing people together to create something or perform. Because the arts celebrate and incorporate many cultures, a variety of art activities encourage an appreciation of diversity.

### How can you help?

You don't need to be an expert to help children participate in the arts. Whether you are a teacher, librarian, afterschool educator, parent, or grandparent, you can support children's artistic experiences easily and inexpensively. Try some of these ideas:

- **Make up stories.** Use homemade costumes and props to act out stories or draw pictures to make the words come alive. Create your own storybook together.
- **Beautify your surroundings.** Spruce up a park, a blank wall, or an ugly appliance with kids' drawings, collages, or murals. Invite your friends and neighbors to join in!
- **Listen to all kinds of music.** Feel the beat. Have a dance party! Add scarfs or wands. Draw how music makes you feel. Sing your favorite song on the way to school, waiting for the bus, or just before bed.
- **Attend a museum, local arts exhibit, or concert.** Check your local library and look online for free passes and neighborhood happenings.
- **Read a book about art or artists.** Talk about the art that was created and what inspired the artist. Encourage children to think of themselves as artists and congratulate them on their creativity.



And remember....have fun...  
no matter what you do!

PINKALICIOUS & PETERIFIC™  
is produced by WGBH Boston and Sixteen South.



Funding for PINKALICIOUS & PETERIFIC™  
is provided by public television viewers.  
Produced with the participation of Northern  
Ireland Screen. Corporate funding is provided  
by Kiddie Academy® and Homer.



© 2018 WGBH Educational Foundation. All rights reserved. Pinkalicious, Peter & the other Victoria Kann Pinkalicious characters and underlying materials (including artwork) are trademarks and copyrights of Victoria Kann; the texts of the *Pinkalicious* and *Purpleicious* books were written by, and are copyrights of, Victoria Kann and Elizabeth Kann. Used with permission.

# Make Your Own Instrument!



1 Cut along the dotted line.



2 Roll the paper into a cylinder and staple one end shut. Fill the shaker full of beans, pasta, or gravel. Hold the shaker by the base (the stapled end). Pinch and staple the center of the top so that the crease goes in the opposite direction from the base.



3 Finish the shaker by making sure both ends are stapled shut.



PINKALICIOUS & PETERRIFIC<sup>®</sup> is produced by WGBH Kids and Sixteen South Studios.



Funding for PINKALICIOUS & PETERRIFIC<sup>®</sup> is provided by the Corporation for Public Broadcasting, and public television viewers. Produced with the participation of Northern Ireland Screen. Corporate funding is provided by Kiddle Academy<sup>®</sup>, Homer, and Target.



© 2020 WGBH, Underlying © Victoria Kann, or Victoria Kann and Elizabeth Kann. TP: Victoria Kann. All third-party trademarks are the property of their respective owners. Used with permission.

**Color the Monster!**



# Mixing Colors Activity



**vocabulary:** primary colors, red, blue, yellow, secondary colors, orange, green, purple

For this activity, you will need:

- a large container of vanilla yogurt or instant vanilla pudding mixed with milk.
- food coloring.
- divided plastic plates and spoons.
- large piece of paper for each child. Butcher paper works well because the glazed finish makes the colors more brilliant.
- a note to send to parents that the children will be painting with homemade paints made with food coloring. You may want to suggest that parents dress their children in older, washable clothes.

## Directions:

1. Seat the children at the table, and provide each child with a divided plastic plate and spoon.
2. Explain to the children that they will be mixing their own paints so that they can finger paint.
3. Place a spoonful of yogurt in each of the three sections of each child's plate.
4. Place a drop of food coloring, red, yellow, and blue, in each of the three portions of yogurt.
5. Allow the children time to mix the food coloring with the yogurt. Be sure to provide a spoon for each color so the colors stay pure.
6. Ask the children to name the colors they created. Explain that these three colors are called "primary colors" because other colors may be made from them. "Primary" means first in time or original.
7. Ask each child to divide the colored yogurt on each half of the divided plate. Repeat this with all three colors.
8. Ask the children to take a spoonful of red yogurt and place it on one of the spoonfuls of yellow yogurt. What color did they make?
9. Ask the children to take a spoonful of red yogurt and place it on one of the spoonfuls of blue yogurt. What color did they make?
10. Ask the children to take a spoonful of yellow yogurt and place it on one of the spoonfuls of blue yogurt. What color did they make?
11. Explain to the children that these colors, orange, purple and green, are secondary colors because they were made "second."
12. Encourage the children to paint with their new colors. Display the artwork.

## Source (Support Materials for Teachers):

<https://wou.pbslearningmedia.org/resource/evscps.sci.phys.mixcolint/mixing-colors-interactive/>

## Mix primary colors to make secondary colors

### Set Up

- Place 7 cups in a row and pour water in the 1st, 3rd, 5th, and 7th cup. My cups are  $\frac{3}{4}$  full.
- Measure:

Add 5 drops of red food coloring to the 1st and the 7th cup.

Add 5 drops of yellow food coloring to the 3rd cup.

Add 5 drops of blue food coloring to the 5th cup.

Take a half sheet of paper towel and fold it in half lengthwise and in half again lengthwise.

Trim off some of the length so that there isn't too much excess paper towel that will stick up in the air between each cup. This will make the water walk more quickly.

Place one half of a rolled paper towel in the first cup and place the other half in the cup next to it. Then another paper towel from the second cup and into the third cup. This continues until you have placed the last paper towel that drapes over from the sixth to the 7th cup.

Watch carefully to see what starts happening. You should quickly be able to see the colored water begin to "crawl" up the paper towel.

Have the students predict what will happen to the cups without water. (Water will absorb up the paper towels strips and the water will mix in the cup.)

Predict what color the empty cups will be once the water goes into them.

### Results:

Cup #2 is now orange

Cup #4 is now green

Cup #6 is now purple

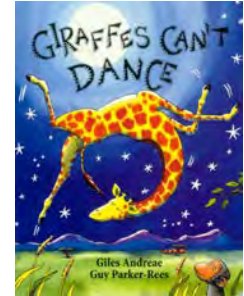
Remember to use the scientific principles when conducting this experiment. Predict, Measure, Experiment, Document, and Share





## Books:

- *Brown Bear, Brown Bear, What Do You See* by Eric Carle
- *Giraffes Can't Dance* by Giles Andreae
- *Squeak, Rumble, Whomp! Whomp! Whomp!* By Winton Marsalis
- *Very Busy Spider* by Eric Carle



## Videos:

- Curious George video highlights a teacher finding new words and using context clues. [https://d43fweuh3sg51.cloudfront.net/media/alfresco/pr/PBS Teachers/PBS TeacherLineBookReadingandLearningfromContext\\_70b810bb-2a9b-49f4-9bf2-0563ca63cf96/88.mp4](https://d43fweuh3sg51.cloudfront.net/media/alfresco/pr/PBS Teachers/PBS TeacherLineBookReadingandLearningfromContext_70b810bb-2a9b-49f4-9bf2-0563ca63cf96/88.mp4)
- Very Busy Spider. 3:48 minute YouTube video <https://www.bing.com/videos/search?q=youtube+the+very+busy+spider+animated&docid=608002661672356138&mid=5241B8985C6FD2BBC0B75241B8985C6FD2BBC0B7&view=detail&FORM=VIRE>
- Pinkalicious sample story starter <https://www.pbslearningmedia.org/resource/pinka20-arts-mrsocko/mr-socko-pinkalicious-peterrific/#.XnTfbhcpAl4>
- Curious George Ramp and Roll Lesson: <https://www.pbslearningmedia.org/resource/cg8.sci.phys.ramproll/curious-george-ramp-n-roll>
- Sid the Science Kid Incline Plane: <https://www.youtube.com/watch?v=eOX5X6KlpL8&feature=youtu.be>
- Squeak Rumble Whomp! Whomp! Whomp! Read Aloud <https://youtu.be/2FjiOw1XdAg>
- Giraffes Can't Dance from INFOhio: Watch the book video and read the nonfiction pair Kids Can Dance <https://www.infohio.org/resources/item/bookflix> (click open; search dance)
- Pinkalicious Arts Band <https://www.pbslearningmedia.org/resource/pinka18-arts-band-lp/making-music-lesson-plan-pinkalicious-peterrific/>

## Games:

### Math

- <https://pbskids.org/curiousgeorge/busyday/apples/>
- <https://pbskids.org/peg/games/pegs-parade>

### Literacy

- <https://pbskids.org/sesame/games/abbys-sandbox-search/>
- <https://pbskids.org/pinkalicious/games/pinkcredible-story-maker>

### Science

- <https://pbskids.org/apps/play-and-learn-science-.html>
- <https://pbskids.org/catinthehat/games/slidea-ma-zoo>
- <https://pbskids.org/games/science/>



## Ohio Early Childhood Core Knowledge and Competencies (professionals)

<http://education.ohio.gov/Topics/Early-Learning/Professional-Development-for-Early-Childhood-Teach/Ohio-Early-Learning-Core-Knowledge-and-Competencie>

## Ohio Early Learning Content Standards (children)

<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards>

## Ohio Early Learning Family Resources

<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Family-Resources>

### Assessment Tools:

- NAEYC article Young Children July 2109 “Anecdotal Records: Practical Strategies for Meaningful Notes” [Anecdotal Records Practical Strategies for Taking Meaningful Notes](#)

Each of these tools needs training before use to establish rater reliability

**Assessment tools that assess the environment** (available on Amazon to learn more visit

<https://ers.fpg.unc.edu/>)

- Family Child Care Environment Rating Scales (FCCERS)
- Early Childhood Environment Rating Scales (ECERS)
- Infant and Toddlers Environment Rating Scale (ITERS)

### Assessment tool that assesses language and literacy

- ELLCO- assesses the environment as it relates to language and literacy. Available from Brookes Publishing <https://brookespublishing.com/product/ellco-pre-k/>
- CHELCO – assesses the home-based environment for language and literacy. Available from Brookes Pub <https://brookespublishing.com/product/chello/>

### Assessment tools that assess the child’s physical and emotional areas of strength and areas of needed improvement

- Ages and Stages (3) available from Brookes Publishing <https://brookespublishing.com/product/asqse-2/>

### Assessment tools that assess the child’s physical and emotional areas of strength and areas of needed improvement

- Ages and Stages (3) available from Brookes Publishing (above link)

### Assesses children’s cognitive abilities

- Ohio Early Learning and Development Standards available from the State of Ohio at [http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Throu-gh-Pre\\_K-Learning-and-Development-Stand](http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Throu-gh-Pre_K-Learning-and-Development-Stand)
- Early Learning Assessment is available after taking a **free** 10-hour online course offered by OCCRRA that provides a book available to participants. <http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Early-Learning-Assessment/Early-Learning-Assessment-for-Programs-1>

### Assessment tool chart

- <https://teachingstrategies.com/>

