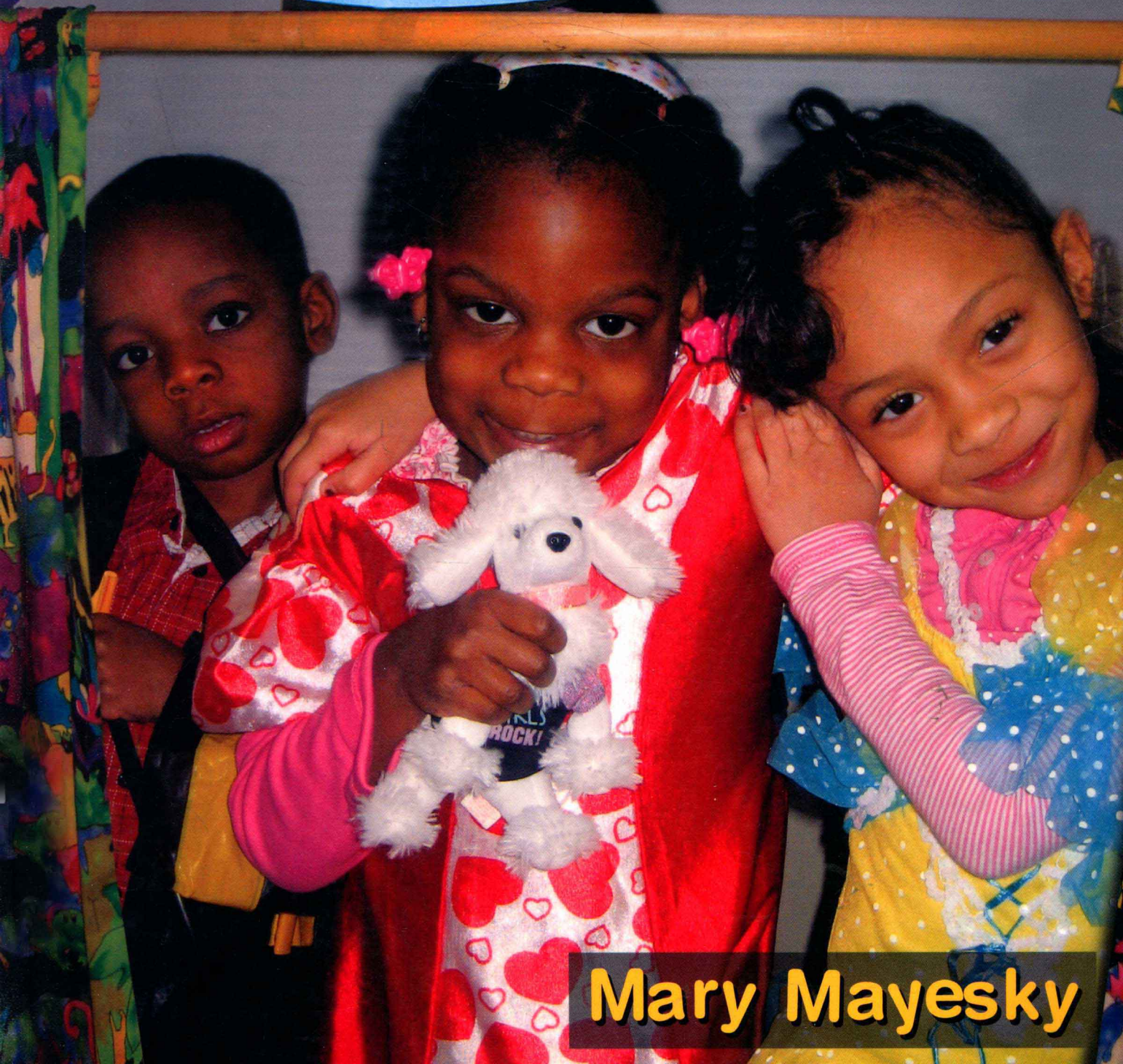


# Creative Activities for Young Children

**Tenth  
Edition**



**Mary Mayesky**



# Creative Activities for Young Children

**TENTH EDITION**

**MARY MAYESKY, PH.D.**



 **WADSWORTH**  
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Dear Reader,

The book you are holding in your hands is special for many reasons. As an author, it is special to me because it is the tenth edition of my text—an accomplishment that is rare in today's ever-changing publishing world—the same author for 10 editions! It is the tenth time that I—as a child developmentalist and nonart major—share with my readers my firm belief (and proof) that you don't have to be an artist to be creative. But one of the most outstanding reasons this book is special for me is that my granddaughter, Betty Ann, who was in photos in the fourth edition as a kindergarten child, is in this edition as an early childhood student teacher! This makes my mission even more personal than ever in this edition.

Sincerely,

Mary Mayesky

# Creative Activities for Young Children



# Preface

**T**he book you are holding in your hands is special for many reasons. As an author, it is special to me because it is the tenth edition of my text—an accomplishment that is rare in today's ever-changing publishing world—the same author for 10 editions! It is the tenth time that I—as a child developmentalist and nonart major—share with my readers my firm belief (and proof) that you don't have to be an artist to be creative. But one of the most outstanding reasons this book is special for me is that my granddaughter, Betty Ann, who was in photos in the fourth edition as a kindergarten child, is in this edition an early childhood student teacher! This makes my mission even more personal than ever in this edition.

I wish for her what I wish for you: that you keep children at the center of your practice. I hope the joy of working with young children that brought you to this profession will continue to sustain you through all the ups and downs the world throws your way. I sincerely hope that in all the trends that come and go, you rely on your own professional judgment to guide you in all your work with young children. Let this knowledge be your “inner teacher” to guide your journey through the latest challenge to our profession.

While working on these many editions, I have learned some important facts about early childhood professionals, and among them are these: We in the profession have lasted through the standards “invasion” and are making sense of it all to the benefit of young children. We are learning and finding developmentally appropriate uses for technology in our classrooms. We are using technology to continue our own professional education, connecting early childhood teachers around the world to the betterment of our profession. We are facing serious budget shortfalls, but this is not a new challenge, since early childhood teachers have long known how to stretch the dollar. And as I traveled with my photographer to five different Wake County public schools in Raleigh, North Carolina, to shoot photographs for this text, I observed firsthand all of these facts in the early childhood classrooms I visited. After all of these visits, I am happy to say dedication to the education of our youngest citizens is alive and well.

It is my sincere hope for Betty Ann and for each of my readers that this tenth edition assists you in your teaching journey in today's challenging world...that you find in these pages concrete, usable ideas to help you in your work with young children.

As in all of the previous nine editions, this edition is designed for the person who is dedicated to helping children reach their full potential. It is written for people who want to know more about creativity, creative children, creative teaching, and creative curriculum and activities. It has always been my intent to provide my readers in the pages of this text sound developmental theory, yet I have always tried to present practical application of these theories that you can use in actual classroom settings.

I have updated and revised this tenth edition to reflect an ever-increasing emphasis on creativity in all curriculum areas. In our world of rapidly changing technology, it is ever more crucial to encourage and cherish the creativity inherent in each and every child.

It is not enough for our students to know how to use technology. It is not enough for them to know facts or how to test well. In a world where the only constant appears to be change, young children need to know how to ask questions and to search for their own answers. They need to know how to look at things in many different ways and how to create their own sense of beauty and meaning in life.

## New Features

Some specific features new to the tenth edition follow.

- New *Think About It* and *This One's for You* features in each chapter
- New lists of Additional Readings at the end of each chapter
- New and updated Helpful Web Sites in each chapter in addition to updated Web Sites referenced in the Online Companion
- New and updated Software for Children references in each chapter and updated information on software companies with contact information in Appendix H



- New activities for preschool, kindergarten to grade 3, and grades 4 to 5 in every chapter and more infant and toddler information and activities throughout.
- New activities for specific learning styles in chapter-end activities where applicable
- Additional information on right and left brain learning and brain research
- Expanded discussion on multiple intelligences
- New information on kid culture and its application in the early childhood program
- Expanded section on aesthetics as an art movement, as well as added discussion on art elements and principles of design, including an Art Talk Summary
- Updated information on standards and testing, information on the new edition of Developmentally Appropriate Curriculum (DAP), and a chart comparing previous DAP editions and the 2009 version
- Addition of up-to-date information on play research, group games and information on examples of play at different ages
- Expanded information on the use of technology in the early childhood program, including information on Web 2.0, activities using interactive white (smart) boards, and personal learning networks
- Additional information on human brain development and expanded discussion on Piaget's theories of mental development
- Discussion on Erickson's psychosocial theory of development and on Carl Rogers' psychosocially safe environment
- Information on state and national art standards, discussion on "creative fakes," models, and talking with children about their art
- Expanded discussion on musical concepts and the elements of music
- Additional information on digital storytelling, reading to children, working with parents on children's language arts development skills, and the use of computers in language arts
- Discussion on the National Early Literary Project and digital storytelling
- Information on introducing basic concepts of government and voting to young children
- Discussion on artists who made social commentaries and new section on social studies and art
- Added information on hazards on the playground

*Creative Activities for Young Children* is written for anyone who is interested in children, but because it is written especially for busy people who work with children in early childhood settings, the following points are emphasized.

- The approach to creativity is a practical one. A wide variety of activities is included in each chapter. All activities have been classroom tested.
- Information on why activities should be carried out as well as how to carry them out is presented. Theory is provided where it is needed.
- Learning activities are included to help readers experience their own creativity.
- References for additional reading are given at the end of each chapter so students can explore each subject in more depth as desired.
- Each chapter begins with carefully worded, easy-to-understand objectives and ends with a summary. Review questions are in each chapter where appropriate.
- Each section starts with reflective questions linking together the chapters in the section.

Part 1 presents a general discussion of various child development theories. Included in Part 1 are chapters on creativity, aesthetic experiences, and social-emotional and physical-mental growth, as reflected in art development theories. Part 1 sets an appropriate theoretical stage for application of these theories in specific curriculum areas presented in Part 2.

Part 2 covers the early childhood curriculum in Section 5 and Section 6. Section 5 covers creativity in curriculum areas. Section 6 addresses creativity in the multicultural, antibias curriculum.

The author and Delmar affirm that the Web site URLs referenced herein were accurate at the time of printing. However, because of the fluid nature of the Internet, we cannot guarantee their accuracy for the life of the edition.

## Acknowledgments

The author gratefully acknowledges the contributions of the many people who helped bring this tenth edition into existence: Casper Holroyd for his understanding and patience with yet another edition taking over our lives, as well as for the cover photo and the many wonderful photos of children; my daughter, Claire M. Holroyd, who gave constant encouragement and the "good for you's" that helped me move along in the process; my stepdaughter, Jane H. Holding, who was always interested in a project that seemed endless to everyone; Gretchen M. Shaffer, director, and the children and staff at Highland Children's Center; Dr. Marcia Alford, principal, Dawn Wade, visual art teacher, and the children at Lacy Elementary School, Raleigh, NC; Dr. Maureen A. Hartford, past president



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Sincere thanks to my developmental and project editors from for their constant assistance and support during the process of publication.

Special thanks to Jane Barrett, my superb yoga instructor, who twice a week listened patiently when I needed to share my latest writing challenges and, more importantly, gave me in yoga the release and separation from writing that helped me survive another edition.

## A Note of Caution

In all of the activity suggestions in this text, knowledge of the child's developmental level is the most basic guideline for use of any activity. However, in the interest of preventing any undue accidents and spread of infections, a few extra cautions follow.

An important note of caution is necessary regarding the use of egg cartons in any and all activities with young children. Because of the risk of the spread of salmonella, it is important that all egg cartons be washed with warm, soapy water and allowed to dry completely before use. For a similar reason, the same washing and drying procedure is required before using all Styrofoam trays that have held meat, fish, or poultry. Another important note is regarding the use of balloons with children under the age of three. Use of balloons with this age group is not recommended due to the danger of accidental aspiration. And finally, the use of any small objects that could fit into a child's mouth must be avoided for children under the age of three.

## Instructor's Manual With Test Bank

A key supplement to the tenth edition of *Creative Activities for Young Children* is the Instructor's Manual. The Instructor's Manual includes answers to review questions, and discussion topics for every chapter of the text. In an effort to make teaching of the ideas in the text even more exciting and interesting for

the student, the Instructor's Manual also includes Observation Sheets, Student Activity Sheets, Small-Group Activity Sheets, and masters for overhead transparencies or projection. These additional teaching aids are provided for each chapter of the text and are tied into the main ideas of the chapter. In addition to these teaching aids, each chapter of the Instructor's Manual provides many supplemental teaching ideas to expand on and enrich teaching of each unit. These teaching strategies range from the traditional (such as activities using two- and three-dimensional media) to the innovative (activities such as an outdoor scavenger hunt for textures).

## Instructor's PowerLecture CD-ROM

The new PowerLecture component provides instructors with all the tools they need in one convenient CD-ROM. Instructors will find that this resource provides them with a turnkey solution to help them teach by making available PowerPoint® slides for each chapter, a Computerized Test Bank, and an electronic version of the Instructor's Manual.

## Professional Enhancement Booklet

The Professional Enhancement booklet for students, which is part of Delmar Cengage Learning's Early Childhood Education Professional Enhancement series, focuses on key topics of interest to future early childhood teachers and caregivers. Topics of interest include the No Child Left Behind Act and its impact on the creative arts; reflective practices; differentiated instruction; special topics in language arts and additional language arts activities; special topics in mathematics, social studies, and nutrition; information on appropriate art centers for different ages of children with examples of guidelines for use; and ideas for storing and maintaining art materials and equipment. Students will keep this informational supplement and use it for years to come in their early childhood practices.

## CourseMate

The CourseMate Web site to accompany the tenth edition of *Creative Activities for Young Children* is your link to early childhood education on the Internet. The CourseMate contains many features to enhance and enrich your understanding of creative activities for the young child.



- **Critical Thinking Forum**—In this section, you have the opportunity to respond to “This One’s for You” and “Think About It” concepts. Various creative activity scenarios and thought-provoking questions test your understanding of the text’s content. You can share your ideas with classmates and interact informally with your instructor online.
- **Web Activities**—These activities direct you to a Web site(s) and allow you to conduct further research and apply content related to creative activities for young children.
- **Web Links**—For each chapter, a summarized list of Web links is provided for your reference.
- **Sample Quizzes**—Questions are provided online to test your knowledge of the material presented.
- **Online Early Education Survey**—This survey gives you the opportunity to respond to what features you like and what features you want to see improved on the Online Companion.
- **Observation Sheets**—These may be printed out and used for further observation of specific concepts in actual classroom settings.
- **PowerPoint Presentations**—These presentations cover the main points of each chapter and can serve as either an introduction to each chapter or a good tool for reviewing the chapter.

The CourseMate icon appears at the end of each chapter to prompt you to go online and take advantage of the many features provided. You can find the CourseMate at [www.cengage.com/login](http://www.cengage.com/login).

## WebTutor

Jumpstart your course with customizable, text-specific content for use within your Course Management System. Whether you want to Web-enable your class or put an entire course online, WebTutor™ delivers. WebTutor™ offers a wide array of resources including videos, quizzes, Web links, and more. Visit <http://webtutor.cengage.com> to learn more.

## Reviewers

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John Funk, University of Utah  
Leah Korth, Eastern Michigan University  
Anita Kumar, Passaic County Community College

## About the Author

Mary Mayesky, Ph.D., author of this tenth edition, is a certified preschool, elementary, and secondary teacher. She is a former professor in the Program in Education at Duke University, former director of the Early Childhood Certification Program, and supervisor of student teachers. She has served as assistant director for programs in the Office of Day Services, Department of Human Resources, State of North Carolina. She is also the former principal of the Mary E. Phillips Magnet School in Raleigh, North Carolina, the first licensed extended day magnet in the Southeast. She has served several terms on the North Carolina Day Care Commission and on the Wake County School Board.

Dr. Mayesky has worked in Head Start, child care, kindergarten, and YWCA early childhood programs and has taught kindergarten through grade 8 in the public schools. She has written extensively for professional journals and for general-circulation magazines in the areas of child development and curriculum design. She is a member of Phi Beta Kappa and was named Woman of the Year in Education by the North Carolina Academy of the YWCA. Her other honors include being named Outstanding Young Educator by the Duke University Research Council, receiving the American Association of School Administrators Research Award, and being nominated for the Duke University Alumni Distinguished Undergraduate Teaching Award. Her first nontextbook work, *Remembering Mrs. O'Donald: Growing, Learning, and Teaching*, a collection of personal stories about her educational experiences, has recently been published.

A marathon runner, Dr. Mayesky has completed 19 marathons and received many awards in road races and senior games. She is an active member of the Raleigh Host Lions Club, having served as its first woman president. Her passions are sewing, biking, running, reading on the radio for the blind, and yoga.

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**P**art 1 presents a general discussion of various theories relating to child development. Beginning with the concept of creativity, theories, techniques, and basic program components and their relationship to the growth of creativity in young children are presented. Within this theoretical context of creativity, Part 1 provides basic information on planning and implementing creative activities for young children. Also included is a section on art and how it is related to the physical, mental, and social-emotional development of young children.

Practical information is included on how to set up an early childhood art program that encourages creativity, with chapters for both two- and three-dimensional activities. The concept of play and its relationship to a child's overall development as well as development of creativity in play is covered in Section 1. Technology and its place in the early childhood program within the context of creativity is also covered in Part 1.

At the end of each chapter in Part 1 are many suggested activities designed to reinforce the concepts covered. A wide variety of field-tested activities for young children up to grade 5 are also included in each chapter.

The review questions and references for further reading provided at the end of each chapter further reinforce the main concepts. Also included at the end of each chapter are suggestions for appropriate software to use with children as well as a listing of websites related to the chapter's topic. In essence, Part 1 sets the theoretical stage for application of these theories in the more specific subject and classroom areas presented in Part 2.

# 1 PART

## Theories Relating to Child Development

### SECTION 1

Fostering Creativity and Aesthetics  
in Young Children

### SECTION 2

Planning and Implementing Creative  
Activities

### SECTION 3

Art and the Development of the  
Young Child

### SECTION 4

The Early Childhood Art Program

