



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title:	Choice Time Play Centers				
Grade Level(s):	Kindergarten				
Duration:	Full Year:	X	Semester:		Marking Period:
Course Description:	The students will choose where they want to play, and then carry out their plans. There are six Choice Time Play Centers: Dramatic Play, Literacy, Blocks, Science/Sensory, Table Toys, and Art.				
Grading Procedures:	Observational checklists, informal assessments, anecdotal notes, photos, videos, conversations with students				
Primary Resources:	Art Center The Art Center area should be inviting. This is an area where the children can channel their creativity and express themselves. In establishing these areas, teachers will want to consider the following: <ul style="list-style-type: none">• Each area should incorporate a variety of materials that encourage creativity such as crayons, paper, glue, scissors, etc. Teachers can include a variety of samples. The types of materials supplied will depend on the “theme” of the area.• Part of the materials list for each area should include items that stimulate literacy activities, like reading and writing. Art books, stories, paper, pencils, labels, white boards are all examples of materials that might be used to promote the development of literacy skills.• Materials should be developmentally appropriate and allow for both creativity and flexibility in play. This includes materials that can be used by all children (unisex) and those that may be used in more than one way.• The goal of all areas should be to develop oral language skills and reinforce grade level appropriate physical, cognitive, and social skills. The materials (or props, as they are sometimes called) should be changed on a regular basis. Different materials on occasion will enhance the area, spark new interest in a much used area, and allow the children to incorporate new experiences in their play.				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: August 2016

Revised: _____

BOE Approval: _____

Unit Title: Choice Time Art Center

Unit Description:

Art: The art center gives children an opportunity to develop their creativity and express themselves. They also develop visual perception, small muscles and fine motor skills. The children explore a wide variety of art media, including paint, paper, crayons, clay, and natural/recycled materials, and working with different textures. They will explore colors, shapes and size relationships.

There are five main skills children work with and develop as they take part in Art Center experiences.

Creativity – Art enhances creativity, which is crucial for innovation and adaptation. Creative people have the ability to see multiple solutions to a problem, employ original thoughts, and use their imagination to produce joy which comes from creating unique products.

Cognitive skills – Art helps build visual perception and visual thinking. It allows the student to explore many mathematical concepts such as size, shapes, patterning, counting, etc. Art involves recording a thought or idea that then can be conveyed to someone else. For this reason, art is often considered the child's first written language. It also offers opportunities to organize thoughts, pose and solve problems, reflect and revise. Finally, art allows students to experiment with cause and effect.

Attention Span/Length of Time – Early ventures into the field of art may only last a few minutes, but as the children grow, develop, and experience more, they will be able to incorporate additional actions and words, which will lengthen the time they engage in such activities.

Social Skills/Interaction – Art allows children to express strong emotions that they may have difficulty verbalizing. It also offers them an opportunity to collaborate and communicate with others. Art builds self-confidence and pride in creating.

Physical development – Art develops large and small muscles and eye-hand coordination.

Unit Duration: One Choice Time Area – Ongoing Throughout the Year

Desired Results

Standard(s):

K.MD.1,.2 Describe and compare measurable attributes

K.G.1-3 Identify and describe shapes

K.G.4-K.G.6 Analyze, compare, create, and compose shapes

K.SL.1-3 Comprehension and Collaboration (conversations, questioning and answering, understanding information)

K.SL.4-K.SL.6 Presentation of Knowledge and Ideas (visual displays and speaking to express thoughts, feelings, and ideas)

K.L.1,.2 Conventions of Standard English (speaking and understanding/expressive and receptive language)

K.L.5,.6 Vocabulary Acquisition and Use (acquisition and usage of words)

8.1.2.A.4 Demonstrates developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

9.1.2 Use a variety of media and technology resources for directed and independent learning activities.

9.1.3 Communicate about technology using developmentally appropriate and accurate terminology

9.1.4 Use developmentally appropriate multimedia resources to support learning

9.11.1 Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom

9.11.2 Demonstrate positive social and ethical behaviors when using technology

9.11.3 Practice responsible use of technology systems and software

Indicators: The students will manage time, space, and materials (including costumes, masks and props) in a Dramatic Play group setting.

The students will communicate with each other, and cooperate with each other.

The students will achieve a deep level of play and demonstrate stamina.

(The teacher will facilitate above indicators).

Understandings:

Students will understand that they will choose where they want to play. If their first center choice is taken, they will understand that they must choose a different play center.

The students will understand that they will be respectful of each other, and will take good care of the materials and their work spaces.

Essential Questions:

How do I share?

How do I take turns?

How do I solve problems?

How do I play with others?

How do I clean up after myself?

How do I use new literacy skills (e.g. vocabulary)?

How do I use new math skills?

Assessment Evidence

Performance Tasks:

Teacher-created checklists (Does the student share/take turns/put away materials/clean up work space/converse with peers/problem solve?)

Anecdotal Notes

Other Evidence:

Photos

Videos

Work Samples

Data Collection Sheets

Benchmarks:

Learning Plan

Art Center Play:

Unit 1-September/October: Suggested Themes – Family, Fire Station, Fall/Halloween

- **Family** – Create a self portrait using mirrors and crayons. Draw family portraits or family members.
- **Halloween** – Create Halloween masks using a variety of materials.
- **Fire Station** – Painting with red , orange and yellow (fire colors)

Unit 2-November/December: Suggested Themes – Fall/Thanksgiving, Holiday Time (e.g.Toy Shop/Bakery)

- **Fall/Thanksgiving** – Create leaf rubbings, make a nature collage using fall items. Use art materials to create turkeys and other Thanksgiving/ holiday themed art
- **Holiday Time** – Use various materials to create holiday cards, gifts for family and friends.

Unit 3-January/February: Suggested Themes-Doctor's Office (Health), Snow and Ice, 100th Day, Valentine's Day

- **Snow and Ice** – Use various materials to create snow scenes etc.
- **Valentine's Day** – Valentine's Day -Creating Valentine's cards by cutting along pre-folded and outlined paper, creating own cards, using sticker, glitter, etc., and following a model to write "I Love You"
- **100th Day** – Create a self portrait as a 100 year old. Use 100 squares of construction paper to create a mosaic.

Unit 4-March/April: Suggested Themes-Farm, Construction Site, St. Patrick's Day, Spring

- **Spring** – Use various art materials to create spring pictures and things associated with spring such as plants, flowers, baby farm animals, kites etc.
- **St. Patrick's Day** – Use rainbow crayons, green paint to create shamrocks, rainbows and leprechauns.

Unit 5- May/June: Suggested Themes-Pet Shop, Campground, Summer Fun

- **Pet Shop** – Paint watercolor pictures of pets. Draw posters for pet shop
- **Campground** – Use items other than brushes(rocks, leaves, twigs, etc) to paint. Create camp necklaces or headwear.

Unit Modifications for Special Population Students

Advanced Learners	Advanced learners are encouraged to label their art and write about their creation. Advanced learners can act as a peer mentor by leading others through the play by asking questions, engaging in conversations, and supporting the imaginary story.
Struggling Learners	Visual cueing; verbal prompting; utilizing a peer mentor; having masking taped outlines to define work spaces and other parameter, displayed work samples, project plan.
English Language Learners	Visual Cues (e.g. pictures of project ideas, pictures labeled in English and native language); consultation with ELL teacher
Special Needs Learners	Visual Cues(samples, modified steps); verbal prompting; utilizing a peer mentor; consultation with Speech and Language Therapist, Occupational Therapist, and/or Physical Therapist; Behavior Modification System (if stated in IEP) Use of adaptive fine motor tools.

Interdisciplinary Connections

Social Studies Standards:

- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

Integration of 21st Century Skills

Indicators:

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

- *In the teaching of rules and procedures, students will learn the use of resources for play.*

9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- *As students develop develop the six main skills, it will enable them to work collaboratively and express themselves in the future..*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *In dramatic play, students will develop necessary skills to communicate effectively.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Writing workshop is a researched based practice to support the learning of writing to a variety of students.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in collaboratively in the dramatic play center as well as within any whole group conversations about the play area.*

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

- *Achieve a deep level of play by incorporating roles, actions, and/or dialogue, leading to meaningful experiences.*

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

- *Encourage students to express themselves throughout imaginary play times.*