



# 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.*

<b>Course Title:</b>	<b>Choice Time Play Centers</b>
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<b>Grade Level(s):</b>	<b>Kindergarten</b>
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<b>Duration:</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>Full Year:</i></td> <td style="text-align: center; padding: 2px;"><b>X</b></td> <td style="padding: 2px;"><i>Semester:</i></td> <td style="padding: 2px;"></td> </tr> </table>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>					

<b>Course Description:</b>	<b>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.</b>
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<b>Grading Procedures:</b>	<b>Observational checklists, informal assessments, anecdotal notes, photos, videos, conversations with students</b>
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<b>Primary Resources:</b>	<p><b>Science and Sensory</b></p> <p>The science and sensory center should allow children to explore natural, and other, objects through observation, and by taking in information through all of their senses. This center would allow children to experience water, sand, seeds, beans, and other materials that can be experienced in a tactile manner. In establishing this area, teachers will want to consider the following:</p> <ul style="list-style-type: none"> <li>• To the greatest extent possible, this center should be set up with living and non-living natural objects (e.g. rocks, feathers, nests, a pet fish, a plant, caterpillars, tadpoles, etc.)</li> <li>• Part of the materials list for each area should include items that stimulate literacy activities, like reading and writing. Paper, pencils, a wipe-off board, address books, notepads, and index cards are all examples of materials that might be used to promote the development of literacy skills.</li> <li>• 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 (e.g. rocks can be observed and illustrated or weighed).</li> <li>• The goal of all areas should be to develop oral language skills and reinforce grade level appropriate physical, cognitive, and social skills.</li> </ul> <p>The materials (or props, as they are sometimes called) should be changed on a regular basis. Different materials (such as a worm or a large peacock feather) on occasion will enhance the area, spark new interest in a much used area, and allow the children to incorporate new experiences.</p>
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# 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 21<sup>st</sup> century skills for College and Career Readiness in a global society

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**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

## **Unit Title: Choice Time Area of Science and Sensory**

### **Unit Description:**

**Science and Sensory:** Children will explore, observe, and record observations of living and non-living things, as well as explore and manipulate objects through tactile means.

Science and Sensory Center remains an integral part of the developmental learning process by allowing children to develop skills in such areas as science, abstract thinking, and literacy, in a timely, natural manner.

Use of Materials/Props – Children will explore natural, and other, objects through observation, and by taking in information through all their senses. They will also investigate water, sand, rice, beans, seeds, etc. using their hands as tools, and man-made tools such as balance scales, measuring cups and spoons.

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

Social Skills/Interaction – Science and Sensory play promotes the development of social skills through interaction with others, peers or adults. As children climb the social skills ladder of development through play, they will move from manipulating objects at the same time without any actual interaction, to exploring/observing/illustrating/experiencing that involves several children playing together. When children come together in a Science and Sensory experience, they have to agree on a topic (basically what they will observe or experience), negotiate roles (e.g. someone is the illustrator), and cooperate to bring it all together. They will also develop the skills they need to cooperate with their peers and learn to control their impulses. Children who can play this way tend to be less aggressive than children who do not engage in this type of play.

Communication – Science and Sensory play promotes the use of language, speaking, and listening skills. When children take part in this type of play, they practice words they have heard others say, and realize that they must listen to what other “players” say in order to be able to respond in an appropriate fashion. It also teaches them to choose their words wisely so that others will understand exactly what it is they are trying to communicate. In order to work together in this situation, children learn to use language to explain what they are doing. They learn to ask and answer questions and use new science words. Personal vocabularies grow as they begin to use new words appropriately, and the importance of reading and writing skills in everyday life becomes apparent by their use of literacy materials that fill the area.

Cognitive – Science and Sensory play center promotes the understanding of science concepts such as comparing, classifying, and inferring. Additionally, children will learn how living things grow and change (plants and animals), and realize how to care for living things.

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

### Desired Results

#### Standard(s):

- K.P1.1,.2 Understand the positions and motions of objects and organisms in the environment.
- K.P2.1,.2 Understand how objects are described based on their physical properties and how they are used.
- K.L.1.1,.2 Compare characteristics of animals that make them alike and different from other animals and non-living things.
- K.MD.1,.2 Describe and compare measurable attributes
- K.W.3 Text Types and Purposes (narration of an event)
- 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)
- 8.1.2.C.1 Collaborate with peers by participating in interactive digital games or activities.
- 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 in a group setting.
- The students will communicate with each other, and cooperate with each other, especially in regard to playing board games.
- 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 (especially the living things) 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. science vocabulary)?
- How do I use new math skills?
- How do I use new science/observation 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

### Science and Sensory Learning Activities:

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

- **Fall/Halloween** – Students will explore dried leaves, apples, acorns, mums, and then draw/color/label what is observed.
- **Family** – Use magnifiers with a variety of classroom supplies (pencils, crayons, erasers, scissors, etc.), and talk to each other about their observations, then illustrate/label.

**Unit 2-November/December:** Suggested Themes-Fall/Thanksgiving, Holiday Time

- **Fall/Thanksgiving** – Use magnifiers with a variety of objects such as acorns, gourds, and even Woolly Bear caterpillars and illustrate/label what is observed; use a balance scale to compare weights of objects.
- **Holiday Time** – Use Play Dough, Play Dough tools, and holiday ornament cookie cutters to create holiday shapes.

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

- **Snow and Ice** – Use measuring cups and spoons, tongs, and various containers in a snow/ice table.
- **Valentine's Day** – Mold Play Dough and use heart-shaped cookie cutters and other tools.

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

- **Colors** – Conduct color experiments (spectrum).
- **Signs of Spring** – Observe and record signs of spring (caterpillars, tadpoles, seedlings). Use clay or Play Dough to create animals, flowers, etc.

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

- **Campground** – Observe/gently touch and illustrate earthworms in soil. Observe and illustrate the life cycle of caterpillars to butterflies over the course of two-three weeks.
- **Summer Fun** – Incorporate ocean animal figures into water table.

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Advanced learners are encouraged to label and/or write about what they're building or creating (as needed), as well as to use tools (magnifiers and microscope). Advanced learners can act as a peer mentor by leading others through the table top play by asking questions, engaging in conversations, and supporting their ideas.
<b>Struggling Learners</b>	Visual cueing; verbal prompting; utilizing a peer mentor; having masking taped outlines to define work spaces and other parameters as they explore and observe in the Science and Sensory area.
<b>English Language Learners</b>	Visual Cues (e.g. pictures of ideas and suggested activities in the Science and Sensory center); pictures labeled in English and native language; consultation with ELL teacher if needed
<b>Special Needs Learners</b>	Visual cueing; 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, if needed (such as chunky tongs/strawberry hullers).

## 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 21<sup>st</sup> 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 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 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.*