



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
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Grade Level(s):	Kindergarten
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Duration:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><i>Full Year:</i></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><i>Semester:</i></td> <td style="width: 50px;"></td> <td style="text-align: center;"><i>Marking Period:</i></td> <td style="width: 50px;"></td> </tr> </table>	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
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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.
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Grading Procedures:	Observational checklists, informal assessments, anecdotal notes, photos, videos, conversations with students
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Primary Resources:	<p>Table Toys and Math</p> <p>This center should allow children to manipulate a variety of small objects with their hands. The students will also engage in math exploration and math skills practice, through game play, and other hands-on activities. In establishing this area, teachers will want to consider the following:</p> <ul style="list-style-type: none"> Games, various math activities, and even block-building on a small scale can be included in this area. The types of materials supplied will depend on the “theme” of the area. Materials can include one-inch cube blocks, puzzles, Unifix cubes, number games (such as Top-It), turn-taking games (such as Candy Land), Everyday Math games, bear counters, and buttons. 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, notepads, and index cards 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 (e.g. Unifix blocks can be counted, sorted, placed in a pattern, or used to build a structure). The goal of all areas should be to develop oral language skills and reinforce grade level appropriate physical, cognitive, and social skills. <p>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.</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 21st century skills for College and Career Readiness in a global society

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Under the Direction of:

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Revised: _____

BOE Approval: _____

Unit Title: Choice Time Area of Table Toys/Math

Unit Description:

Table Toys/Math: Children will build, count, sort, classify, measure, create patterns, and play games at this center.

Table Toys/Math remains an integral part of the developmental learning process by allowing children to develop skills in such areas as math, abstract thinking, and literacy, in a timely, natural manner.

Use of Materials/Props – Children will manipulate small objects, including natural objects, with their hands. Examples of materials include one-inch cube blocks, acorns, rocks, small sticks, buttons, and bear counters. Math skills will also be practiced in this center. The students will count, sort, classify, measure, and create patterns. They will also combine or take apart sets of objects. The kindergartners will play math games, including iPad math games.

Attention Span/Length of Time – Early ventures into the field of Table Toys/Math 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.

Social Skills/Interaction – Table Toys/Math 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 playing/manipulating/constructing that involves several children playing together. When children come together in a Table Toys experience, they have to agree on a topic (basically what they will create, count, or otherwise quantify), negotiate roles (e.g. someone is the Numbers Bingo caller), and cooperate to bring it all together. Especially through turn-taking game play, 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 – Table Toys/Math 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 math 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.

Cognition – Table Toys/Math promotes the development of Number & Operations and Algebra understandings through counting, sorting, classifying, ordering, making patterns, and joining-and taking apart-sets. This center promotes the development of Geometry understandings through creating shapes and structures. Additionally, Measurement understandings are realized by the students comparing and ordering objects, as well as measuring objects using standard and non-standard measurement tools.

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

Desired Results

Standard(s):

K.CC.1.,3 Know number names and the count sequence

K.CC.4.,5 Count to tell the number of objects

K.CC.6 Compare numbers

K.OA.1-5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from (combining and removing)

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

K.MD.3 Classify objects and count the number of objects in each category

K.G.1-3 Identify and describe shapes

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

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

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 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

<p>Performance Tasks: Teacher-created checklists (Does the student share/take turns/put away materials/clean up work space/converse with peers/problem solve?)</p> <p>Anecdotal Notes</p>	<p>Other Evidence:</p> <p>Photos</p> <p>Videos</p> <p>Work Samples</p> <p>Data Collection Sheets</p>
<p>Benchmarks:</p>	

Learning Plan

Table Toys/Math Learning Activities:

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

- **Fall** – Students will put together fall-themed puzzles and lacing cards. They will play Hi-Ho Cherry-O.
- **Halloween** – Students will build and create patterns with Halloween colors of Unifix cubes (black, orange, and white).

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

- **Fall/Thanksgiving** – Students will put together fall-themed puzzles, and play seasonally-themed matching games.
- **Holiday** – Students will sort/classify/create patterns with holiday colored counting bears (red, green, and blue), and may incorporate Unifix blocks or one-inch cube blocks to create homes for their bears.

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

- **100 Items** – Create sets of 100 objects (e.g. 10 sets of 10 Unifix cubes or 5 sets of 20 links).
- **Doctor's Office/Health** – Put together puzzles featuring people (the human body), teeth, sports, and healthy foods. Also, play the Operation game.

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

- **Construction Site** – Put together seasonally-themed puzzles and construction worker puzzles. Play matching games to match community helpers with their tools.
- **Farm** – Use attribute blocks and tangrams to create animal and building shapes.

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

- **Summer Fun** – Count and categorize seashells. Play Go Fish. Play Memory with ocean animals cards.
- **Campground** – Create campsite scenarios on a small scale, using tree log blocks and small woodland animal figures.

Unit Modifications for Special Population Students

Advanced Learners	Advanced learners are encouraged to label and/or write about what they are building or creating (as needed). 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.
Struggling Learners	Visual cueing; verbal prompting; utilizing a peer mentor; having masking taped outlines to define work spaces and other parameters as they build, manipulate, and play in the Table Toys/Math area.
English Language Learners	Visual Cues (e.g. pictures of ideas and suggested activities in the Table Toys center, number grid); pictures labeled in English and native language; consultation with ELL teacher if needed
Special Needs Learners	Visual cueing (e.g. pictures of ideas and suggested activities in the Table Toys center, number grid); 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 and materials, if needed (such as knob puzzles).

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.*