Creative Day in PK

Annemarie Hanrahan & Karen Griffin
TO DO LIST

1.
2.
3.
4.
5.
The PK Day

- Group time - morning meeting, read-alouds, poems and songs
- Choice Time
- Outdoor Choice Time
- Meals - breakfast and lunch
Questions to Consider

▪ What will Literacy, Numeracy, Social-Emotional Learning, and Technology look like in our Interest Areas?

▪ How can we incorporate these into our Daily Schedule?
Units of Study

- **Topics:**
  - Beginning of the Year
  - Buildings
  - Reduce, Reuse, Recycle
  - Clothes
  - Trees
  - Balls

- **Structure:**
  - Getting Started (The WHY)
  - Beginning of the Study (Exploring)
  - Investigating the Topic (Investigations)
  - Celebrating the Learning (Closing the Study)
WHICH EMOJI ARE YOU?
Interest Areas (in the Classroom)

- Blocks
- Dramatic Play
- Toys & Games
- Art
- Library
- Discovery
- Sand & Water (Sensory)
- Music & Movement
- Cooking
Gallery Walk

- For each interest area:
  - What do you think you will see?
  - What will students be doing?
  - What will teachers be doing?
<table>
<thead>
<tr>
<th>Objectives for Development</th>
<th>Virginia Foundation Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-emotional</td>
<td>Personal &amp; Social Development</td>
</tr>
<tr>
<td>Physical</td>
<td>Health &amp; Physical Development</td>
</tr>
<tr>
<td>Language</td>
<td>Oral Language (Under Literacy)</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Cognitive (Personal &amp; Social)</td>
</tr>
<tr>
<td>Literacy</td>
<td>Literacy</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>History &amp; Social Science</td>
</tr>
<tr>
<td>Arts</td>
<td>Visual Arts &amp; Music</td>
</tr>
</tbody>
</table>
Blocks

- **Literacy**
  - Using and creating signs to direct traffic
- **Mathematics**
  - Creating a structure that has more or fewer blocks than a friend’s structure
- **Arts**
  - Build *Three Little Pigs* houses and use animal props or small, different colored blocks to retell the story
Dramatic Play

- Social-Emotional
  - Sorting play money so everyone has some to use

- Physical
  - Pouring water from a pitcher into a cup without spilling

- Arts
  - Make a flower arrangement with tissue paper and pipe cleaners

Image taken from Creative Curriculum, Volume 2 Interest Areas, page 36
Toys & Games

- Social Studies
  - Giving a classmate direction to move a game piece around the board
- Mathematics
  - Stringing beads in a pattern or according to a given number
- Arts
  - Creating designs with pegboard and lighted pieces

Image taken from Creative Curriculum, Volume 2 Interest Areas, page 59
Art

- Literacy
  - Signs her name in the bottom right corner of her drawing
- Mathematics
  - While looking at a painting: “The cow looks small b/c it is far away.”
- Social Studies
  - Making a clay figure: I have to add earrings because I’m wearing earrings today.”
KEEP CALM AND ENJOY VACATION
Library

- Social-Emotional
  - Discussing with teachers and classmates a time when they felt scared, after re-reading *Ira Sleeps Over*

- Physical
  - Using a hole punch and stapler to make a book

- Social Studies
  - Making a map of all the places Little Red Riding Hood visited on her journey through the woods
Discovery

- **Science & Technology**
  - Touch a magnet to objects to figure out which sticks to the magnet & which do not.

- **Cognitive**
  - Create a graph of rocks

- **Physical**
  - Use a small screwdriver to take a broken clock apart

Image taken from Creative Curriculum, Volume 2 Interest Areas, page 146
Sand & Water

- Physical
  - Carrying a pail of water to the table; emptying the pail of water into the table

- Literacy
  - Writing their name, or other known letters, in sand

- Arts
  - Filling bottles with varying amounts of water and exploring the sound made when blowing air over the opening
Music & Movement

- Physical
  - Walks across a balance beam; throws & catches a beanbag; plays Follow the Leader

- Literacy
  - Points to and sings the words on a song chart

- Social Studies
  - Cut pictures out of a magazine of musicians & dancers for a class book
Cooking

- **Literacy**
  - Writing a recipe for a friend to follow the directions
- **Mathematics**
  - Measuring and counting tablespoons of sugar to make lemonade
- **Science**
  - Exploring textures and physical properties of different foods
KEEP CALM AND ENJOY VACATION
Technology

- Consuming vs. Creating
  - How are students interacting with technology?
  - What is the student’s level of involvement?
- Flexibility and Portability
- Examples:
  - Discovery
  - Library
  - Music & Movement

Image taken from Creative Curriculum, Volume 2 Interest Areas, page 240
Self-Check (Revisited)

- Go back and look over your Self-Check
- Choose 2 Interest Areas to focus on (an area of strength and an area of growth)
- Turn & Talk
Questions?
Thank you for Attending!

Please give us feedback on this session!
2. Click on the session.
3. Leave feedback.

Be on the lookout for a survey regarding your full conference experience emailed to you after the conference.