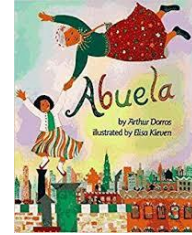


WEEK 2 Day 1



## Art Studio Table: Playdough 2

As children explore the playdough freely, additional materials are added over time and according to children’s interests.

<b>Big Ideas</b>	Individuals or citizens come together to work, live, learn and relate to each other in communities. People in communities represent their experiences and traditions through artistic expression.
<b>Guiding Questions</b>	What does it mean to be a member of a community? How do you most effectively communicate your thoughts, ideas, feelings and traditions?
<b>Vocabulary</b>	<b>curious:</b> interested <b>collaborate:</b> to work together <b>introduce:</b> to show something new <b>companion:</b> friend <b>represent:</b> to show
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● playdough (see recipe in Week 1)</li> <li>● sculpting tools, such as cookie cutters, rolling pins, craft sticks, toothpicks</li> <li>● caddies, bins, or other containers to keep tools organized and accessible</li> <li>● figurines of animals and people</li> <li>● paper</li> <li>● writing and drawing tools</li> </ul> <p>Prior to the start of the school day or during arrival with a small group of children, make a large batch of playdough.</p>
<b>Intro to Centers</b>	<p style="text-align: center;"><i>In the Art Studio today we have added [rolling pins and cookie cutters] for you to use with the playdough.</i></p> Hold up the materials. <p style="text-align: center;"><i>How might you use these materials?</i></p>

	<p>Solicit a few ideas from the group.  <i>What new ideas do you have for using the playdough?</i></p> <p>Solicit a few ideas from the group. Invite a couple of children to use the playdough to demonstrate their ideas.</p> <p>Remind children of expectations for cleaning up when finished.  <i>When you are finished using the playdough, roll it back into a ball so it is ready for the next person to use, and put the tools away.  Cleaning up is an important responsibility in K2.</i></p> <p>Model putting materials away.</p>
<b>During Centers</b>	<p>Children continue to freely explore the playdough using an expanded variety of tools.</p> <p>Observe and then join the children, asking them to describe or show how they are using the playdough and tools. Follow the children’s lead, trying out some of the techniques they describe and using rich and precise vocabulary to narrate what they are doing.</p> <p>Invite children to work collaboratively with the playdough.</p> <p>Consider offering other tools to foster their ideas.</p> <p>Take observational notes about children’s exploration and language.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How does the playdough feel?</li> <li>● What ideas do you have for using these tools?</li> <li>● What do you notice your friend is doing with the playdough?</li> <li>● How could you collaborate to use the playdough together?</li> <li>● Now that you are finished, what can you do to get the materials ready for other children to use?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Civics and Government 1</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>