

Halfway Through our High Scope Implementation Plan

submitted by Dr. Robin Hooper

**Individual
commitment to a
group effort —
that is what
makes a team
work, a company
work, a society
work, a
civilization work.**

-Vince Lombardi



At this point we are halfway through our High Scope Preschool Curriculum implementation plan for our Universal Prekindergarten program. Currently, our High Scope Mentors are attending training sessions held in conjunction with Head Start staff at the Head Start main offices. High Scope mentors are learning training strategies and High-Scope curriculum content. The training is focused on creating and presenting professional development and on providing observation feedback to support teachers in the classroom. Four of the seven weeks of training are focused on the curriculum content to enable the High Scope mentors to turnkey their learning to our teachers. The goal of the Training of Trainers program is for High Scope mentors to become certified High Scope trainers. With the certification of our mentors, Rochester will develop the capacity to support the further growth and implementation of the curriculum more independently.

Other components of this year's High Scope curriculum implementation include ten days of consultant visits to UPK classrooms in our schools and agencies, online coursework, district-wide professional development sessions for staff, and the facilitation of long term planning for implementation in the years ahead. Additionally, ten teachers have been selected to begin an assessment pilot using Ipads to input anecdotal records and Child Observation Record data to monitor students' progress. In Rochester we are on target to meet our implementation goals for this year.

We are also launching our registration process for students transitioning to kindergarten. Parents will be able to register their children for kindergarten at our Student Placement Center at 175 Martin St. The deadline for the kindergarten lottery is March 2nd. Parents can register on the following dates at other locations:
February 1, 8, 15, and 29, 5 to 6:30 p.m.: School # 33, 500 Webster Avenue, 14609
Thursday, February 9, 8 a.m. to 5 p.m.: Jefferson Avenue ABC, 640 Jefferson Avenue,
Wednesday, February 15, 5 to 7 p.m.: Lake Avenue Volunteers of America, 214 Lake Ave

Please remember to register by March 2nd to have the best opportunity to get the placement of your choice.

Save the Dates!

**Kindergarten
Lottery deadline
March 2, 2012**

**NYSAEYC
Annual Conference
in Buffalo
April 19-21, 2012**

**Transition to
Kindergarten
May 19, 2012**

Celebrating Our Success

submitted by Cati Chilano, RPPP #39



Some children in our morning class constructed a "palace" with unit blocks during work time. First 3 children started by creating a system of handing one block to another starting at the block shelf and going over to where they built. Then two of them made the floor and built up from there.

Children in our classes are getting a good foundation in lots of skills they'll need in their future. Planning, problem solving and negotiating are all important skills. They're having fun too!

Fine and Gross Motor Activity Suggestions From Moving Minds

submitted by Carol Bedenik-Carmel and Andrea Gerhardt

Carol and Andrea from Moving Minds have been busy doing screenings this year in the RPPP classrooms. They have compiled a list of activities to improve a child's gross and fine motor skills. These activities specifically target the skills which were assessed on the motor screen. Keep moving and playing with your children and come up with more!

Ideas to help students who had difficulty on the fine motor screen:

- Use tongs, tweezers, clothespins to pick up small objects:
 - Cotton balls, pom-poms, dry beans to put in various sized containers
- Students put three small objects in palm of hand (bingo chips, pennies, marbles, paper clips) and transfer one item at a time to fingertips to place in a slotted container.
- Feed the tennis ball:
 - Slit the tennis ball to create a mouth
 - Add eyes and nose
 - Squeeze the tennis ball with one hand to open mouth
 - "Feed" it with bingo chips, pegs, letter tiles, etc.
- Play-doh
 - Roll into small balls between thumb, index and middle fingers to form shapes, first letter of name
 - Cut play-doh with scissors after student has rolled into a 'snake'
- Hole Punch Art
 - Punch holes along an outlined shape, letter or simple drawing
- Nuts and Bolts
 - Matching nut to corresponding bolt and twist it on
- Eye Dropper Art
 - Use materials such as coffee filters, paper towels
 - Colored water
 - Work on controlling the eye dropper to release only one drop of water at a time to create picture (making the dots of a lady bug different colors)
- Tissue Paper Art
 - Students tear tissue paper into small pieces
 - Crumble into small balls
 - Decorate picture
- Stringing Beads
 - Students replicate patterns
 - Group by size, shape or color
- Lacing Cards
 - Can make own design from cardboard and hole punch to lace

Ideas to help students who had difficulty on the gross motor screen:

- Walking on a tape line
 - Have children walk on a tape line to transition from one area of the room to another (example: to go from greeting time to small group time, etc.)
 - Children can pretend to be a pirate or a tightrope walker as they walk on the tape line.
 - Teacher encourages children to:
 1. walk forward on the tape line,
 2. walk with feet close together: heel-to-toe
 3. walk with their hands on their hips.
- More balance activities:
 - Have children get on their hands and knees, (quadruped position). Tell them to raise one arm and the opposite leg – you can assist them in assuming this position. Encourage the children to hold this position with their arms / legs out straight and off the floor until you count to "10" or until the music starts.
 - Have children pretend to be a "statue" by standing on 1-leg while you count to "5". They can also try this while balancing a bean bag on their heads. This might elicit better cooperation / effort.
 - Using a bean bag:
 1. Place on their heads and walk without it falling off.
 2. Have children walk on a tape line while balancing a bean bag on their head.
 3. Place all the bean bags in a pile. Each child places a bean bag on his head, walks with to a container, and without using his hands, drops it into the container.
- Other Ways to Develop Leg Strength:
 - Kicking a ball – roll a ball to a child and have him kick it back to you. You can vary the speed in which you roll the ball.
 - Broad Jump – child should see how far they can jump, (taking off and landing on 2-feet).
 - Pushing a Weighted Box – the box should be heavy enough that the children need to make an effort to move it, but impossible to move.
 - Braided Rope Pull –Using a braided rope, a child stands on 1-spot to pull another child who is sitting in a laundry basket. (This activity is a transition card found on the Early Childhood website embedded programs under Moving Minds.)

Professional Development—So Many Resources

District-Wide, Online Courses, High/Scope Resource Books and our Teaching Staff

Online Courses from High/Scope

UPK Teaching Staff have registered for almost 100 online High/Scope classes. There's still an opportunity for taking additional classes. Please fax (262-8273) requests by 2/10/12

- _____ **Intentional Lesson Planning**
—\$65 per person Feb. 20 – Mar. 19
- _____ **Small-Group Time for Active Learners**
—\$125 per person, Feb. 20 – Mar. 19
- _____ **Large-Group Time for Active Learners**
— \$125 per person, Mar. 5 – Apr. 2
- _____ **Planning and Recall**
— \$120 per person, Mar. 12 – Apr. 16
- _____ **Work Time**
— \$65 per person, Feb. 20 – Mar. 19
- _____ **Child Observation Record (COR)**
— \$240 per person, Mar. 12– Apr. 16
- _____ **Using COR Data to Inform Instruction**
— \$120 per person, Mar. 5 – Apr. 2

Name: _____

UPK Site: _____

Email Address: _____

Mailing Address: _____

District-Wide on February 1, 8 and 15

Emergent Literacy Skills: Letters and Sounds

All UPK teachers are expected to attend as well as the Education Consultants from our Partner Agencies. Assistant Teachers, Paraprofessionals and other support staff are always welcome. Please register on avatar to help us in planning and to allow us to send reminders on materials needed. This month we will need you to bring the Growing Readers Cards A73-A81 and Small-Group Times to Scaffold Early Learning.

Dinosaur Stew *submitted by Joie Markham, UPK Teacher at CPGR*

After attending the January District-wide Professional Development on Comprehension, where we worked with the book, Story Starters for Group Times, **Brenda Jones**, assistant teacher at the Community Place of Greater Rochester UPK class, tried the activity called Dinosaur Stew. The children in her small group were very interested in dinosaurs.

For this activity she told the children that we had some hungry dinosaurs and that we were going to make dinosaur stew. She gave everyone an apron and one boy said "boys don't wear aprons." Another child replied "boys can be a chef". Another child was so excited he said "Let's make the dinosaur stew for my triceratops." She gave the children a ball of play-dough, spoons, bowls, plastic knives, spatulas, rolling pins, pot holders, measuring spoons, measuring cups, and one big pot. The children were very excited and engaged in making the dinosaur stew. They used a lot of math vocabulary such as tiny, small, big, more, and a lot. They were also very talkative about the kinds of food they wanted to make for the stew. The children added meatballs, ribs, chicken, potatoes, carrots, corn, peas, rice, and grits. Then the children had a discussion about seasonings. They measured out real black pepper and parsley flakes. They all had a turn to add their ingredients and stir them into the pot. One of the children said "Is the stew ready yet? Triceratops is hungry!" Some of the children decided that the stew was yummy, and some said it was yucky and that it was only good for dinosaurs! It was a great small group that had everyone's interest. Even children who do not share a lot of language, couldn't stop talking about it!!

Share your success stories with the High/Scope Curriculum. Send to jeanne.herrick@rcsdk12.org.



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"In School Field Trip" to #23 Science Lab *submitted by Teri Kenyon*



Maureen Farrell, RPPP's Parent Group Leader at School #23, meets weekly with parents of students attending UPK. Parent discussion evolved into looking for ways to enhance their child's UPK experience and provide more opportunities for them. They planned an 'in school fieldtrip.' Students visited school #23 Science Lab



and were able to explore chemistry with their parent's help. Parents and Maureen planned the visit, set up the room and staffed the experiments. Here are some pictures from that educational and fun-filled day. It would not have been possible without the support of families! The students and families are still talking about that terrific day.