

Mathematical Thinking is Second Nature to our Preschool Students! *submitted by Dr. Robin Hooper*

"Mathematics experiences for very young children should build largely upon their play and the natural relationships between learning and life in their daily activities, interests, and questions."

- D. H. Clements

**Transition to Kindergarten
 Family Event
 Saturday, May 4, 2013
 10:00 a.m. — 2:00 p.m.
 # 33 School and the
 Ryan Center
 500 Webster Avenue**



This event is for our current UPK children, who will be entering Kindergarten in the fall, and their families. Please distribute the flyer (coming soon) and encourage families to attend.

Long before our preschoolers enter the classroom they have a sense of quantity in their daily activities. Provided with a choice between two items most children can identify the larger item of two; particularly if the items are something desirable such as pizza or cake. In a similar manner preschoolers can usually identify when a piece is missing from a simple pattern. During the prekindergarten year teachers focus on solidifying student skills in the areas of counting, understanding one-to-one correspondence and how parts work to make up a whole item. Teachers seek to make math real for their students by exploring concepts using items in the environment. Our newsletter this month features some of the learning activities teachers are using in our classrooms to support our students in developing their skills in mathematics.

The month of April also brings a focus on transition for our students and their families as they continue to prepare for entry into kindergarten in the fall. In March we held our first Transition Summit in collaboration with our local Action for a Better Community Head Start program. Approximately 90 parents, Pre-K and kindergarten teachers, agency directors, district administrators, college and community representatives attended the summit. Attendees enjoyed a keynote address from Hope Lesane, a former Pre-K and current kindergarten teacher from New York City. Later in the day, working groups focused on identifying strengths and areas of focus in our district's current transition processes. The information is being used to develop a Rochester plan for transitioning students from prekindergarten, childcare, home and other programs for entry into kindergarten. Attendees of the summit provided positive feedback about their experiences and we are hoping to hold another summit next year.

Additionally, the Early Childhood Department is preparing to hold its fifth Transition Family Event for our UPK students who will be attending kindergarten next fall. The event will be held on Saturday, May 4th from 10:00 AM-2:00 PM at 500 Webster Avenue. The event will feature workshops for parents and learning activities for students and their families. We hope many families will be able to participate this year!



Pre-K Math *submitted by Teri Kenyon*

For Small Group Time, each student received a basket with dice, bears and a bowl. Children rolled the dice and counted bears to match each die and then added them together. Here a child has rolled $6 + 2 = 8$ with her dice and placed 8 bears in her bowl.

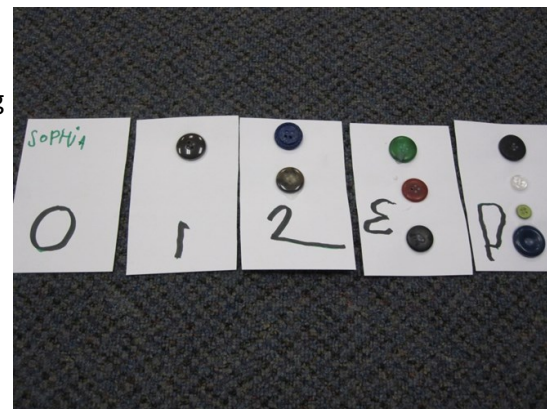
CCLS: Domain 5: Cognition and Knowledge of the World-Mathematics. Counting and Cardinality –3; Operations and Algebraic Thinking—1.

Math in the Pre-K Classroom *submitted by Patty Pitts and Kathy Kuehne, # 52 School Prekindergarten Foundation for the Common Core—Domain 5: Mathematics*

Counting and Cardinality: Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).



Since the beginning of the year, we have been counting and recognizing numbers daily; at the message board, through songs, books, and always counting to answer “How many?” For example, when planning, I ask “How many blocks will you use to build your tower?”



Operations and Algebraic Thinking: Duplicate and extend simple patterns using concrete objects.



All year we have been working with materials that have patterns.

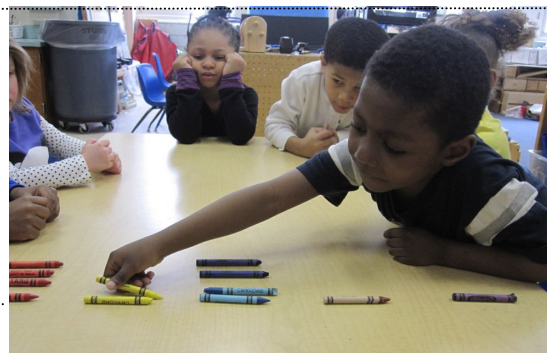
- Beads, small blocks, sticks, peg and pegboards to copy, extend, and create patterns
- Pattern Blocks
- Signs of routines that follow a pattern (daily routine)
- Songs and repetitions in melody, rhythm, and words
- Books that feature recurring words and rhyming phrases

“I made a pattern: heart, circle, star, heart, circle, star.”

Measurement and Data: Sort and count the number of objects in each category.

HighScope Numbers Plus #6 in Data Analysis—Favorite Colors

We drew pictures of our favorite color and then graphed our favorite color. We talked about what color we used the most and what color we used the least. We have been working with simple ways of representing data, such as charts, lists, graphs and tabulations.



Geometry: Create and build shapes from components (e.g., sticks and clay balls).



We had been composing and decomposing shapes for a month. Pattern blocks, magna-tiles, legos, hollow blocks, etc. were used to build and transform shapes as we built various structures. While actively engaging children with the various shapes, we built and extended their geometric vocabulary.

HighScope Numbers Plus # 11 in Geometry: Marshmallow Shapes



“Look, I made a rhombus!”

“I made a box with big squares.”

Happy 100th Birthday, Unit Blocks! *Submitted by Judith Benhamou, Caring and Sharing*



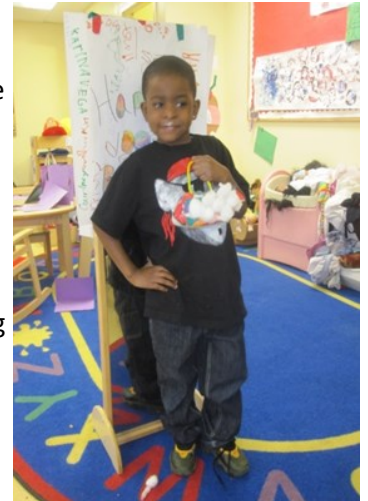
Unit Blocks—a Preschool Classic

Unit blocks have long been recognized as basic building blocks for UPK classrooms with math standards embedded into them. For the past few weeks, Ms. Euri and Ms. Courtney’s UPK class has spent time learning a lot about Tracing, Measuring, Counting, Comparing and Naming Plane and 3D Geometrical Shapes from Unit Blocks.

Did you know that Frank Lloyd Wright attributed his love of architecture to his pre-school experiences of building with blocks? Put the math components and the celebration of 100 happy years of Unit Blocks in the hands of preschoolers and you’ve got the makings for a super “Block Party”, which is what the children planned and enjoyed at Caring and Sharing Child Care Center.

The children did all the planning during Large Group Time for what they wanted for their Block Party, which included songs about shapes, making decorations, decorating the blocks for the party having a Shapes Parade through our center and making Birthday Cupcakes with real ingredients in the House Area! Cooking has many math components such as measuring, temperature and time.

CCLS Domain 5- Mathematics. Mathematical Practices: c, d, e, f, g. Geometry—Identify and describe shapes: 1 and 2. Analyze, compare and sort objects: 1 and 2.



Celebrate with Math!



Jean Moe, # 41 School, planned a small group fine motor activity to support the book Froggy Eats Out. The children used chopsticks to grasp and pick up “meatballs” of various sizes (fuzz balls) and place them on a “placemat” (grid). Both the 3 year olds and 4 year olds were successful in using children’s chopsticks with a plastic FunChop child aid. Parent group discussion revolved around teaching table manners to our children. This activity supported fine motor strengthening, literacy, and math concepts in the HighScope curriculum.

Grid Activity supports CCLS Domain 5— Math: Measurement and Data—Sort: 1, 2.

After dressing all the Potato Head people, this child at ABC Hudson Ave. worked with M’Lou Speranza, making and singing patterns with the hat colors, “Red, yellow, red, yellow” and then a pattern of 3, once again singing the colors on 3 different pitches (*Musical tip from M’Lou: “I find this really helps a lot of children with patterning!”*) and eventually, she was able to make her own pattern. CCLS Domain 5—Math: Operations and Algebraic Thinking—Understand simple patterns: 2





Rochester City School District
Department of Early Childhood
131 W. Broad St.
Rochester, NY 14614



Phone: 585-262-8140
Fax: 585-262-8273
jeanne.herrick@rcsdk12.org
www.rcsdk12.org/PreK

Rochester Kindergarten Transition Summit

Supporting School Readiness through Partnerships

Action for a Better Community (ABC) Head Start and the Rochester City School District Department of Early Childhood collaborated on Rochester's first Kindergarten Transition Summit, which took place on March 26. We were formally welcomed by **James Norman**, CEO of ABC.

About 90 participants, who included Pre-K and kindergarten teachers, program administrators, directors, parents and other community members, were inspired by our keynote speaker, **Hope Lesane**, who has been both a Pre-K and a kindergarten teacher. Hope shared her efforts working with both children and families for positive transition experiences.

Meg McNiff, SED Office of Early Learning, shared a draft copy of the Transition Self-Assessment document and asked for feedback. **Patty Persell**, NYS Head Start Collaboration director, presented her document, New York State Early Learning Alignment Crosswalk, which takes a side-by-side look at the Head Start Child Development and Early Learning Framework, the NYS Early Learning Guidelines and the NYS Prekindergarten Foundation for the Common Core.

Maxine Smith, ABC Head Start, and **Robin Hooper**, RCSD, who jointly planned this event, presented an overview of facts about the transition process and shared preliminary results of our local parent survey on the transition process. They then gave the teams our charge for the remainder of the day, which was to identify strengths and areas of focus regarding the current transition process and provide recommendations for improving transitions. Many participants named both this summit and our Transition to Kindergarten family event among the things done best.



Patty Persell and Meg McNiff addressed the group.