

The Arts are integrated into Literacy Learning in the Preschool Classroom *submitted by Dr. Robin Hooper*

Every child is an artist. The problem is how to remain an artist once he grows up.

-Pablo Picasso

Check out the 10 new classes from WXXI now listed on avatar. You will find them at UPK_WXXI.

These classes are at WXXI and include hands-on science, math, technology and literacy experiences. Participants will receive activities for classroom or to send home.

Registration for professional development available online using avatar:

<https://rochesterny.courseinsite.com>

Without this playing with fantasy no creative work has ever yet come to birth. The debt we owe to the play of imagination is incalculable.

-Carl Jung

In our preschool classrooms students learn literacy skills through role-playing, singing, chanting, drawing, painting and creating things that express their thoughts and feelings. Rich literacy learning occurs when teachers engage students in discussions of their artistic expressions using open-ended questions to provide opportunities for critical thinking. Students should be encouraged to share customs and practices from their own cultures and family traditions and to respect the cultures of others. Teachers support culturally responsive behavior through modeling the behavior, their encouragement of classmates to share experiences and by exposing students to other cultures using literature, songs, activities, photos and artifacts. The arts engage young learners in expressing themselves in a manner that encourages them to stretch and grow.

Our prekindergarten students have been chanting, illustrating and acting out nursery rhymes they have been learning in the classrooms. Items in learning centers in the classroom support culturally responsive practices by mirroring items in the students' cultures, for example containers from a variety of foods common to cultures represented in the classroom in the house area. The availability of a variety of clothing in the dramatic play area from cultures represented in the classroom as well as other cultures supports cultural responsiveness and cultural learning. Songs and word plays engage students in performing as a group as they learn to move and think; providing opportunities for brain development and increased learning. Student art in the form of drawing, painting and creating three-dimensional artwork serves as a basis for communication in discussions with adults about what the artwork represents. As our students express themselves in their artwork, through role-playing and songs they are becoming increasingly more literate and knowledgeable about their world.



Sculpting Outside

submitted by Rita Agostinelli, RPPP teacher School #01 pm

Children worked together to create a snowman.

While enjoying the fresh air and using their large muscles, they created this visual representation.

Many science and literacy activities can extend this hands-on experience.

CCLS: Domain 5, The Arts, Visual Arts, 1. a-e

The Arts at School 01, RPPP submitted by Rita Agostinelli



Chalk on Pavement
Take art outside
CCLS: Domain 5—Visual
Arts. 1. a, b and e



Message Board Art
Child uses the message board to share family plans for the weekend.

CCLS: Domain 5—Visual
Arts. 1. a, e

Throughout the day, both inside and outside the classroom, children are experiencing the Arts. In Rita's class, the children express themselves with puppets, supporting both language development and dramatic play.

CCLS: Domain 5—The Arts. Theatre/Dramatic Play 5. a-d and (I'm sure they had an appreciative audience too so we can add) 6. a-b

Wanted: Committee on Preschool Special Education Parent Member

The Committee on Preschool Special Education (CPSE) is looking for interested parents to serve in the position of additional parent member of the committee. To fulfill this position, you need to be a parent of a student with a disability residing in Rochester City School District or a neighboring district. You must have a child enrolled in preschool or elementary school. The additional parent member serves as an advocate. This individual facilitates a comfortable environment by supporting parents and explaining the special education process as needed. The additional parent member participates in the committee as an equal member. If you are interested, please contact Karen Spawton, CPSE Chairperson at 262-8623. Training will be provided to individuals that are selected for this position.

Preschool Actors at ABC Clifford Avenue



Children in Ms. Reifenstein's class acted out the Nursery Rhyme, "Wee Willie, Winkie." This dramatization was an extension of a Growing Readers lesson and included lots of new vocabulary.

CCLS: Domain 5—Theatre/Dramatic Play. 5. a, b, c and d



Literacy Through the Arts *submitted Katie Rich*

Katie Rich read the book *Color Dance* by Ann Jonas to her class. The picture book shows dancers waving scarves to make different colors. After reading the book, Katie let the children take part in their own color dance. They swayed to the classical music with a variety of colored scarves. Some children put different colors together, like the story, to see what colors they could make. During work time, children took out paint and used the primary colors to mix secondary colors. They also used white and black to see how this affected the color mixing. The children finally figured out how to make pink!



CCLS: Domain 5, The Arts—Dance Creative Movement. 7. a-e and g.



CCLS: Domain 5, The Arts—Visual Arts. 1. a-e

Learning About Martin Luther King *submitted Katie Rich*

At the end of January the children have one song they yell out on the playground, that entertains us at meal times, and the song helpers always choose from the song book. That song is *Martin Luther King Had a Dream*. The children enjoy looking through library books on this important historical figure. As they turn through the pages of the stories you will hear: "Martin Luther King Had a Dream. He had the whole world in his dream".

CCLS: The Arts—Music. 3. a-d and 4. b, c, e and f

Visit the Music Building Blocks section of the Pre-K website and click on the Song Cards section to find the card for this song as well as tips for extending it.

Martin Luther King, Jr. Had A Dream

From Sandy Auriemma, RPPP

Melody: *He's Got the Whole World in his Hands*
BBCD4, Track #34

Martin Luther King had a dream.
Martin Luther King had a dream.
Martin Luther King had a dream.
He had the whole world in his dream!

He had Celina and Lexi in his dream.
He had Mrs. Auriemma in his dream.
He had Davon and Dean in his dream.
He had the whole world in his dream!



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Checkout the New Prekindergarten Website

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You will find information about our curriculum, the registration process, our Pre-K locations and UPK teachers on our new site. Teachers are learning how to create their own websites and many have creatively posted information about their classroom program. Please let us know how we can continue to improve our website: www.rcsdk12.org/prek.