

Moving Forward with Common Core Strategies in Prekindergarten Mathematics *submitted by Dr. Robin Hooper*

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of a child.

-Carl Jung

**RCSD 2012 Symposium
"Nurturing the Whole
Child: Connecting
Health & Wellness to
Academic Success"**

**Saturday, Nov. 3, 2012
@ the Edison Complex,
8:30 am—1:30 pm**

**Registration for
professional
development will be
online using avatar:**

**[https://
rochesterny.courseinsite.com](https://rochesterny.courseinsite.com)**

See page 2 for details

In our second year implementing the New York State Foundation for the Prekindergarten Common Core Standards, teachers have been aligning their lessons in mathematics to ensure they are including all of the necessary skills outlined in the standards. In this edition of the newsletter we feature several photos of the work currently occurring in prekindergarten classrooms and the standards addressed through daily lessons.

More information regarding the prekindergarten common core standards and curriculum materials aligned with standards is available on the engageny.org website. New postings this fall include a prekindergarten through grade 5 math curriculum map and a draft math lesson for prek/k/grade 1. Prekindergarten teachers are spending time during professional development sessions and in planning lessons in their classrooms using the new materials as they become available to align their lessons with the prekindergarten common core standards and curriculum materials as they continue to implement the High Scope preschool curriculum.

The New York State Education Department has provided an explanation of their new approach to teaching mathematics entitled "A Story of Units." In this description available on the engageny.org website the approach is explained as the unfolding of a story of math in which the main character is the individual unit. The approach emphasizes building mathematical fluency through the development of instant recognition of groups of three moving then moving to groups of five with the addition of a "counting on" strategy at the prekindergarten and kindergarten levels. For example, after a student is able to consistently count items in a group of three, the teacher would transition the student to identify a group of three by sight (without counting individual units) stating there are three items and counting on from that number to determine a total number of items to five. Next, this process would be repeated with the goal that students automatically identify groups of five and use the counting on strategy to identify quantities greater than five. In addition to assisting students in developing fluency in counting, this approach also supports the recognition of quantity groupings setting the stage for learning addition and subtraction skills.

Sorting Open-Ended Materials



When exploring open-ended materials (goop, shells and stones) in Nicole Bittner's class at VOA, a child arranged the shells, saying, "These are the same."

CCLS: Domain 5: Mathematics - Geometry: Analyze, compare and sort objects, 1

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Professional Development for the 2012-13 School Year on AVATAR

- **The HighScope Daily Routine.** Exploring and refining the preschool daily routine using the Program Quality Assessment (PQA) as a guide. This is appropriate for teachers new to the HighScope curriculum through intermediate level. 3 sessions: November 5, 19 and December 3, from 1:00—3:00 or from 4:00—6:00 for a total of 6 hours.
- **Adult-Child Interactions within the HighScope Curriculum.** Establishing a supportive climate using the Program Quality Assessment (PQA) as a guide. This course is appropriate for teachers with experience in HighScope through the advanced level. 4 sessions: January 14, 28, February 11 and March 4, 2013, from 1:00—3:00 or 4:00-6:00, for a total of 8 hours.
- **Introduction to HighScope Conflict Resolution.** Beginner to Intermediate: We will explore the importance of conflict resolution in the preschool classroom. We will look at the role of the teaching staff and how to implement the six steps of Betsy Evan's Problem Solving Model. 2 sessions: January 17 and 31, from 1:00—3:00 or 4:00—6:00, for a total of 4 hours.
- **Book Study: "I Know What Comes Next: Preschool Transition with Tears or Turmoil."** Teachers will discuss the book and the application of concepts. Teachers will try out strategies from the book and share their impact with other participants. This session is appropriate for beginner through intermediate level teachers. 3 sessions: February 5, 26 and March 5, from 1:00—3:00, for a total of 6 hours.
- **Book Study: "You Can't Come to My Birthday Party: Conflict Resolution with Young Children."** Teachers will discuss the book and its application. Teachers will try out strategies and share their impact with the other participants. This session is appropriate for teachers at the intermediate level. 4 sessions: March 7, 21, 28 and April 11, 2013, from 1:00—3:00 or 4:00—6:00, for a total of 8 hours.
- **Book Study: "You Can't Come to My Birthday Party: Conflict Resolution with Young Children." - Advanced Level.** Teachers will discuss the book and its application. Discussion will focus on teacher's current interactions, challenges, and strategies using the HighScope Curriculum's approach to problem solving. 4 sessions: January 10, 24, February 7 and 28, from 1:00—3:00 or 4:00—6:00, for a total of 8 hours.

Making Every Moment Count *submitted by M'Lou Speranza*



Teachers are encouraged to make the most of the waiting time involved in special activities and transitions. On Picture Day at ABC Head Start, Clifford Ave., Ms. MacAfee brought a basket of books and song cards for the children to use, making this learning time rather than non-productive time. Above, children were very engaged as they chanted their classroom photo book based on the book [Brown Bear, Brown Bear, What Do You See?](#) Check out the Book Study: ["I Know What Comes Next: Preschool Transition with Tears or Turmoil,"](#) listed above. *CCLS: Domain 4: Communication, Language and Literacy, Part A. 1.a and c, 5.a-c; Part B. 7 and 10. Domain 5: The Arts: Music, 3. a-c.*

Active Participatory Learning at the center of HighScope Curriculum



The preschool children at **School 41 (Jean Moe and Leah Carpenter)** tried pony tail beads in the House Area mixing bowls. They discovered the principles of centrifugal force as they twirled the bowls to make the beads move around the perimeter of the bowl. They extended their exploration of the principle by using other pots and pans, settling on the bowls as the best tool for their bead races.

CCLS: Domain 5: Science—Scientific Thinking, 1. a-b

During Work Time in **School 1 (Holly Album and Sondra Vorndran)** prekindergarten class, the children took the pan and cooking utensils from the House Area over to the Sand Table and made dinosaur soup.

CCLS: Domain 1: Approaches to Learning, 3. a



School 34 prekindergarten (Grace Bilodeau and Joan Harris) is preparing for their field trip to Maplewood Rose Garden. During Outdoor time they collected leaves. At Small Group time they sorted the leaves using a grid working on 1:1 correspondence. Some children sorted by color and others by size. Children counted and compared which leaf color had the most leaves. Later in the week they will walk to the Garden enjoying the season of autumn.

CCLS: Domain 5: Mathematics—Counting and Cardinality, 5; Measurement and Data, 1, 2; Geometry, Analyze, compare and sort objects, 1.

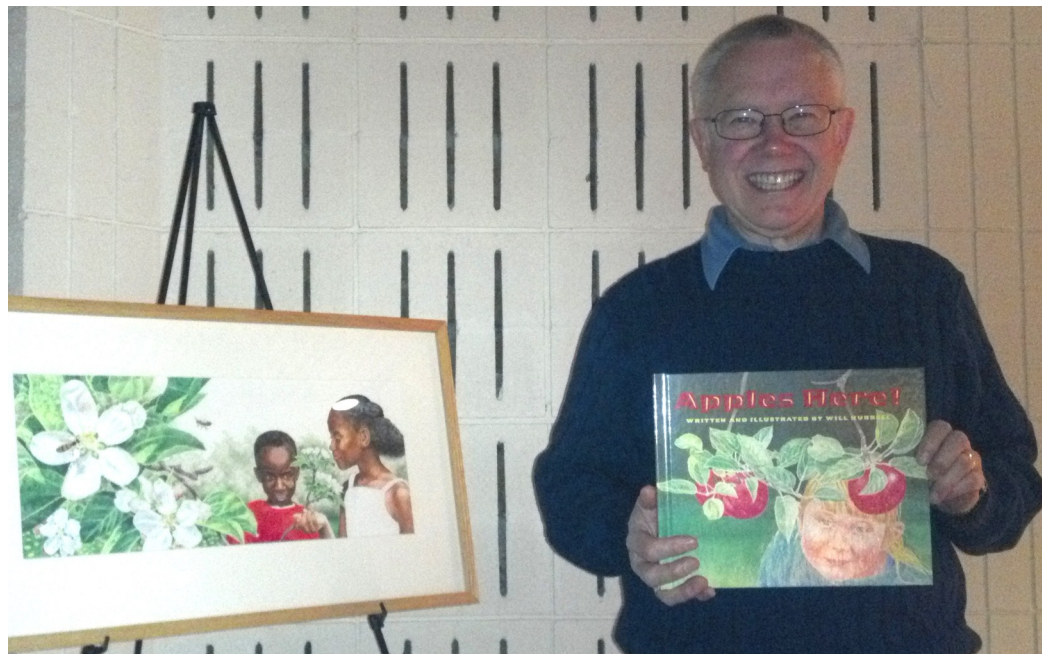


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Will Hubbell with his book, Apples Here! at the Pre-K@College event

On October 13th over 100 preschoolers and their family members attended our Pre-K@College event supported by Nazareth College through the efforts of Dr. Naomi Erdmann. A local author, William Hubbell read his book, "Apples Here!" aloud to the students and their parents. Each child received a signed copy of the book and participation in learning activities provided by the Nazareth College students. Activities included counting pumpkins, weighing apples using a balance scale, drawing pictures with Mr. Hubbell, movement to music and singing songs.

Although this event was focused on literacy it also incorporated math in an integrated approach. The story of math was relayed through "hands on" learning activities as we know this is the way young children learn concepts best.