

**"A journey of a thousand miles must begin
with a single step."**

- Lao-Tsu

M. Ed
in
Curriculum and Learning

PORTFOLIO

for

LuAnn Cifelli

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PHILOSOPHY STATEMENT

During my time as both a student and an educator, I have developed my philosophy of education. I believe being an educator involves collaboration where you need to be able to exchange ideas with your colleagues, children, and families. As a mentor to children you need to be able to determine individual learning styles and/or special needs as well as modify your teaching style accordingly to meet the children and families' individual needs. Collaborating with families, an educator can build both the trust of the family and the child, creating a safe community within the classroom.

Peer conflict is a Vygotskian term used when children collaborate with one another. "According to Vygotsky, peer conflict could contribute to heightened understanding, but only insofar as interacting partners resolve their disagreement and move toward a joint view of the situation"(Berk & Winsler, 1995, p 131). In other words, children learn best from one another. As a student myself, I have found I learn best by interacting with my fellow classmates. Children will be able to discuss and explain the lesson at hand to their peers in different ways than a teacher would. This is due to children having their own unique learning styles. During collaboration, children can also develop important social skills.

An important part of collaboration in the classroom is providing the proper support the children need in order to promote critical thinking skills. Scaffolding can be defined as "[t]he teacher or adult structures a learning task and provides directives and clues using dialogue to guide the learner's participation in the learning task"(Dixon-Krauss, 1996, p. 195).

I believe scaffolding is an important part of the classroom environment because experiencing personal success in the face of obstacles gives children the message of their self-worth, and raises their self-esteem. This encourages children to challenge themselves further,

thereby meeting the possibility of new success. In the end, the success is the child's not the educator's.

Dewey stated "language learning takes place not as a series of lessons or drills in isolated skills but as a social necessity" (Seefeldt and Galper, 2001, p.4) An educator should be able to promote these critical thinking skills and by modeling problem solving and decision making skills by using a diverse selection of open-ended questions thought out his/her daily lessons. I believe a child should be provided with a learning environment that is free of criticism and promotes exploration of new materials and ideas. Children should feel free to express themselves using a variety of material throughout the classroom.

In order to teach pro-social development, educators should start by understanding what is important to them, as educators. Sharing, sensitivity to feelings, kindness, regard for others as well as yourself, and respect for the classroom environment maybe a few of the areas that are important to an educator. In order to have these behaviors in a classroom the educator has to model them her/himself, and explain why the conduct is important in their classroom. An example of this is creating classroom rules together using positive wording, instead of negative to emphasize respect for the classroom and others. By using this technique an educator is highlighting the behaviors that are anticipated in order to allow the classroom to become a safe environment for everyone.

In the past several years, technology has become an important tool in the classroom. I believe teachers, as well as children should take advantage of technology to enhance their learning experience. Interactive software, smart boards, digital microscopes, digital cameras, or other technologies can easily be added to a lesson to demonstrate a different perspective.

I believe as an educator I need to always continue my education. There are many new and exciting developments in this field, which will provide me with ways to aide both the children in my classroom and myself within our classroom. I plan to do so by continuing my professional development by attending workshops and conferences when necessary.

References

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Examining Children's Literacy Development

Instructional Context

During the 2006-2007 school year I was a teacher in an urban Abbott preschool located in Paterson, New Jersey. The children attended a full day program with both morning and after-care provided. The class consisted of 10 children ranging from 2 ½ to 4 years of age. The children were predominantly African American and Hispanic. Four of the children spoke fluent Spanish; two of those children at the beginning of the school year only spoke Spanish. Another child in the classroom had delayed language, which later in the school year I brought to the attention of the master teachers and social worker. After meeting with the master teachers, social worker, and parent we then began a plan of action together to allow him to become more vocal both in the classroom and at home.

The classroom curriculum was Creative Curriculum, which aligned with New Jersey's Preschool Teaching and Learning Expectations. The classroom environment encouraged social interaction and the children were encouraged to explore materials freely. Through the curriculum the children were encouraged to interact with one another and support each other in their exploration of the materials. In order to allow me to support the class as a whole and meet the children's individual needs I was provided with a teacher's aide who assisted me and became an active participant in the daily curriculum.

In order to keep the children motivated and engaged to learn, a variety of teaching strategies were used. Throughout the daily schedule, literacy, technology, math, science, large motor skills, and fine motor skills were addressed. One way they were addressed was through daily center times. During these times the children had the opportunity to

select a center of choice to work in math, science, blocks, dramatic play, library, writing, computers, table top, sand/water, and art. Due to lack of space only one sensory table, such as the water or sand table, was available daily to the children.

In order to support literacy development and the children's diverse learning styles in the classroom, a variety of strategies were implemented. The use of props, felt boards, hands-on activities, tapes/CDs, the use of small groups, and one-on-one attention provided the necessary tools for the children's development.

Analysis of Two Children's Literacy Development

Michael

Michael began his first school experience as a 2½ year old, turning 3 in early October. Michael spoke only Spanish and interacted with the other children very minimally. Michael came from a Hispanic family where only Spanish was spoken in the home, his parents spoke very little English. During the beginning of the school year Michael did not respond to me, responded very little to Spanish speaking adults and children, and kept to the routine of the classroom by following the other children.

I had great difficulty being able to interact with Michael due to the language barrier between us. This concerned me a great deal because I was not certain if Michael was achieving competency in the curriculum. He had an interest in the writing center, however Michael would create a picture and walk away immediately without speaking a word. Due to the language barrier I could not have informal conversations with Michael to assess his language or literacy skills. Therefore, in order to begin to understand how to

assess Michael I began reaching out to other sources, such as the master teachers and social worker, to learn how to interact and assess him.

I began to formally assessment Michael to achieve an understanding of his language and literacy skills. The assessments I used included anecdotal records and collecting work samples in literacy. For example, work sample one demonstrates Michael's inability to converse effectively but he had some interest in books but book-handling skills needed improvement. As part of Early Literacy Assessment System (ELAS), the teacher needs to collect literacy prompts three times or more each school year. For this literacy prompt, I wanted to have an understanding of Michael's knowledge of books and to evaluate his conversational skills. I believe this literacy prompt demonstrates Michael's lack of knowledge of books and inability to converse effectively because He was unable to hold the book right side up and he walked away from the evaluation without speaking a word.

During the months to follow, Michael and I worked on both his conversational skills with the aide of the Spanish-speaking teacher and his knowledge of books. I began to interact with Michael on my own using photographs of items around the classroom and sitting with him during center time. I read books to him with several words on each page and illustrations. I pointed to each word on the page and the corresponding picture.

In Michael's second work sample, the photograph reveals Michael's ability to converse effectively in English and his knowledge of books. Michael is sitting with one of his classmates reading a book to him using one to two word sentences describing what he had seen on the pages of the book, holding the book the proper way, and turning the pages from right to left as he read.

La'Teef

La'Teef was a three-year-old preschool child who is the youngest of 7 children. During the beginning of the school year La'Teef had no verbal skills, he pointed or grunted at things he wanted as well as to receive your attention. If an adult in the room asked him to tell them what he wanted, he would just walk away or stare. I became quickly concerned with La'Teef's lack of verbal communication and addressed the issue with the social worker several times. I also became concerned with La'Teef's knowledge of literacy skills because he did not communicate with me orally and showed little interest in literacy-based activities such as the writing center or book handling.

I began informally and formally assessing La'Teef's literacy and verbal skills as apart of my notes for the intervention team. I began to have informal conversations with him asking La'Teef questions about his family, what he ate for lunch, lunch he was eating, or asking him names of objects around the classroom. The responses I received were grunts, pointing, or head gestures. My formal assessments included anecdotes and work samples in literacy.

Work sample one was collected during our "All About Me" unit in the beginning of the school year. After reading "The Family Book" in morning meeting, I asked the children to create a picture of their families using a variety of writing materials, such as markers, crayons, colored pencils, and an assortment of colored paper. La'Teef walked to one of the tables with the children and took 3 different colored crayons and wrote for approximately 1 minute. After he finished, he handed me the paper and began to walk away. I asked him to tell me about his picture. "What colors he used? Who was in his picture?" La'Teef just simply grunted and walked away. I believe this work sample

demonstrates La'Teef's inability to converse effectively along with his emergent print awareness. La'Teef did demonstrate emergent writing skills, however, I was not certain if he had difficulty with comprehension. Over the next several months, I worked with the intervention team by keeping formal and informal assessments of La'Teef. I also allowed La'Teef to work in the literacy centers as he felt comfortable to enter, and engaged in conversation with him, reading one on one with him a minimum of once a week.

La'Teef's second work sample was completed after reading "The Three Little Pigs" to a small group of children during center time. La'Teef and the two other children in the group decided to go into the art area and each took a sheet of paper and began to create. After La'Teef completed his picture he began pointing to each area of the picture and told me what he had created. I believe this work sample demonstrates La'Teef's materialization of the concept emergent print awareness and conveying emergent comprehension skills because he was able to convey what his writing represented and he tied it to the story that was read in small group.

Supporting Literacy Development

While teaching in this classroom, in my classroom I ensured fairness, equity, and access for all children by providing a safe and child-centered classroom. Also, I engaged in dialogue that insured that the children felt as active members of our classroom community. The classroom curriculum provided the children the opportunities to express themselves freely throughout our daily routine. During morning meeting the children had the opportunity to share something about themselves or their family, as well as, create our classroom rules to reinforce the concept of the children being active participants in our

classroom. Furthermore, multicultural literature, music, and materials were provided in order for the children to be able to develop an awareness and understanding of different cultures.

Family involvement in literacy development is very important. I supported this through active communication with families by means of family newsletters with literacy information and activities, open communication regarding their child's progress in literacy based areas, and encouraging families to participate in story time by reading a book in their native language. During Read Across America families were encouraged to come in to the classroom and read a story in their native language or their child's favorite story to the class.

Reflection

Looking back at the experience I had with this particular class I feel that I have learned so much from the experience. Having the opportunity to be able to reflect upon my experiences of both successes and shortcomings, I have been able to remove myself from the equation and think about what was best for the two children. At the time of the evaluations, I reached out to sources of support and knowledge in order to provide the children with the best opportunities to develop literacy skills because I believe if given the tools there are no limitations to what a child can achieve.

Michael Work Sample 1

PATERSON PUBLIC SCHOOLS
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

NJELAS Literacy Prompt Form (LP)

CHILD'S NAME Michael
DATE 4/5/07
 Fall Winter Spring

Book My five senses Author Aliki

Type of activity: (check one) 1 on 1 small group

Describe teacher intent (expands child's interest, or to gain additional information about the child's level of development) and activity:

To understand Michael's level of interest in his big book Knowledge in books the contents in the book

What did the child say and do? (e.g. vocabulary, story elements, story details, making predictions, story sequence, connections with own experiences, make analyses)? Describe in detail.

In read the book, Michael flipped through the pages, spoke to me in unintelligible words. Then walked away

Note the child's book handling skills and emerging print awareness:

Hold book upside down while flipping through pages

APPLICABLE PRESCHOOL EXPECTATIONS

- 1. Child listens with understanding
- 2. Child converses effectively
- 3a Child demonstrates emergent print awareness
- 3b Child demonstrates knowledge and enjoyment of books
- 3c Child demonstrates phonological awareness
- 4. Child demonstrates emerging writing skills

Applicable Creative Curriculum Objectives

- Social/Emotional (1-13)
- Physical (14-21)
- Cognitive (22-37)

Michael Work Sample 2

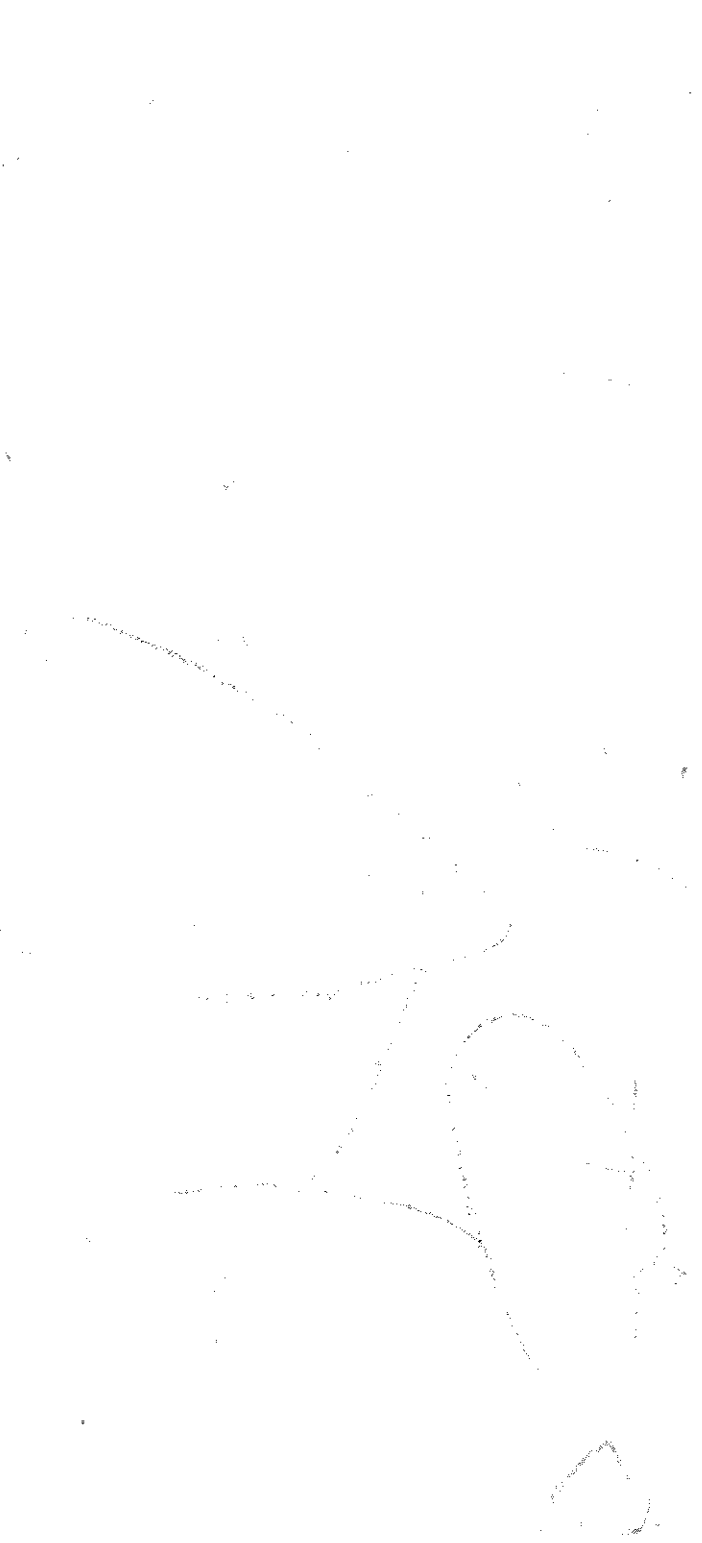
5/1/07



Michael & L sitting on the carpet after lunch.
M- "Water blue" (Turn page right to left)
M- "Bird" (then spoke in spanish while
flipping to next 2 pages)

La'Teef Work Sample 2

Paint

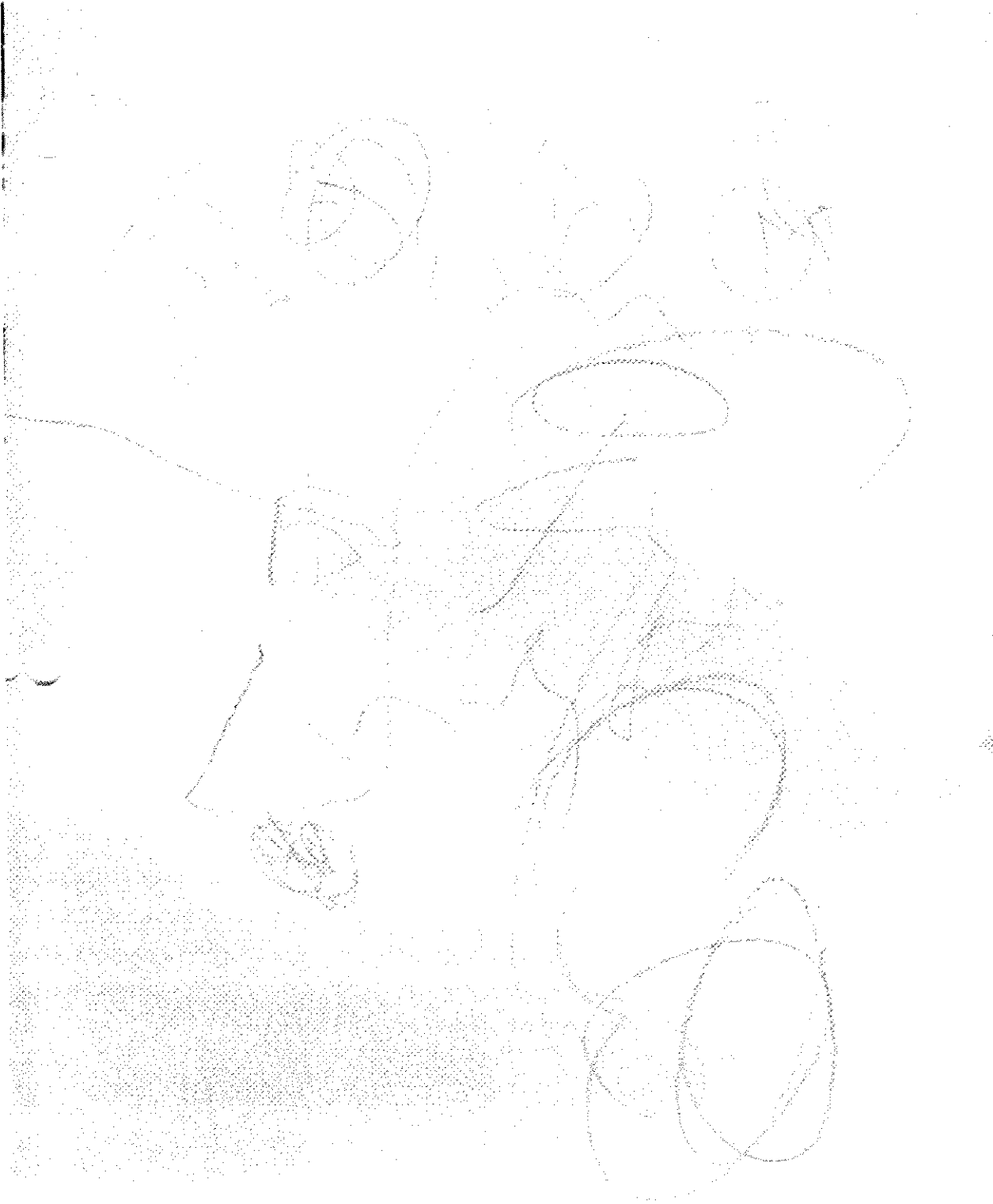


"A.P.G." —

"pig"

La'Teef 9/4/07

La'Teef Work Sample 1



Building a Classroom Community

Instructional Context

During the 2009-2010 school year I was a kindergarten teacher in an Abbott district located in Paterson, New Jersey. The children attended a full day program starting at 8:20 a.m. and ending at 3:00 p.m. with both morning and after-care available. The class consisted of 23 children ranging from 5 to 7 years of age. The children were predominantly African American and Hispanic. Sixteen of the children spoke fluent Spanish; two of those children had limited English language skills. One child in the classroom was Autistic and had special time slots throughout the week to work one on one with a speech therapist.

The classroom curriculums were Harcourt Trophies' Kindergarten Language Arts and Houghton Mifflin Kindergarten Math, which aligned with New Jersey's Core Curriculum Standards for kindergarten. The classroom environment encouraged social interaction and the children were encouraged to explore materials freely. Children were encouraged to interact with one another and support each other in their exploration of the tasks at hand. In order to allow proper support to the class as a whole and meet the children's individual needs, I was provided with a teacher's aide who assisted me and was an active participant in the daily curriculum.

In order to keep the children motivated and engaged to learn, a variety of teaching strategies were used. Throughout the daily schedule, literacy, technology, math, science, large motor skills, and fine motor skills were addressed. They were addressed through two daily center times and group activities. The morning center time consisted of the children having the opportunity to select a literacy-based center of their choice to work

in: computers, library, writing, listening, Leap Frog learning pad, and guided reading were available. Afternoon center time consisted of the children having the opportunity to select a math-based center of choice to work in: computers, blocks, tabletop manipulatives, writing, and listening were available.

In order to support the children's development and the children's diverse learning styles in the classroom, a variety of strategies were implemented. The use of manipulatives, props, hands-on activities, tapes/CDs, the use of both small and large group activities, and one-on-one attention provided the necessary tools for the children's development.

Some children had difficulty expressing themselves verbally during daily interactions with their peers and teachers. While observing and interacting with the children at several different times throughout the day I began notice the children referring to one another and staff members as either being "black" or "white". On one particular occasion, during a large group literacy activity, one of the children said, "Ms. Cifelli you're white and I'm black." and began to giggle.

Young children begin to notice differences even before they can talk, specially the vast differences among themselves. They begin to notice differences in skin, eye shape, language, body shape, and hair textures. They begin to develop an understanding of diversity through their daily interactions with television, peers, family members, and in the communities they live. Addressing any misconceptions and any bias behaviors are necessary in order to help children become aware of our physical and emotional characteristics (Copple, 2003).

In my kindergarten classroom, skin color became a focus that needed to be addressed to begin to encourage positive relationships with one another and appreciate individual differences.

Planning and Instruction

Understanding that young children sometimes voice the bias observations they notice, I felt this was an opportunity to teach social skills relating to developing a foundation for understanding and welcoming diversity.

A picture book entitled *The Colors of Us* by Karen Katz was used to address the beliefs of the children in the classroom that people are either “white” or “black”. It was my goal to share with the children the beauty of all magnificent colors, to realize that we are not “white” or “black” we are all a mixture of colors, and each of us should be proud of the color we are because we are all special. This concept is important because it builds the foundation for future interactions within our classroom, as well as, fostering the children’s attitudes and development.

As I began reading the story, the children started to look at their legs and arms. One child whispered to his classmate, “ Look I’m butterscotch like the girl on that page.” After the book was read, each child began asking what color they were and making suggestions of which color their skin tone could be. At this point we began our activity, mixing and matching multicultural people paint to each child’s skin tone. The children were very excited to discover the wide variety of colors they were and to use the new center for the day. In this center children had the opportunity to use the people color crayons to draw pictures of themselves and their classmates.

Analysis of Photographs

The pictures show the entire lesson from beginning to end. The objectives were to discuss and have a hands-on experience of each individual's differences and welcome diversity. The lesson began by gathering the children on the carpet for a discussion before center time. Prior to reading the story to the children, I asked them if they remembered when we were in morning meeting and "Anthony" said, "Ms. Cifelli your white and I'm black." One child raised his hand and said, "Yes, you're white Ms. Cifelli like Mrs. R." I showed the children the color of one of their classmate's t-shirts and asked, "Is Ms. Cifelli the same color as "Stephon's" shirt?"

After reading the story for a better understanding of skin tone, each child had the opportunity to come up and match his/her skin tone with the multicultural people paint. After everyone had an opportunity to match their skin tone, they went into centers and had the opportunity to use the multicultural people crayons and markers to create portraits.

Reflection

Looking back at this experience I had with this particular class I feel as though this experience was very rewarding for the children and myself. It was my goal to emphasize the significance of showing respect and acceptance of all the colors of us. Some children did not feel accepted or comfortable with their skin tone due to other children making them feel unaccepted for being "whiter" or "blacker" than them. After this activity, the children were asking each other, as well as children outside the classroom, what color their skin was and began comparing skin tones. "Look my skin is

lighter. I'm toast. What are you? I'm mahogany." By listening to their conversations the children demonstrated they grasped the objectives because they had a new respect and understanding of each other's individual difference.

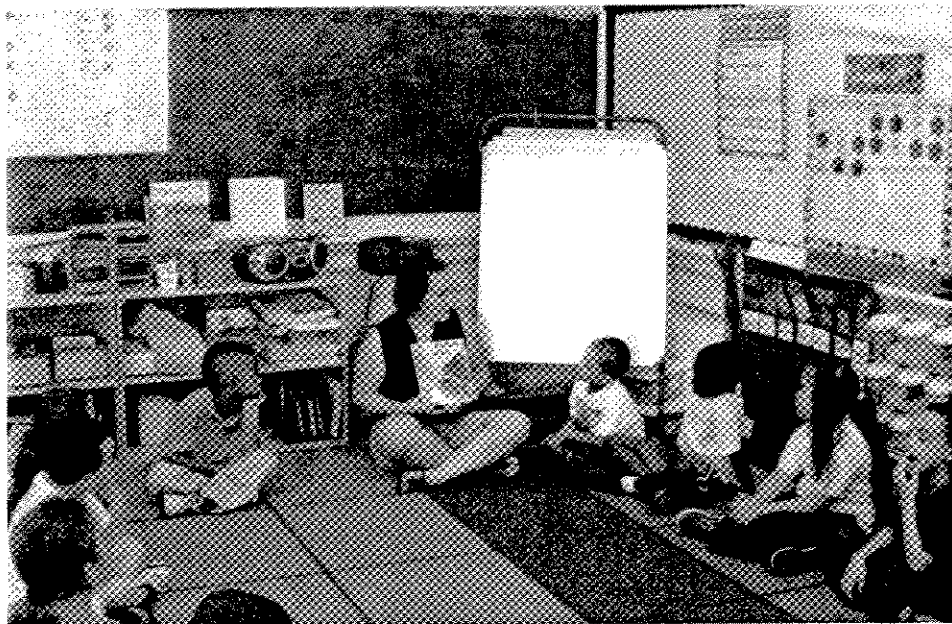
This lesson reconfirmed my belief that diversity is not something taught in one particular unit of study. Diversity is something that needs to be present in each day as a part of the classroom community incorporated with the curriculum throughout the year. I will continue to use a wide variety of multicultural books as tools to aide children in feeling comfortable with who they are because developing consideration for others and open-mindedness are two essential elements to achieve in life and in the classroom.

References

Copple, C. (2003). *Readings on teaching young children in a diverse society*.

Washington: Library of Congress.

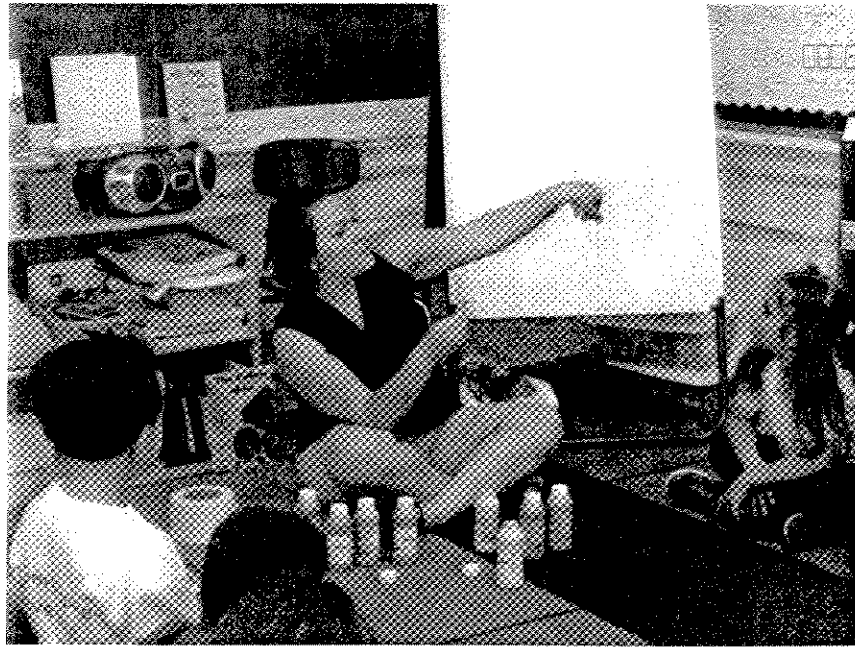
The Colors of Us



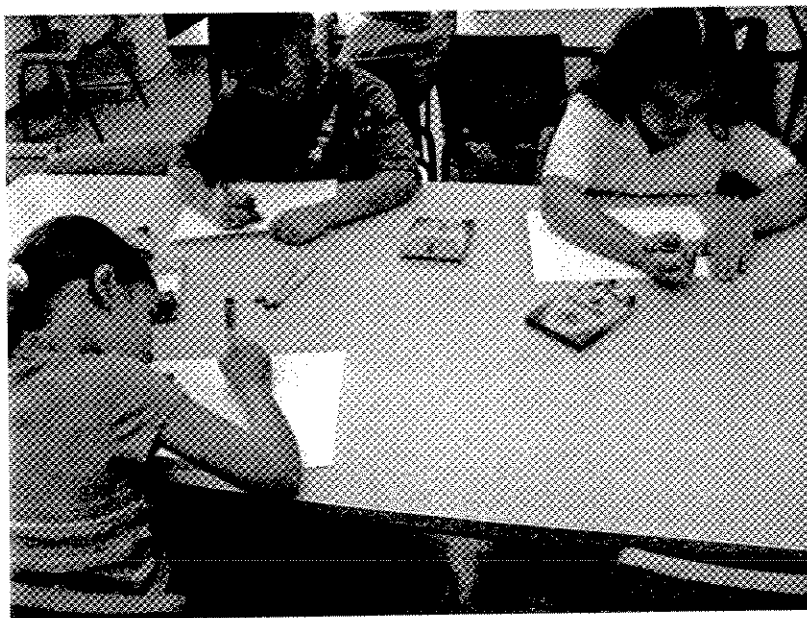
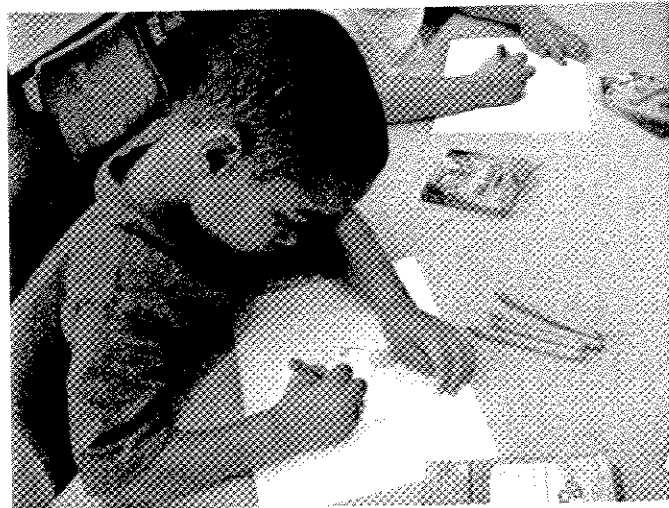
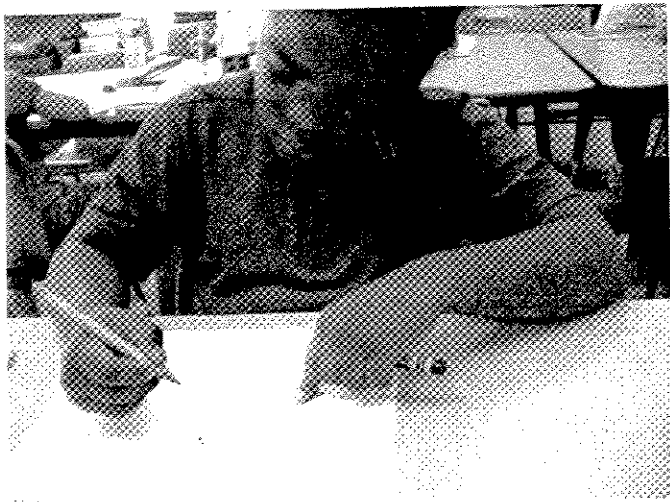
At a class meeting the book, *The Colors of Us* was used for a social studies lesson. The objective was to build a classroom of understanding, respect, tolerance, and appreciation of individual differences.



A discussion was held prior to reading the book where the children were asked to recall an experience where a child said, "Ms. Cifelli you're white and I'm black." I used a child's shirt to show the children what the color white looked like and asked "Is Ms. Cifelli the same color as 'Stephon's' shirt?" Children responded with "No." Then I began to read.

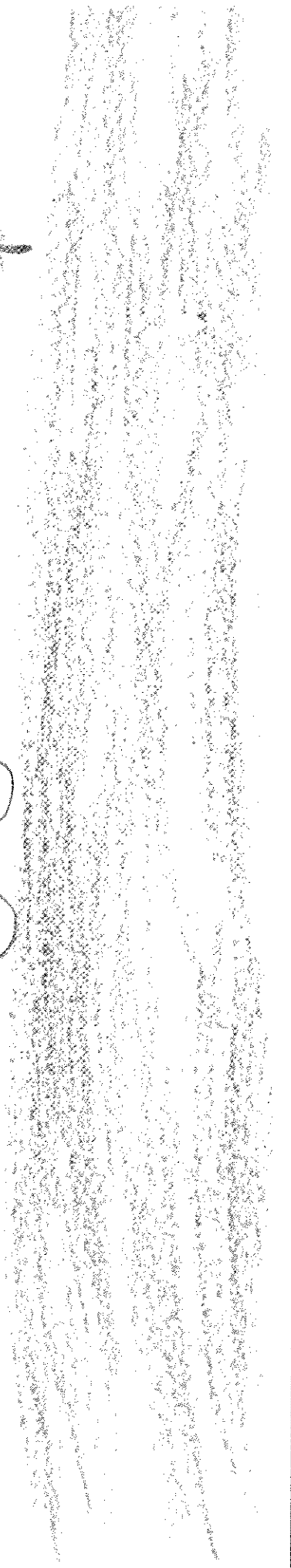
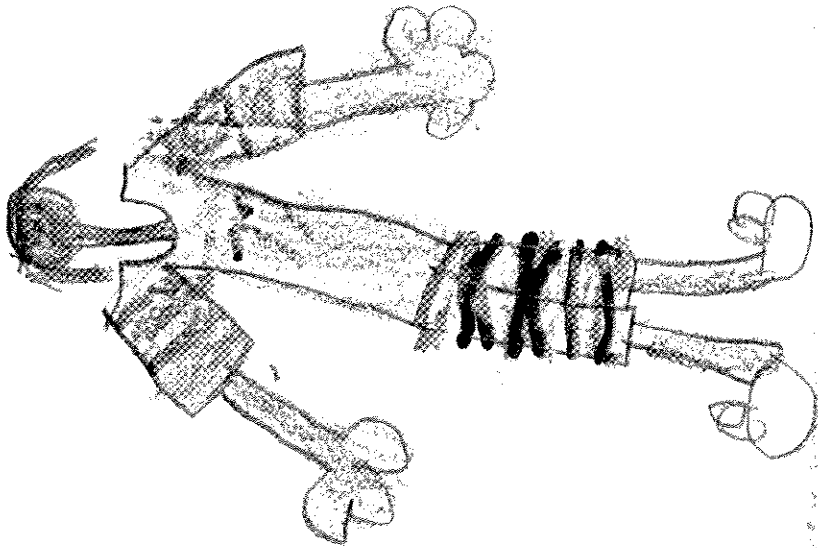
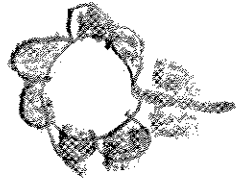
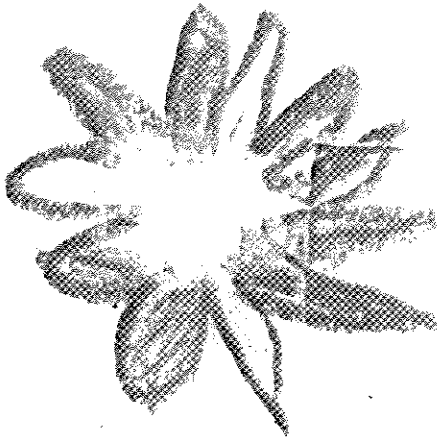


Each child had the opportunity to come up and match his/her skin tone with the multicultural people paints. I first demonstrated how we were going to choose our people paint color. "I'm peach." Next, we found one of the children's skin colors. "I'm peach. No I'm peach-beige."



Each child had the opportunity to use the multicultural crayons and markers to create portraits of themselves or their classmates.

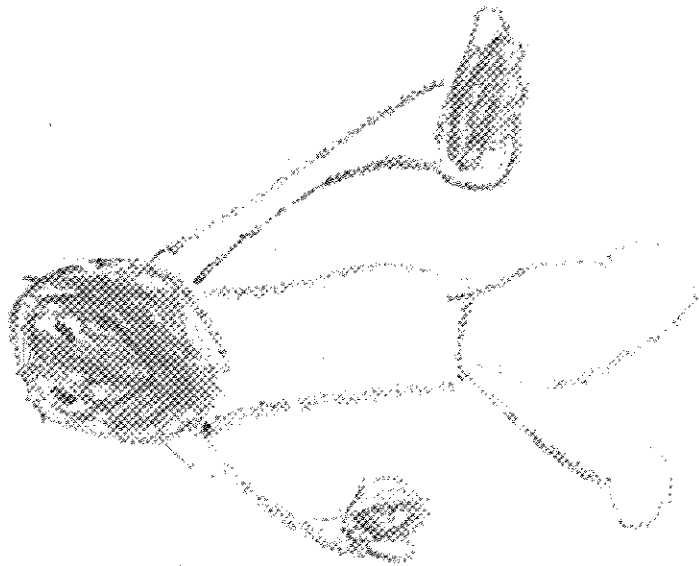




"I'm ~~white~~ right

I am Sepia.

Did you know
my friend at my
old school was
Peach?"



look

Ms. Cifellin I

Mixed tan and

Peach because that's
my colors.

Integrating Mathematics and Science

Instructional Context

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Planning and Instruction

The "big idea" addressed in science was to explore how matter changes during a hands-on experience. At the conclusion of each school year, through many fundraisers and donations, the school has a fun day planned for all the children to be participants. After speaking to the children about what fun day was and speaking to the school's committee on materials needed for each station, the children and I decided to donate play dough. Based on the children's excitement in fun day and their new knowledge of measurements from a mathematical unit concluded several weeks prior, the children and I decided to donate play dough to the event.

The goals of the lesson was for the children to have the opportunity to follow a recipe to make play dough and to have a hands-on experience observing materials undergoing a change from their original forms to an entirely different form. Along with the science activity, math concepts from a measurement unit concluded several weeks prior were revisited and incorporated in to the lesson. The children were given the

opportunity to become involved in all parts of the lesson including assisting in preparing for the lesson by gathering all ingredients needed and measuring the ingredients needed for the play dough.

Analysis of Photographs

The pictures show the entire lesson from beginning to end. The objectives were to have a hands-on experience making play dough and at the same time incorporating prior measurement mathematic concepts by giving the children the opportunity to use measuring cups and spoons, and counting while mixing the ingredients. The lesson began by gathering the children in-group meeting to review our plans for our fun day donation. I asked the question "How do we make play dough?" Some children responded with: "You buy it at the store." "You need stuff like to cook with, kinda like what maybe my mom uses to make dinner."

Due to the large class size and in order to insure each child who wanted to participate had the opportunity to do so, the children were divided in to two groups. Each group had the opportunity to participate in making play dough. The children and I followed the rebus recipe counting how many cups, teaspoons, and tablespoons were needed for each ingredient. The children also counted while they mixed the ingredients together. As the children began working with the ingredients they began discussing the changes they were observing first hand. All children were given the opportunity to touch and smell the play dough and to share their opinion of how the play dough felt and smelled. "Hey everyone, it smells like bread." "It smells like cake." "It smells like play dough."

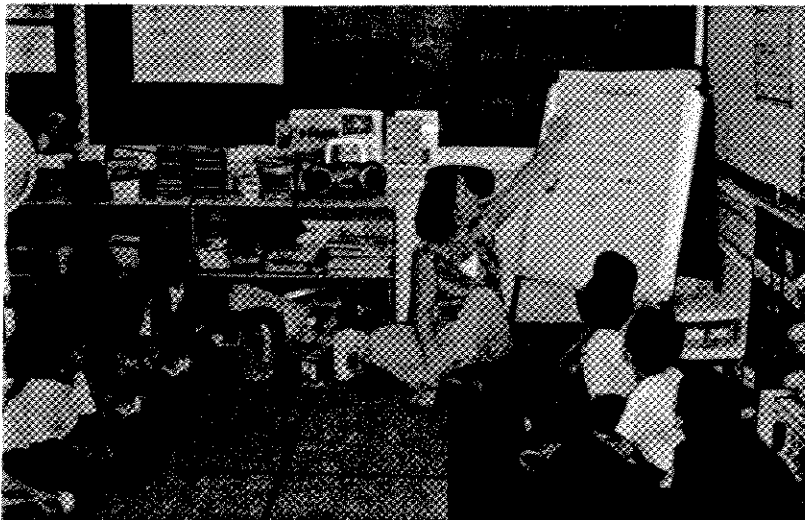
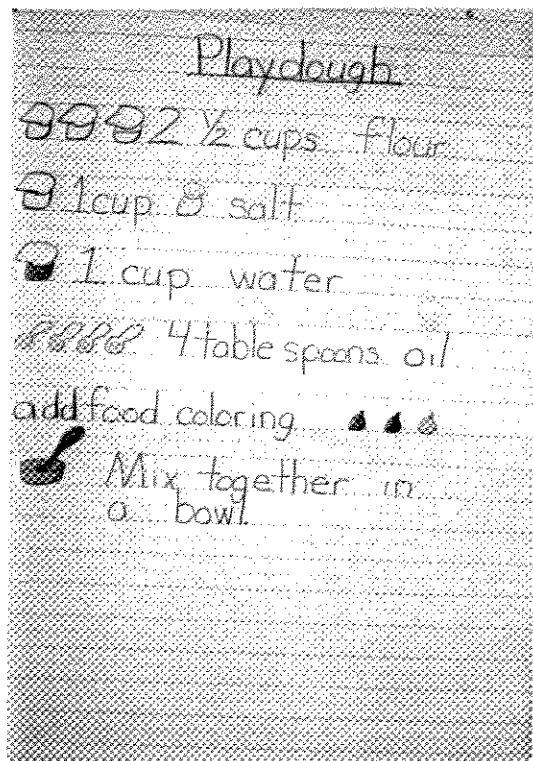
Reflection

Reflecting on this activity, I feel as though the children had a sense of ownership in the fun day festivities because they were active participants in one of the stands for the event. They took great pride in telling all committee members, staff, and students they made the play dough for the manipulatives table.

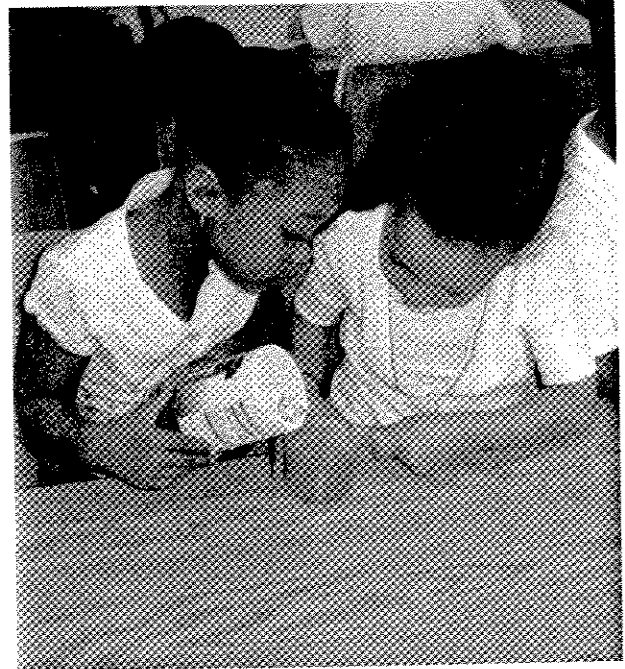
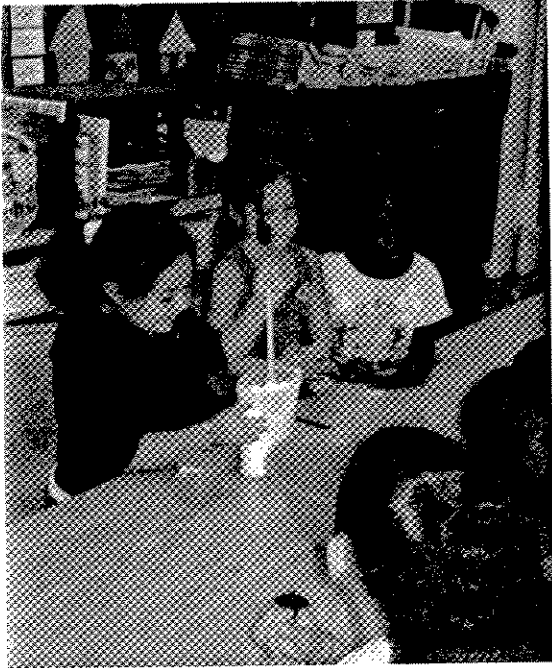
However, if I were to conduct this activity again, I would make some changes. I would have conducted this lesson at the immediate conclusion of our mathematical unit on measurements because I believe it would have had more meaning to the children and some of the children might have remembered the types measurements because it was fresh in their minds. I also used a no cook play dough recipe because of the school setting we were in. The school had no cooking resource for us to use. I would try to find a cooking source to use because the play dough did not with stand the day and began to dissolve from the heat of the environment.

Even though the play dough did not with stand the June heat. I feel at the conclusion of this lesson, it was evident that the children were able to make connections between the changes made when the ingredients were mixed together as well as the measurement concepts. I feel as though this was a successful learning experience for the children.

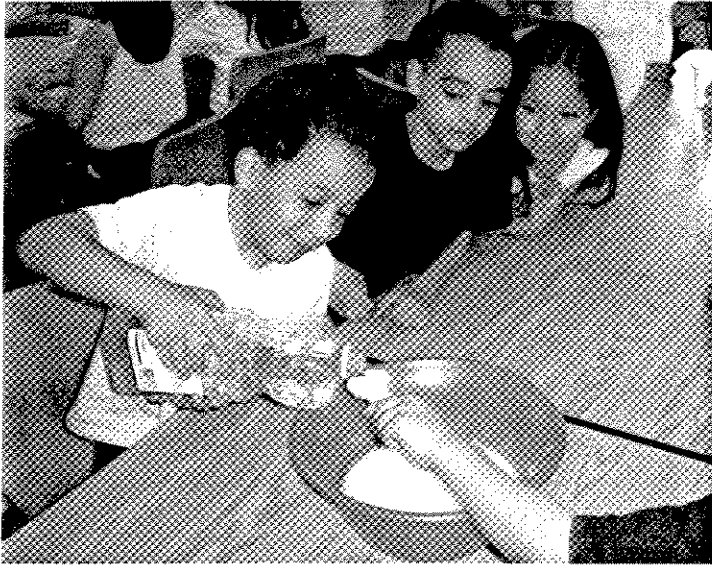
Making Play Dough



The children followed a rebus recipe. First they read each ingredient needed to create the play dough.



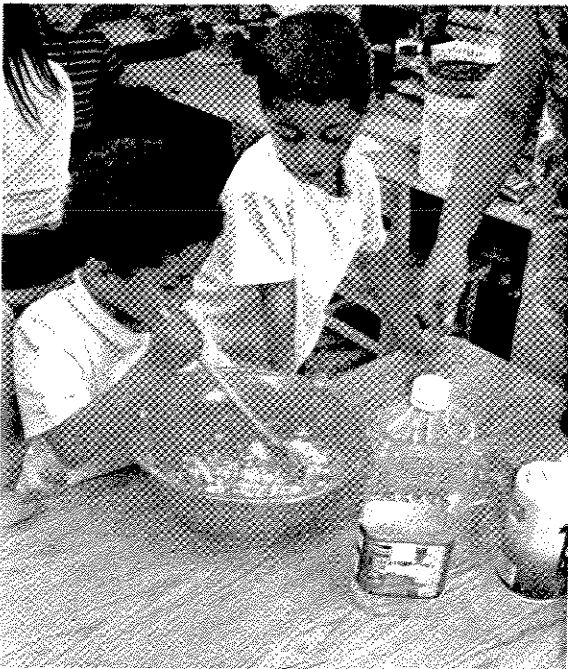
Next, they used measuring cups to add the flour, salt, and water. Having their peers hold the measuring cup carefully for them.



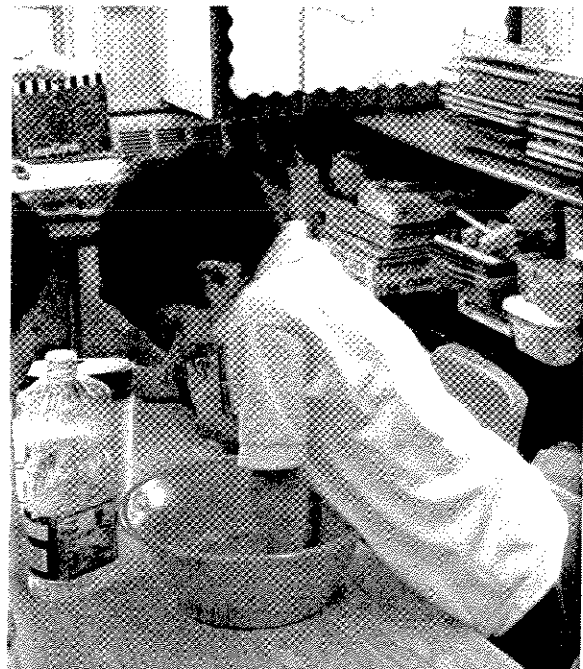
Then, they used the tablespoon to measure the oil.



Each child adds 10 drops of food coloring.



Each child mixed the ingredients together counting to 20 and then passed the bowl to their peer.



Finally, each child told us how the play dough felt and smelt.

Documented Accomplishments: Contributions to Student Learning

Description and Analysis

As an Early Childhood teacher, I feel as though in order to enhance children's learning it is my responsibility to continually expand my educational knowledge by searching for opportunities to learn and develop as an Early Childhood professional. In order to accomplish this task it is important to collaborate with colleagues, children's families, and the community. In the years I have been an Early Childhood teacher, I have attended workshops and taken courses to enhance my strategies in curriculum, language and learning, communication with families, positive discipline, and developmentally appropriate practices. By attending workshops, taking courses, and collaborating with other educators this allows me to have access to a variety of knowledge about learning styles and the modifications children may need to flourish in their education.

In order to produce a sense of community within the classroom, one of my responsibilities as an Early Childhood educator is to support children's diverse cultural backgrounds. Along with my colleagues, we arranged for our kindergarten children to attend a multicultural music presentation. The presentation was a collection of music and instruments throughout several Latin countries. Children were exposed not only to their own customary family music but other Latin cultures, as well.

In order to connect with families, I consistently send home letters or announcements informing families about our classroom and the units of studies we are examining. The notifications also include any materials needed or events taking place during the study. Although families cannot be in the classroom with their children, they like being informed of what is going

on in their child's classroom. Sending home these notifications frequently provides a sense of belonging for families.

Thinking about the well being of the children I began taking notice to the children's food choices in the classroom. Through this observation I created a healthy eating club newsletter. The newsletters provided families with tips and suggestions for health meals or snacks. Also, the newsletters gave families who have access to the Internet, websites to obtain information on nutrition and health.

To support family involvement, I feel it is necessary when permitted to include families into their child's education. While working at a local child center, the children frequently visited a local student art center. By regularly visiting the art center the children began to speak of the center often in their play. Discussing this observation with the children, we decided to create our own art show and this became one of our family events. Using literature and a variety of art materials, the children created a selection of art pieces using a variety of techniques. The techniques included sculpting, painting, tie dying, collage, and sewing. The children and their families looked forward to coming to the art show to experience the display of different techniques.

During the school year family members and myself reach out with concern and uncertainties about their child's progress or the challenges they maybe facing. Having an open door policy and open communication with families allows for the necessary development of communication, as well as building trust and confidence. One particular child I reached out to his parent to discuss some concerns I had regarding his academic challenges, as well as behavioral incidences. After several phone and in person conversations, a conference was scheduled with the child study team, principal, the parent, and myself to discuss the child's

challenges with academics and behavior. During the conferences we shared some strategies, activities, and options that might help the child to become successful. Through previous observations and evaluations it was determined the child should be enrolled in a morning only behavioral modification school. Communication was ongoing as we monitored his progress in both classrooms.

I find collaborative experiences to be very beneficial because the best way to learn is by learning from each other through collaborative experiences. In order to have collaborative experiences I make an effort to work closely with a variety of educational professionals. During my career I have also become a member of the Nation Association for the Education of Young Children (NAEYC). In October 2008, I volunteered at the NAEYC conference held in Atlantic City, New Jersey, where I assisted the speakers and was able to take part in many different workshops.

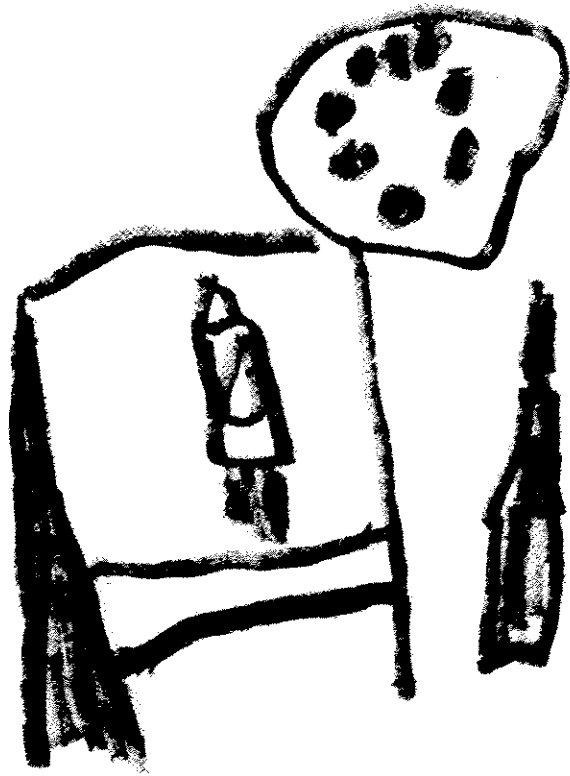
Communication Log

Date	Person Contacted	Type of Communication (Telephone, written, email, or in person)	Nature of Communication (Reason for communication, outcome of communication)
2/25	All Families	Newsletter	Sent home information about healthy eating due to children's poor choices in lunch snacks. School rule states no "junk foods." Children are bringing in potato chips, cakes, and sugary drinks.
3/9, 3/18, 3/24, & 4/1	L.P.'s Mother, Principal, & Child Study Team	In Person, Phone Calls, & Written Letters	Spoke with L.P.'s Mother about his recent behavioral and academic difficulties. Through conversations and evaluations, we decided to obtain the necessary help to give Luis the opportunity to succeed.
3/22	A. M.'s Mother	Written Letter	Sent letter home to voice concern about A.M.'s difficult day in school. Parent was not obtainable by phone due to having school all day. A.M.'s mother informed me of her's prior late night bedtime maybe having been the cause of her day.
3/25	Passaic Community College	Phone Call	Contacted facility regarding field trip for all kindergarten classes to see a multicultural music presentation. Inquired about the program and any special instructions for the day of the trip.
4/13	M.G.'s Mother and Grandmother	In Person	Spoke with M.G.'s mother and grandmother regarding his recent behavior in school. Through interpretation (M.G.'s mother was hearing impaired) the grandmother informed me of recent problems amongst his parents, maybe the cause.
4/15	Another Teacher of L.P.	Written Daily Communication Journal	Corresponded daily with Luis' behavioral teacher discussing events in both classrooms and receiving information on modification to use in the classroom to produce success and keep other children in the classroom safe from his' outbursts.
4/20	J. H.'s Mother	In Person	J.H. was a late transfer. J.H.'s mother and myself were concerned with his academic progress. Mother stated Jeremiah was schooled in an English-speaking classroom for the past year in the Dominican Republic. He was not given the proper tools for kindergarten. I instructed her I would be sending home extra materials for her to work with J.H. at home to help him develop the skills and knowledge needed to become successful.
4/23	All Families	Written Letter	Sent letter home introducing our new unit of study and to request photographs for inspiration to two of our daily journal entries.
5/18	S.G.'s Mother	Phone Call	Spoke to S.G.'s mother about his recent progress in school and encouraged her to continue working with him.
6/8	All Families	Written Reminder	Working with the other kindergarten teachers, we produced a reminder, in both English and Spanish, to all families of our up and coming "Moving Up" ceremony.

Having the opportunity to continually learn has benefited my career as an Early Childhood educator. I will continue to expand my knowledge by discovering valuable educational workshops. Continuing to attend workshops such as NAEYC and district wide professional development workshops, as well as collaborating with my colleagues will provide me with the tools to enhance my teaching and support families.

I also plan to continue providing a classroom environment where both children and families feel safe and comfortable. Continuing to openly communicate with families through an open door policy, phone calls, letters, and newsletters provides the families with a sense of belonging into the classroom. I will continue to share my developmentally appropriate practices by sharing the on going events in the classroom.

As I continue to learn and share with others, I feel as though it will give me a sense of motivation to develop and continuously readapt my teaching style. Through the on going adaptations, from being an eternal student, these will aide my children in becoming successful learners. Being an Early Childhood educator is an ongoing process and I must continue to be an active member in the expanding field.



Childre Art Show

R.S.V.P.

**Child Development
Center**

When: Thursday, June 19th

**Where: Child Development
Center**

Time: 1:30pm - 2:30pm

Admission price:

**Appetizer or dessert to
share with all!**



WILLIAM PATERSON UNIVERSITY

Child Development Center
300 Pompton Avenue
Hunziker Wing Room 35
Wayne, New Jersey 07470

August 2008

Dear Families,

Welcome to the William Paterson University Child Development Center! We are looking forward to the start of the Fall 2008 Semester and anticipating you and your child's involvement in our program. Family involvement is extremely important to us and we strongly encourage you to participate in our program through classroom visits parent meetings, and parent child activities. We strive to create and maintain a community in which you and your child feel valued and treated with respect. We strive to provide each child with a secure, healthy, and nurturing environment.

We understand that each child is special and respect each child's heritage. We encourage the development of ethnic pride, self-confidence, and the joy of learning. We incorporate multiculturalism into our curriculum and encourage any opportunity to learn more about various cultures. So please feel free to come to us with any ideas. Please let us know if you would like to stop by anytime, to read a book, sing a song, share a talent, bring a recipe, or volunteer in anyway. We are dedicated to forming strong, positive partnerships between families, children, and our staff members.

We need your help! Please tell us about your family! We are preparing for our September curriculum "All About Me" and we would really appreciate it if you could fill out the enclosed form and return it to us as soon as possible.

Thank you so much for your participation in advance and we are looking forward to learning about you and your family!

Sincerely,

Ms. Denielle, Ms. Elizabeth, and Ms. LuAnn

From: Cifelli, Luann
Sent: Thursday, August 28, 2008 6:10 PM
To: Hope D-J
Subject: RE: Hey Hope its LuAnn

Thank you, I thought we did a really good job too. :D
Sounds really great plan to collaborate on a unit, I really think we will benefit as well as the children from that.

Talk to you soon,
LuAnn

-----Original Message-----

From: Hope D-J [<mailto:hdjennings@optonline.net>]
Sent: Thu 8/28/2008 1:10 PM
To: Cifelli, Luann [cifelli]
Subject: Re: Hey Hope its LuAnn

Thanks so much Luann!
I would like document both of our Art units this year on the web. And maybe do something collaboratively.
Cindy shared your Monarch curriculum with me..and I have to say you all did a WONDERFUL job!
Enjoy the new school year.. and thanks again for all your help at the MTN workshop.
Talk to you soon,
Hope

----- Original Message -----

From: Cifelli, Luann [cifelli]
To: hdjennings@optonline.net
Sent: Thursday, August 28, 2008 7:37 AM
Subject: Hey Hope its LuAnn

Hey Hope
I was talking with Cindy yesterday and she told me you wanted a copy of the Art Unit we did in June. So here is the grid we used to implement the unit.
Let me know if you received it. Also, if you have any ideas to add for next year, the children really loved this unit and it was alot of fun to do with them.
Especially for the end of the year because you can do almost everything outside and enjoy the nice weather. :D If you need anything else like photos of the projects to get an idea of what we did I can also send them over.

LuAnn

Reply Reply to all Forward Close Help

Sent: Wed 9/3/2008 3:11 PM

From: Erik Mollenhauer [erikm@eirc.org]
To: Carr, Denielle; morgadoel@gmail.com; Cifelli, Luann [cifellil]
Cc: cindygennarelli@aol.com
Subject: Voices
Attachments:

[View As Web Page](#)

Denielle, Elizabeth, and LuAnn,

I got your Voices application.... and your phone call. I'm behind in my work and will get back to you later this week or early next. But yes we will register you for the grant... as follows... all 3 of you will get the phase one grant (attend the Nov 1 and 2 workshop at no cost)..... and we will register all 3 of you to do the phase two part (total of \$200 for the 3 of you).

Sorry not to be back sooner. I'm still in recovery-mode from the workshops.... and do not have an assistant for at least the next few weeks.

Erik Mollenhauer

Monarch Teacher Network

Science/Social Studies Supervisor

EIRC, 606 Delsea Drive, Sewell, NJ 08080

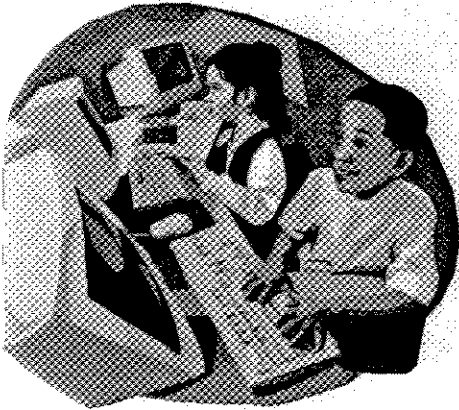
856-582-7000 x128 erikm@eirc.org

www.eirc.org

About the workshop site

The workshop fee includes all materials, five meals and dormitory lodging in spacious, modern cabins with indoor heated bathrooms/hot showers. The workshop will be held at the Speers-Eljabar YMCA Camp, minutes from the Delaware Water Gap National Recreation Area in the Pocono Mountains of eastern Pennsylvania. www.campspeersymca.org

Workshop participants will be awarded 16 NJ Professional Development Credits.



For more information, contact:
Loretta Kelly or Erik Mollenhauer
856/582-7000 ext. 110
Fax 856/582-4206
lkelly@eirc.org, erikm@eirc.org
www.MonarchTeacherNetwork.org

Monarch Teacher Network is a project of EIRC, a New Jersey public agency since 1968
With funding support from
Geraldine R. Dodge Foundation

INTEGRATING WRITING SKILLS with art and technology

Voices... from the Land

NOVEMBER 1 - 2, 2008



What teachers are saying:

- *Uses poetry as a tool for exploration and discovery*
- *An awesome project ... parents were amazed by their work*
- *A wonderful learning experience*
- *I left the workshop with a sense of peace*

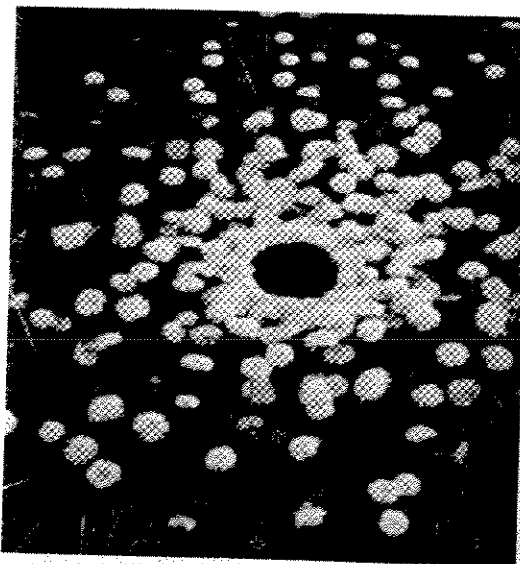


**Following the spiral in the land
From the beginning to the end
Square, round, skinny, fat
Sharp, rough, smooth, bumpy
Brown, blue, red, purple
Earth tones in a spiral twist.**

... Abbey and Madison, 4th grade

LANGUAGE and LANDSCAPE

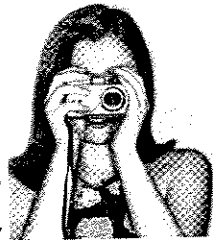
This workshop is based on the work of well-known artist Andy Goldsworthy (who creates art outdoors from natural materials)...and on studies that recognize an ancient and intimate connection between language and landscape: "No indigenous, oral language can be genuinely understood in separation from the earth that sustains it... Oral people will rightly say that each place has its own mind, its own personality, its own intelligence... that may speak through the persons that inhabit them... Language functions not simply to dialogue with other humans but also to converse with the land... Words do not speak about the world; rather they speak to the world ... - David Abram



Integrating Writing Skills with Art and Technology

workshop is an exciting new approach to teaching essential writing skills, art and technology in both indoor and outdoor settings. The workshop will bring together teachers from New Jersey, other states, Canada & Mexico. **Inner city teachers and teachers of at-risk and/or disadvantaged students can apply for a grant** which covers the cost of the workshop (\$130) and provides \$200 for a follow-up classroom project. Taught by veteran classroom teachers, workshop participants experience all the elements of a Voices from the Land project.

In **Voices**, students use natural materials to create (and photograph) art in an outdoor setting. They write poetry/prose about the art and their experience... giving the art, landscape and authors a "voice". Students then layout, design and publish a full-color hardcover book of their photographs and poetry, sharing books with other schools in the project. Students of varying abilities, disabilities and grade levels have participated in Voices... from schools in the United States, Canada and New Zealand.



Moon
up in the sky
White circle
Broken like that
--- Pre-school children

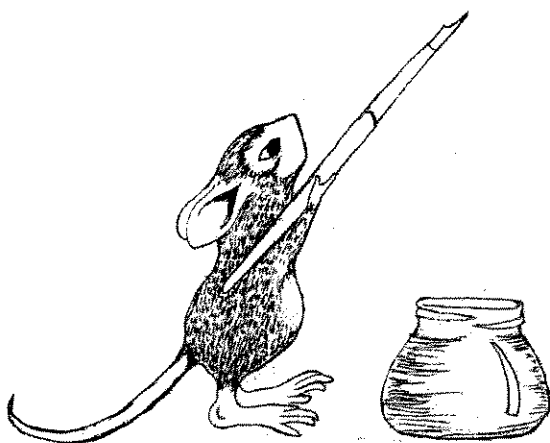


We use the land
For what we need
But instead let's take
A moment to see.
Could we leave nature a gift?
Even a simple leaf or stick?
Then for just a time in space
We could meet the land
Face to face.

--- Adam, 8th grade

This workshop teaches students how to:

- Generate writing and use communication skills across the curriculum
- Experience and create art as a shared activity in an outdoor environment;
- Communicate, collaborate and negotiate as a member of a team;
- Write to express thoughts, ideas and experiences... giving "voice" to creativity and cultural perspective;
- Understand the emotional impact of art and photos, how they aid in understanding text, and how writing enhances art;
- Use computer and internet technology to document, revise, edit, layout, design and publish a book showcasing their work;
- Share their published work with (and experience the published work of) students from other cultural perspectives and landscapes;
- Draw inspiration for writing and art from the landscape that sustains us all.



**LIMITED WORKSHOP SPACE
REGISTER EARLY!**

WORKSHOP FEE: \$130
DATE: November 1 and 2, 2008 (overnight)
Participants can arrive Friday evening, October 31 at no additional cost; overnight lodging and five meals included in workshop fee.
TIME: Workshop begins 8 am Saturday - ends 2 pm Sunday
LOCATION: Speers-Eljabar YMCA Camp
Dingman's Ferry, Pennsylvania 18328

PLEASE PRINT the requested information and return with check or purchase order to:

Monarch Teacher Network-EIRC, 606 Delsea Drive, Sewell, New Jersey 08080 USA

Participant's Name:

Home Address:

School Name & Address:

Phone:

Fax:

Email address (MANDATORY, so we can confirm receipt):

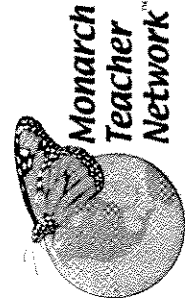
EDUCATIONAL INFORMATION & RESOURCE CENTER

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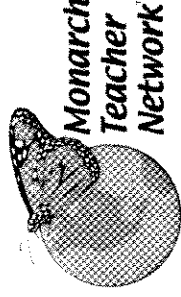
Global Connections

Professional Development Certificate

This certifies that



LuAnn Cifelli



participated in the

Integrating Writing Skills, Art and Technology: "Voices from the Land" workshop

Program Date: October 31 to November 2, 2008

Length of Program: 16 Hours

Place of Program: Dingman's Ferry, PA

Provider #31

Curt Mastromarino

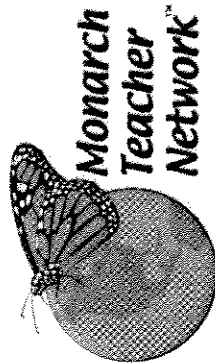
President



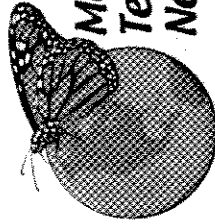
EDUCATIONAL INFORMATION & RESOURCE CENTER

&

Global Connections



Monarch
Teacher
Network™



Monarch
Teacher
Network™

Professional Development Certificate

This certifies that

LuAnn Cifelli

participated in
Teaching and Learning with Monarch Butterflies

Program Date: August 18, 19 & 20

Length of Program: 18 Hours

Place of Program: William Paterson University
Wayne, NJ

Provider #31

John P. Moran
Ann Herrick
Marie Comstock

Prudy Johnson
William

Ed Millerbauer

Presenters

Michelle Tosta

Kathy Steward

Bob Gusskowsky
Bob Gusskowsky

TEACHING AND LEARNING WITH MONARCH BUTTERFLIES: 2008

June 18, 19, 20 – Birmingham Southern College, Birmingham, Alabama

June 23, 24, 25 Texas A&M University-Texarkana, Texas

August 6, 7, 8 - Forest Park High School, Woodbridge, VA (Prince William County near Washington DC)

August 11, 12, 13 at Waples Mill School, Oakton, VA (Fairfax County near Washington DC)

August 11-12-13 at Knox County Agri Center, Galesburg, Illinois

August 18, 19, 20 at Bergen Community College, Paramus, NJ (Bergen County near New York City)

August 19, 20, 21 at Raritan Valley Community College, North Branch NJ (Somerset County)

August 20, 21, 22 at the EIRC facility, Sewell, NJ (Gloucester County near Philadelphia)

Day One (7am staff arrival)

8:20-8:45 am Coffee and refreshments
8:45 Door prizes... and books d'jour
9:00 Staff/participant introductions; overview of workshop; workshop buddies
9:30-10:15 Introduction to *The Monarch/Milkweed/MTN Story*
10:15-10:25 Break
10:25-11:30 *Life Cycle Stations*
11:30 *Butterfly Kingor Journeys and Transformations dvd*
12:00-12:45 Lunch
12:45-1:15 pm *Care and Feeding of Monarchs*
1:15-2:30 pm *Making rearing cages and holding cages*
2:30 pm Field trip preparations (Day 2) et al

Day Two (8 am staff arrival)

8:20-8:45 am Coffee and refreshments
8:45 Door prizes... and books d'jour
9:00-9:15 Immigration Activity
9:15-9:40 **Classroom activities**
9:40-10:30 *Tagging and releasing Monarchs* — *Monarchwatch.org.*
10:30-10:40 Break
10:45-11:15 *The Milkweed Community*
11:15-11:45 *Butterfly Gardens*
11:45-12:30 Lunch (possible lunch speaker)
12:30-3:00 pm *Field trip to milkweed patch and school butterfly garden(s)*

Day Three (8 am staff arrival)

8:20-8:45 am Coffee and refreshments
8:45 Door prizes... and books d'jour
9:00-9:30 *Sharing Session*
9:30-10:15 *Migration games*
10:15-10:30 *Transformations* guide (intro)
10:30-12:00 *Make and Take/Learning Activities*
12:00-12:45 pm Lunch
12:45-1:15 *Culminating events, parades, symbolic migrations* and more
1:15-1:45 pm *Wider connections and opportunities*
1:55-2:30 *Skit*
2:30-3:00 Wrap-up, evaluations, certificates, questions... **ThankUs.....**

Professional Development Certificate

Awarded to

LuAnn Cifelli

for participation in

New Jersey Educators Exploring the Practices of Reggio Emilia, Inc.
Roundtable Series – 2008-2009


Bringing Learning to Life - Chapter 4 - Living in a Space That is Alive
Union Congregational Nursery School, Montclair, NJ
Saturday, October 4, 2008 - 9:00 am – 12 noon

3 professional development hours

Host Site Director – Ursula Costin

Kathleen M. Orsted

New Jersey Educators Exploring the Practices of Reggio Emilia, Inc.
NJDOE Registration # 4784



Union Congregational
Weekday Nursery School



"Nothing Without Joy..."

Loris Malaguzzi

Founder of schools for young children in Reggio Emilia, Italy



NJEEPRE ROUNDTABLE
At Union Congregational Weekday
Nursery School
October 4, 2008

Bringing Learning to Life
By Louise Boyd Caldwell
Chapter 4 – *Living In A Place That Is Alive*

- | | |
|--------------|---|
| 9:00 | Greeting, Refreshments
Sulzberger Room |
| 9:30 | Introduction – Ursula Costin |
| 10:00 | Group Discussion |
| 10:45 | Reflection |
| 11:30 | Closing
Evaluations |

Positive Discipline Techniques
that Work
Robert Lento
1.5 hours

R.E.S.P.E.C.T - Celebrating
Diversity
Del Pickens-Dover
1.5 hours

The Brain Loves a Song
Maryann "Mar" Harman
1.25 hours

The Heart of A Teacher
Miriam Moran Shankman
1 hour

*The New Jersey Association
for the Education of Young Children
is pleased to present this certificate of attendance to*

LUANN CIFElli

*for participating in
NJAEYC's Annual State Conference
October 24-25, 2008*

Reading and Math Together!
Stuart Murphy
1.25 hours

What the Very Hungry Monarch
Caterpillar REALLY Ate
Hope D'Avino Jennings
1.5 hours

Terrific Torn Paper Collage
Triada Samaras/M. Russo
1.5 hours

*Patricia Kouten
NJAEYC President*

Prop Boxes Around the Classroom
B. Rosenkowitz/J. Riche
1.5 hours

*Department of Education
Provider Registration
Number 812*

NJAEYC 2008

LUANN
CIFELLI

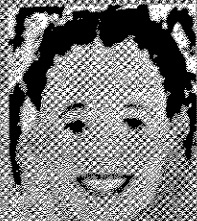
WPU

VOLUNTEER

ESSEX HANDBOOK

BYRON

Accredited Center
NJAEYC
Accreditation



NEW JERSEY ASSOCIATION
FOR THE EDUCATION OF
YOUNG CHILDREN
(NJAEYC)

BUILDING BETTER
FUTURES FOR ALL
CHILDREN

WHAT'S INSIDE

- CONFERENCE SCHEDULE
- RAFFLE TICKETS FOR PRIZES
- WORKSHOP LOCATIONS
- EXHIBITOR LISTINGS AND FLOOR PLAN
- CERTIFICATE OF ATTENDANCE
- LUNCH VOUCHERS
- CONFERENCE EVALUATION

ANNUAL CONFERENCE

2008

OCTOBER 24-25, 2008
ATLANTIC CITY
CONVENTION CENTER
ATLANTIC CITY, NEW JERSEY

HELEN MUSCATO,
CONFERENCE INFORMATION

(732) 329-0033
MAIL@NJAEYC.ORG

William Paterson University

Licensed NJ Provider # 391

Center for Continuing and Professional Education
1600 Valley Road, Wayne, NJ 07470

Certificate of Completion

awarded to:

Lu Ann Cifelli

in recognition of satisfactory completion of

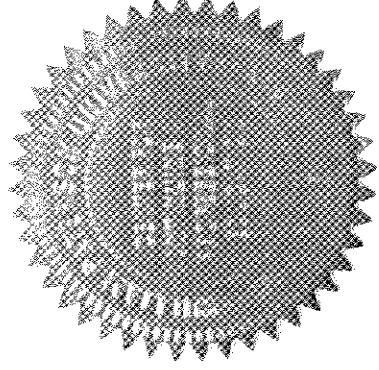
***2009 Children's Author Symposium
Picture Book Families***

April 21, 2009

Professional Development Hours: 3



Bernadette Tieman, Executive Director
Center for Continuing and Professional Education



January 28, 2010

Dear Comprehensive Member:

The increasingly diverse backgrounds of children in our schools offer rewarding as well as daunting challenges to educators today. Early childhood teachers need effective teaching strategies as they work to educate English language learners, children living in poverty, and indeed *all* children. For this month's Comprehensive Member benefit, we are pleased to present Linda Espinosa's *Getting It RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice*, copublished in a special collaboration with Pearson.

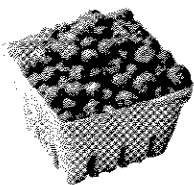
In her 30 years of working with children of diverse backgrounds, Linda Espinosa has witnessed firsthand the consequences of misguided practices and inadequate training to young children's well-being. She has also seen what can be achieved when practitioners have access to research and shape their practice using this information. Here the author summarizes current research findings and offers practical strategies for the development and learning of English language learners and children living in poverty, as well as all young children.

This concise overview of research is an invaluable tool for teachers and policy makers alike.

Sincerely,



Carol Copple
Director
Publications and Initiatives in Educational Practice



Paterson School 14

Healthy Eating Club



Did you know...

One of the most important relationships in a child's life is food. Children will carry their eating habits into adulthood. Helping a child build a strong and positive relationship with good healthy foods is important.

Healthy Eating Habits Tip

Start Early!

Help children start off on the right foot by helping them choose healthy foods to eat. Become a healthy food role model by eating a diet rich in fruits, vegetables and other nutritious foods.

Easy, Tasty Meal Suggestions

Breakfast shake: Combine milk, fruit, and ice in a blender

Frozen banana: Dip a banana in yogurt, then roll it in crushed cereal. Freeze.

Use cookie cutters to cut sandwiches into fun, interesting shapes.

Put a new twist on sandwich favorites. Top peanut butter with raisins, bananas, or apple slices.

For easier, tasty meal suggestions go to http://www.aap.org/publiced/BR_WhatsToEat.htm

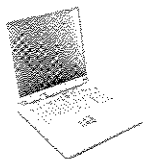
For more information on nutrition and health visit these websites:

www.aap.org

www.thechildrenshospital.org

www.americanheart.org

www.nutritionexplorations.org



10 Healthy Eating Tips For Children

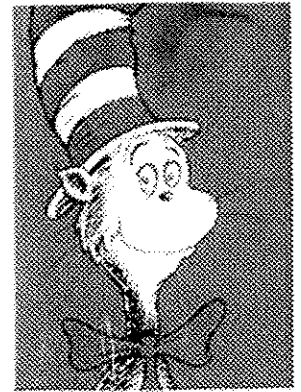
1. Encourage children to eat regular meals and snacks.
2. Serve plenty of fruits and vegetables.
3. Focus on high-fiber whole grains.
4. Choose low-fat and non-fat dairy products.
5. Limit sweetened beverages.
6. Avoid sugar-laden breakfast cereals, breakfast bars, and granola bars.
7. Reduce sugar intake.
8. Use pre-packaged convenience foods sparingly.
9. Avoid fast food.
10. Prevent habits of overeating.



Source:

http://www.healthcastle.com/children_healthy_eating.shtml

Celebrating Read Across America Week February 22-26, 2010



Monday, February 22, 2010

"Put Me in the Zoo" Day

In our stripes, and polka dots hip, hip hooray.
I bet we'll look very good that way.

***WEAR YOUR STRIPES/ POLKA DOTS OR BOTH ON
ANY PIECES OF CLOTHING TODAY!***

Tuesday, February 23, 2010

"The Cat in the Hat" Day

I saw them all step in like that
Every one, wearing a silly, funny or crazy hat.

WEAR YOUR FUNNIEST HAT TODAY!

Wednesday, February 24, 2010

"Fox In Sox" Day

Fox
Blocks
Rocks
Knocks

Today we wear our silly socks!

WEAR THE SILLIEST SOCKS YOU CAN FIND!

Thursday, February 25, 2010

"Green Eggs and Ham" Day

What?! You don't like green eggs and ham?!
Wear green instead,
I think you'll be glam'!

WEAR GREEN TODAY!

Friday, February 26, 2010

"I Am NOT Going to Get Up Today" Day

They won't let me be

And they won't go away

So I'm going to school in my pajamas today

WEAR YOUR PAJAMAS TO SCHOOL TODAY!

Tuesday, March 2, 2010 is READ ACROSS AMERICA
CELEBRATE Dr. SEUSS AND READING!

March 22, 2010

Dear Ms. Skaggs,

You have already returned the progress report to me already.

Angelica had a rough day today. I asked her why she was not talking to anyone when she came in this morning. She refused to engage in conversation with me. She was lying down all day with her head down and seemed upset or angry. I just wanted to make you aware of the situation and to ask if there was anything troubling Angelica?

If you have any questions please feel free to contact me via email lcifelli@pateron.k12.nj.us or by phone (973) 321-0140.

Have a good day.

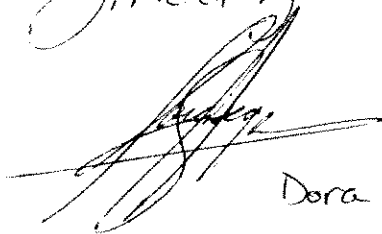
Thank you,
Ms. Cifelli

6

Dear Ms Ciffeli,

I spoke with Angelica as soon
As she came in from school today. I asked
her why she didn't talk in school today.
She said that her stomach hurt. But
I think she was still tired. Angelica
went to sleep late. We went to a
family members wedding & reception. Thank
you for informing me.

Sincerely



Dora Skaggs

April 23, 2010

Dear Families,

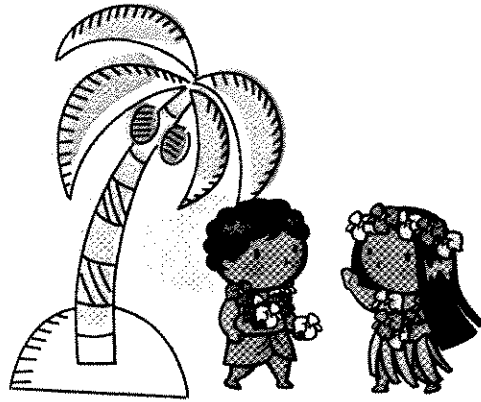
On Monday, April 27, 2010 we will begin our new literacy unit *Around the Town*. This unit will discuss different places in a town and how people join together to help one another in their communities. In order to be able to discuss our community, the children will need to bring in two items, a photo of their home and something that is beautiful to them. On Monday, May 10, 2010 please send your child in with something that is beautiful to them and one photo of their home. We will need these items during this week for discussion and journal writing purposes.

I will send a reminder note home before the items are needed to come to school.

Thank you and have a great weekend!

Sincerely,

Ms. Cifelli



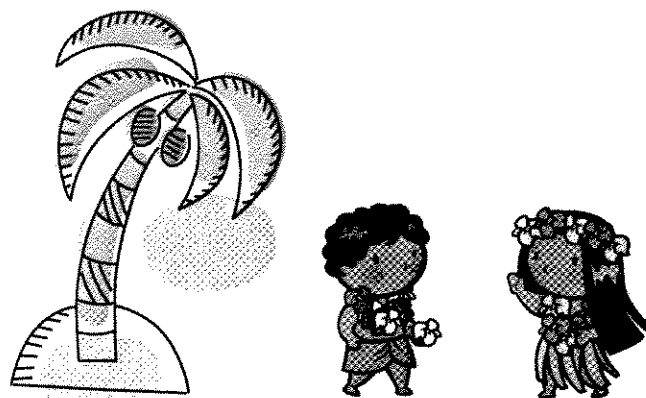
REMINDER

The Kindergarten "Moving Up" ceremony will take place on Thursday, June 10th at 9:30am. There will NOT be a rain date.

If it rains, the ceremony will take place in the cafeteria. In order for this day to be a success we ask for everyone's cooperation.

Children should be dressed in black and white clothes. Keep in mind ceremony will take place in the school playground.

* Seats are limited - bring a chair if you like. *



Recordatorio:

La ceremonia de graduación Será el Jueves, 10 a las 9:30 AM. Si esta soleado Será en el patio. Si llueve Será en la cafetería de la escuela.

Para que la ceremonia sea un éxito les pedimos de su cooperación.

Los niños deben usar ropa blanca.

Las niñas: blusas blancas, faldas blancas o negras o vestido blanco.

Los niños: camisa blanca, pantalones blancos o negros cortos o largos. Recuérdense que la temperatura estará caliente y la ceremonia Será en el patio.

Las sillas están limitadas si pueden traigan una.

The Paterson Public School District

Department of Mathematics

Certifies that

LuAnn Cifelli

has attended the following Learning Opportunity

enVision Math Training

June 16, 2010

90 Delaware Avenue

Learning Sessions: Strategies for Implementation

and is hereby admitted the rights and privileges belonging to that training and achievement of 3 professional development hours.

June 16, 2010

Date

Edward Korzinek
Edward Korzinek, Supervisor of Curriculum & Instruction



*Paterson Public Schools
Mathematics Department*

*enVision Math Training
90 Delaware Avenue, 2nd floor
Wednesday, June 16, 2010
(8:15 a.m. - 11:15 a.m.)*

AGENDA

- I. Opening remarks by District (Ed Korzinek) ✓
- II. Presentation by enVision Math ✓
- III. Nuts and Bolts
- IV. Questions and Answers
- V. Closing Remarks