

Tuesday Bulletin November 27, 2012

I hope everyone had a wonderful Thanksgiving and that we all paused to be thankful for all we have.

Our fourth grade demonstrated what they learned about Native Americans in their annual Pow Wow. I hope you have had a chance to see the process of putting it all together on Ms. McLaughlin's documentation banner in front of the library. It is truly an arts integrated, multidisciplinary event: the history and language arts taught in the classroom, choosing which arts integration strategy to use to present, learning about and constructing Kachina dolls in art, along with faux buffalo hides, class flags, dream catchers, sand art, and regalia, learning Native American music, and learning original Native American sports, Lacrosse and archery, in PE.

First grade delivered their annual Patriotic Performance with patriotic songs, tableaux, recitations, and cuteness all around. The Wilson SHS Junior ROTC set the tone with their presentation of "The Colors" to open the program. When asked to write their reflections on their performance, here's what a few of them wrote:

"I liked the patriotic performance becus it mad afrey buty happy. My favrit soing was the Star Spangled Banner. I likeced it becus it was abt are cuchry. I also likeced the performanc becs it was fun."

" I learned The Flag Shou have a lite on it. At nite I liked pePol was claping wan we war done: I felt Happy. And good."

Second graders are demonstrating what they've learned about Native Americans in their Native American Museums as I type this. Learning and presenting through tableau, "reading portraits", constructing dioramas, singing Native American songs, making pottery, and making costumes to resemble Native American dress are some of what is on display, and let's not forget their roles as docents in the museum.

I presented how we integrate the arts at Lafayette to a class of pre-service teachers at Montgomery College. After the presentation I taught them how to use the *Actor's Toolbox*, *Concentration Challenge*, and *Cooperation Challenge*. They enjoyed it so much that they now all want to come visit us to see how we actually use it in the classrooms.

Last Friday, I turned the Computer Lab into a museum of sorts, displaying as many of the arts integration resources we have in-house as I could for teachers to see, check out and use. We have a plethora of portraits, posters, books, and museum teaching kits which teachers took advantage of. We have about 30 teachers taking the *Reading Portraits as Biography* CETA class so the portrait posters were very popular.

Finally, this month I am highlighting Ms. deJonckheere's Pink Base kindergartners as they used the CETA strategy "Poetry & Music/Exploring Reading, Rhythm, and Rhyme to create poetry with rhythm. Check out the CETA bulletin board in the office for photos and more information, or just stop by and see me.

~Jackie Snowden

### **Arts Integration Strategy used in Ms. de Jonckheere's Kindergarten**

Arts Integrations Strategy: The lesson was adapted from the CETA class "Poetry & Music/Exploring Reading, Rhythm, and Rhyme. This class was given by Marcia Daft. In this lesson, I used the methods of creating poetry with rhythm.

Goal of the Lesson: Students will use key vocabulary on a theme about the season of Fall to create and read a multi-syllabic poem.

Activity:

1. First the class brainstorms a vocabulary list of words (20 or more) that pertain to the season of Fall.
2. Using four stanzas, with four word boxes each, students and teacher work together to put common themed words into a multi-syllabic poem.
3. Once the poem is complete, students track the words from left to right, as they use the claves to tap out the syllables in each word in each stanza.
4. Finally, students choose a stanza to write and illustrate for a poetry book.
5. Once all students are complete, the poetry pages are placed in order of the poem and bound into a book for the Library.

Teacher Reflections:

I have thoroughly enjoyed using poetry and music strategies in my classroom to teach the students the hear and feel rhythm in language. Using these poetry strategies has developed several skills for my students, such as, listening, syllabication, visual tracking for reading, keeping a steady beat, and oral fluency skills. Through these skills, I have enjoyed using themes, current to the month we are in, to create poetry with the students. The students feel the poetry through the syllables, the language, and their illustrations. When doing this style of arts integration lesson, I see the excitement in the students when they become the poets; they use their words and illustrations. It is a joy to see the enthusiasm to use the claves to tap and track the poem. All of these skills teach their eagerness to read and have fun doing it.

Student Reflections:

- "I like to use the claves to tap the syllables." Sonali
- "Making the word list helps make the poem funny." Daniel

- “ I like drawing pictures to go with the poem.” Cato
- “I like to read and clap to the poem with the claves.” Liam
- “I learned about stanzas.” Rowan
- “Poems are fun and easy to make.” Everett
- “I like how Ms. de Jonckheere makes our poem into a book for use to read.” Maya

#### Standards Addressed:

##### Content Standards

Students will be able to:

- Demonstrate understanding of spoke words, syllables, and sounds
- Read poetry and prose of appropriate complexity and tone
- Hear relationships of sounds in words

##### Art Standards

Students will be able to:

- Hear rhythmic patterns in words
- Contribute to the creations of a poem
- Use rhythm sticks to demonstrate syllables and beats in a class created poem