A Rainbow of Experiences: An Overview of California's Preschool Learning Foundations and Curriculum Framework, Volume 3 (History-Social Science and Science)

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Outcomes

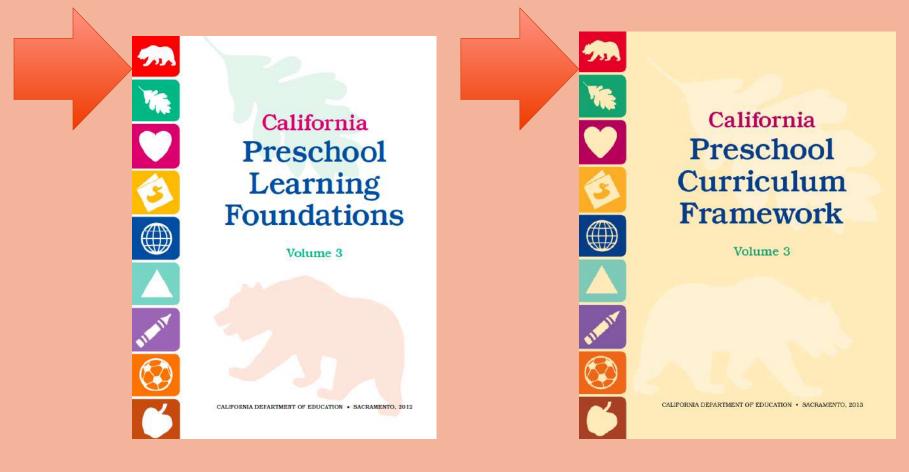
- Understand the structure and features of the Preschool Learning Foundations (PLF), Volume 3
- Understand the structure and features of the Preschool Curriculum Framework (PCF), Volume 3
- Learn to use the foundations and framework to enrich learning and development opportunities for all of California's preschool children

California's Early Learning and Development System



California Department of Education, Child Development Division

Two California Department of Education Resources





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Rainbow of Ideas

- Locate your Rainbow of ideas Handout.
- This will be your list of BRIGHT ideas.
- Throughout the training we will pause to allow you to reflect upon and record your ideas.

Directions: Throughout the training fill out this table with interesting ideas; when you leave remember to look back and try some of the ideas you wrote.

Components of Foundations and	Ideas from the Training	Idea you want to try next
Framework		week
Foundations Introduction		
Framework		
Overarching Principles		
Foundations Map		
Framework Vignettes		
Framework Interactions and Strategies		
Foundations ELD Connections		
Foundations Bibliographic Notes		
Framework Questions for Reflection		



 Families are children's first teachers Children learn

through Play

 Educators need to be intentional ©2013 California Department of Education (CDE) with the WestEd Center for Child & Family Studies, California Preschool Instructional Network (CPIN). (11/2013)

Bits Balling Fam

The most important purpose of these foundations is to help early childhood educators create environments and interactions that help young children understand themselves in a wonderfully expanding world. PLF, Vol. 3, p. 7

History-Social Science

Social science is a branch of learning that pertains to how people live together in the social

World.





Science

The study of science is about finding out how the world works. PLF, Vol. 3, p. 48



California Preschool Learning Foundations

Volume 3

ALFORAX DEFAILMENT OF EDUCATION . SACIONEAN

A Rainbow of Self-Reflection

The Softy-Heart Scientist

- I just can't put a cricket in the praying mantis cage. I feel too much empathy for those little crickets.
- My favorite part of science is when babies are born, it brings tear to my eye every time. I am a warm, communicative, passionate nurturer.
- I value authenticity, honesty, and family.



The Quest for Knowledge Scientist

- I like to observe, explore, and analyze just how many crickets a praying mantis might want to eat. Then we can investigate and problem solve whether we have enough crickets.
- My favorite part of science is scientific inquiry. I have a curious mind, am an abstract thinker, and love to explore every facet of a problem. I can get a little perfectionistic on the documentation though!
- I value intelligence, explanations, logic.

Which Scientist are You?

The OMGI Scientist

- Crickets = 2, 3, or 5 does it matter? I bring fun, spontaneity, and excitement to the praying mantis feeding time!
- My favorite part of science is investigations requiring both skill and a sense of adventure. I'm all about the bubble, pop, fizz - WOW! The messier, the better!
- I value skill, resourcefulness, and courage.



The Good Citizen Scientist

- I have calculated the cost of crickets and the children may feed the praying mantis 2.5 crickets per day to stay on budget.
- My favorite part of science is the order and predictability of life science. I am dependable and always prepared for what we might need in class.
- I value accountability, responsibility, and a respect for right and wrong.



- Walk around and read the posters about the room.
- Stop at the sign that is most like you.
- Take a moment to talk to others who are standing at the same poster.

Discuss the principles that might relate to the importance of reflecting on your "rainbow" style.

Relationships are central. play is a primary context for learning. Learning is integrated. Intentional teaching enhances children's learning experiences. Intentional teaching on partnerships create meaning experiences. Intentional teaching partnerships create meaningful concess. Intentional community partnerships create meaningful concess. Family and conductive and language supports children. Connections Individualization and planning enhances teachildren. Individualization and planning enhances teachildren. Eight

Eight Overarching Principles

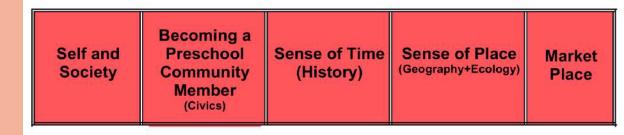
domains represent crucial areas of learning and developmen t for young children.

PLF, Vol. 3, p. xii



(Summary Table: History-Social Science & Science Strands)

History-Social Science



Science

Scientific Inquiry	Physical Science	Life Science	Earth Science
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With appropriate support

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High-quality proc

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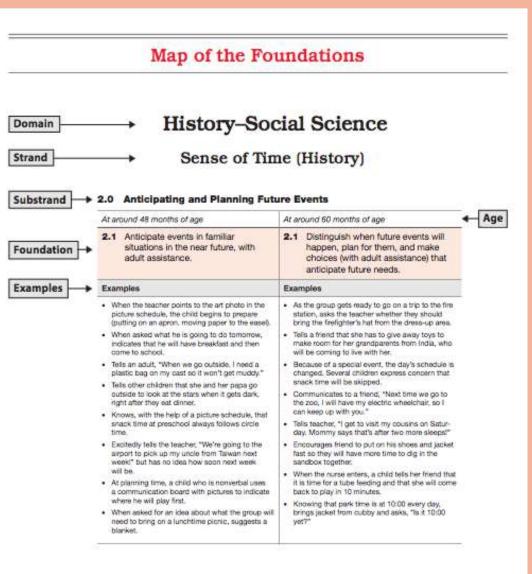
At 48 and 60 months

After 1st or 2nd year of preschool

el retrigerador

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Foundations Map







The quality of young children's relationships with early childhood education teachers and peers is important to school readiness (Thompson 2002; Thompson and Raikes 2007). PLF, Vol. 3, p. 25

For children who have physical disabilities, the teacher-child relationship can be important to strengthening selfconfidence and negotiating relationships with peers (Thompson and Thompson 2010).

PLF, Vol. 3, p. 25



Children learn about themselves and others through the relationships they develop with teachers and peers in preschool.

PCF, Vol. 3, p. 60



Integrating the PEL Guide

Preschool English Learners, Their Families, and Their Communities

hen asked how he successfully communicates with two- and three-year-old children who have had limited exposure to English, a monolingual English-speaking teacher

replied: "It's all about relationships. Children respond to a calm voice and a comforting hug. I've learned a few simple phrases in Spanish to reassure children that they are safe while at our center. I also ask for help from the children who are learning English. In no time at all, I don't have to ask, for they automatically translate for the younger children. Translating for the teacher makes them feel special and makes learning two languages take on greater significance."



The preschool setting is a place where children explore differences and think about the messages they receive from society, the values they learn in their homes, and their own ideas about people.

PLF, Vol. 3, p. 49

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Applying Vignettes

- 1. Find and read the vignette and teachable moment on page 54 of the PCF (Vol. 3).
- 2. After reading the vignette discuss the following:
 - •What what interesting about the vignette?
 - •Have you experienced any of the similar messages about princesses that Emma and Annie had?
 - •The teachable moment shows one way to expand on this experience; what is another way?

Emma, Rakesha, and Annie all choose the dramatic play area as they make their plans for the day. Each of them has noticed the shiny new crowns their teachers have added to the dress-up clothes shelves since yesterday.

"Look at me. I'm a princess," says Annie as she twirls in front of the mirror with a crown on her head. "Me, too," adds Rakesha, choosing another of the crowns. "Mine has jewels."

Emma, who has light skin and light hair and often takes the lead in assigning dramatic play roles, looks at both girls and states emphatically, "No!" She turns to Rakesha, who has darker skin and darker hair, and says, "You can't be a princess because you don't look like one. You have to look like the one in the princess book."

Rakesha protests, "I can, too, be a princess! Everybody can be a princess."

The three girls continue to argue loudly about who can be a princess, and Ms. Denisha comes over to help them work out their disagreement. She sits down on the rug and motions to all three girls to sit down around her. She observes, "You girls look and sound pretty upset. What is the problem? Rakesha, why don't you tell us first what made you feel so upset?"

Rakesha repeats Emma's assertion that Rakesha can't be a princess. Emma and Annie both add details to the story of the argument. Ms. Denisha listens, asks questions, and restates the problem. She then tells them, "It really hurt Rakesha's feelings when you told her she couldn't be a princess. Rakesha was right. People with any skin and hair colors can be princesses and other special characters. We can find books about many kinds of princesses. Now, I will stay and help you think of some ideas for your play this morning."



VIGNETTE

Interaction and Strategy

Read and converse about books that accurately represent the lives and experiences of children.

PCF, Vol. 3, p. 59

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An early childhood education setting acquaints young children with people who have different backgrounds, family practices, language, cultural experiences, special needs, and abilities.

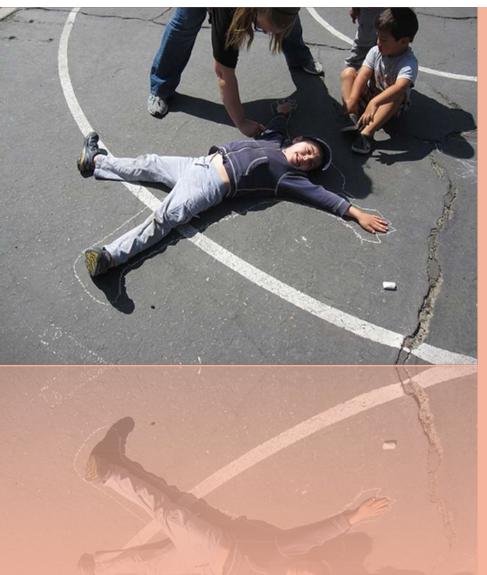
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Interaction and Strategy

Practice a reflective approach to build awareness of self and others.

PCF, Vol. 3, p. 58





Questions for Reflection

- What are some of your own biases and "blind spots" about people whose racial or cultural background are very different from yours?
- In what ways could you partner with families in your
 preschool program to
 support attitudes of
 acceptance and
 inclusion?



Framework Strategies

- Developmentally appropriate
- Reflective and intentional
- Individually and culturally meaningful
 Inclusive

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"Science does not know its debt to imagination." -Ralph Waldo Emerson

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Science: Imagine It

Key Concepts in Life Sciences

In studying animals, plants, and humans, children develop understanding of key concepts related to living things such as:

- · All living things have basic needs that must be met for them to grow and survive.
- · The body parts of living things are useful for them in meeting their needs.
- The physical characteristics of living things reflect how they move and behave.
- · Living things have their habitats in different environments.
- · All living things grow over time and go through changes related to the life cycle.
- There is variation and diversity in living things.

Using the template, sort your ideas into: Life sciences Physical sciences Earth sciences



Science fosters:

- Critical thinking
- Problem solving
- Creativity
- Collaboration
- Communication



Appendix

Table 12 Overview of the Alignment Between the Science Domain and the California Content Standards

		Science		
California Infant/Toddler Learning and Development Foundations		California Preschool Learning Foundations		California Content Standards Kindergarten
Cognitive Development Language Development	Science		Science	
		Scientific Inquiry		Investigation and Experimentation
Proble m Solving	+	Observation and investigation	*	Scientific progress is made by asking meaningful questions and conducting careful investigations.
Receptive Language (Language Development) Expressive Language (Language Development) Interest in Print (Language Development)	+	Documentation and Communication	4	Investigation and Experimentation Scientific progress is made by asking meaningful questions and conducting careful investigations. Domain: Mathematics Statistics, Data Analysis, and Probability Students collect information about object and events in their environment.



Strand	Substrand	Foundation	
8	1.0 Observation and investigation	1.1	
		1.2	
		1.3	
2220222232232202		1.4	
Scientific Inquiry		1.5	
		1.6	
	2.9 Documentation and Communication	2.1	
		2.2	
	1.0 Properties and Characteristics of	1,1	
Physical Sciences	Nonliving Objects and Materials		
Priysical Sciences	2.0 Changes in Nonliving Objects and	1.1	
	Materials	1224	
Life Sciences	1.0 Properties and Characteristics of Living	1.1	
	Things	1.2	
		1.3	
		1.4	
	2.0 Changes in Living Things	2.1	
Earth Sciences	1.0 Properties and Characteristics of Earth	1.1	
	Materials and Objects		
	2.0 Changes in the Earth	2.1	
		2.2	
		2.3	
		2.4	

Summary Table of Science Foundations

Vie-

Science Guiding Principle

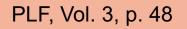
Children use language and other forms of communication to express their thoughts, describe observations, and document their work.

PCF, Vol. 3, p. 140

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Every day experiences provide children many opportunities to:

- Ask questions
- Make sense of what they observe
- Build a coherent understanding of the world around them





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Physical Environment vs. Social Environment

The indoor and outdoor environments provide the context for children's physical and social explorations and construction of scientific concepts.

PCF, Vol. 3, p. 142

The social environment must support exploration and investigation and encourage children to pursue their own questions and develop their ideas.

PCF, Vol. 3, p. 147

What's in a Flower?

- As a group, identify a recorder to write on a blank piece of paper.
- Now listen to the instructions...



California Preschool Curriculum Framework

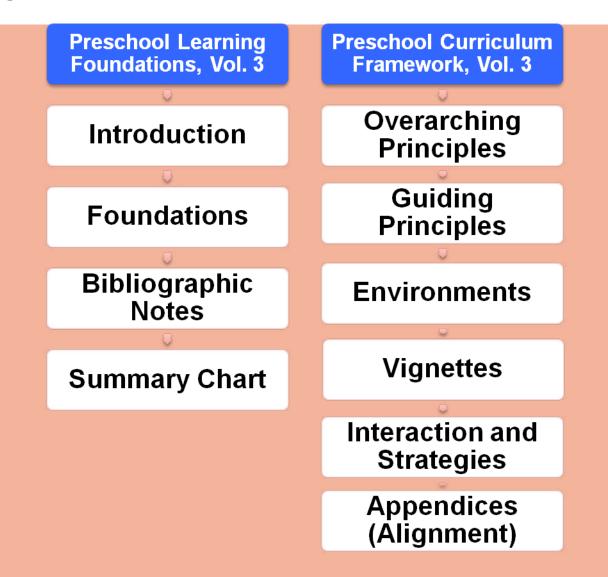
Volume 1

Use real objects and emphasize syllables and phonemes.

Scaffold communication by combining English words with some type of body gesture or visual cue such as pointing to an object or showing a picture.

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Today we looked at:



1

The End of Our Rainbow

Directions: Throughout the training fill out this table with interesting ideas; when you leave remember to look back and try some of the ideas you wrote.

Components of Foundations and Framework	Ideas from the Training	Idea you want to try next week
Foundations Introduction		
Framework Overarching Principles		
Foundations Map		
Framework Vignettes		
Framework Interactions and Strategies		
Framework Engaging Diverse Families		
Foundations Bibliographic Notes		
Framework Questions for Reflection		

Thank you for coming; we hope you call again soon!



