

Appendix C

Sample Environments and Materials for All Nine Domains of the *California Preschool Curriculum Framework*

The *California Preschool Curriculum Framework* lists suggestions for environments and materials that support children’s learning and development in each of the nine domains.

Appendix C is a comprehensive overview of all of these suggestions. This resource can be useful for explorations within individual domains or for working across domains. These suggestions are listed by domain as presented in the three volumes of the *California Preschool Curriculum Framework*. All are equally important and are not listed with priority.

California Preschool Curriculum Framework, Volume 1

- Social-Emotional Development
- Language and Literacy
- English-Language Development
- Mathematics

California Preschool Curriculum Framework, Volume 2

- Visual and Performing Arts
- Physical Development
- Health

California Preschool Curriculum Framework, Volume 3

- History–Social Science
- Science

Sample Environments and Materials by Domain

 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History–Social Science	 Science	
								The Physical Environment	The Social Environment
Challenging and developmentally appropriate materials	The daily schedule for adult-child and child-child interactions	Provide safe havens where the child does not have to speak to anyone	Enrich the environment with objects and materials that promote mathematical growth	Dance and movement require only space in a room and benefit further from music and costumes of modest scope and cost	Teachers promote optimal physical development when they provide children with positive encouragement and quality instruction (both indirect and direct)	Establish a physical learning environment designed for children's initiative	Extended projects that are centered on a topic in history or social science and emerge from children's interests and inquiries	Be thoughtful about what objects and materials to include in the environment	Foster children's curiosity and questioning
Ample supply of materials	Large-group space	Establish consistent classroom routines and procedures	Integrate math-related materials into all interest areas in the classroom	Many things handy in a preschool environment can serve as props for dramatic play and drama, where imagination can turn almost anything into something else	The immediate physical environment is a powerful influence on children's physical development	Provide safe, inviting learning environments and appropriate supervision of children	Reflective of diversity	Provide a variety of natural materials to observe and investigate	Guide children in exploring their questions
Organized learning areas	Small-group space	Provide space in the classroom environment for children to interact in small groups and one-on-one	Provide real-life settings in the preschool environment	Visual arts largely involve drawing, painting, and creating two- and three-dimensional works of art	Indoor and outdoor play environments should include a variety of appropriately sized equipment that promotes both gross and fine motor development	Maintain a clean, healthy, and sanitary environment	A balance between child choice and adult direction	Include objects and materials that allow for creativity and open-ended investigation	Be an active observer

Sample Environments and Materials by Domain

 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History–Social Science	 Science	
								The Physical Environment	The Physical Environment
Appropriately sized small-group activities	A space to display family-related items	Provide space where teachers and other adults can interact individually and in small groups with children who are learning English	Use materials and objects that are relevant and meaningful to the children in your group	It is important that music not be limited to prerecorded songs	Learning is most meaningful when the environment and materials reflect and accommodate children's individual interests, backgrounds, and present abilities	Have supplies available and accessible to promote routine health practices	A variety of materials to support children's inquiry-based learning and practice in the skills of social science	Include living things in the preschool environment	Talk with children and engage them in conversations
A variety of small-group activities	Centers or interest areas <ul style="list-style-type: none"> ▪ Dramatic play area ▪ Block area ▪ Art area ▪ Writing area ▪ Library or book area ▪ Science area ▪ Game area ▪ Math area 	Provide linguistically and culturally appropriate materials	Use children's books to explore mathematics with children	Adaptive materials may be necessary to ensure that activities are accessible for all children	Take time to build safety into both indoor and outdoor play environments	Provide stimulating and developmentally appropriate materials in interest areas for children's use during dramatic play	Materials that connect children to times and places	Include scientific tools for observation, measurement, and documentation	Model the use of scientific vocabulary
Aesthetically appealing	Prepare materials ahead of time for maximizing language and literacy	Make clear signs and explicit picture cues for interest areas	Be intentional and mindful in setting up and using the physical environment	Materials that may serve as props for pretend play, or costumes that reflect the cultural backgrounds of the children in the pre-school program, are good to have on hand	Movement experiences should include exploration, discovery, and appreciation of the natural environment	Provide furnishings and utensils appropriate for children's size and abilities	Real experiences with nature and other environmental education materials	Make scientific tools available throughout the preschool environment	Know when to intervene and when to stand back

Sample Environments and Materials by Domain

 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History–Social Science	 Science	
								The Physical Environment	The Physical Environment
Public and private spaces	Arrange learning environments to fascinate children and prompt conversations	Make use of computers to introduce and reinforce content of activities		The suitability, accessibility, safety, amount, and variety of materials	Thoughtfully designed movement experiences, guided by adults, support children’s physical development	Be creative and include a gardening space, either indoors or outdoors, where children can plant seeds, tend the garden, and watch the plants grow	Tools and practices for appreciating and caring for the earth and its resources	Consider adaptations in scientific tools and materials for children with special needs	Provide children with time
Furnishings and materials accessible to children	Extend the classroom beyond its walls			The aesthetics of the early childhood environment			Display of children’s work and experiences	Use technology to support children’s scientific experiences	
Display of children’s work				Sufficient open space for movement, dance, and theater play			Dramatic play props and materials that represent firsthand experience with social roles and occupations, as well as consumer actions	Present documentation of science-related experiences in the preschool environment	
Space for children’s belongings				Support for children’s drawing skills			High-quality children’s books with content related to self, family, and community	Include children’s books with science-related content	

Sample Environments and Materials by Domain

 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History-Social Science	 Science	
								The Physical Environment	The Physical Environment
Reflective of diversity				Indoor and outdoor environments for creating art			Extension of learning into the local community to help children learn in the “here and now” of the world around them	Use the outdoors for natural exploration and investigations	
Space for arrivals and departures				Art that is displayed at the eye level of the children			Family involvement in program planning	Organize the space in ways that promote children’s explorations <ul style="list-style-type: none"> ▪ Space ▪ Flexibility ▪ Accessibility ▪ Social interactions 	
Supportive of children’s active engagement				A well-constructed environment for social and collaborative learning				Always be aware of children’s safety	
Outdoor areas supportive of social-emotional development									