

# Appendix D

## Sample Interactions and Strategies for All Nine Domains of the *California Preschool Curriculum Framework*

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

Appendix D 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 Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Social-Emotional Development

#### Strand: Self

#### Page 1 of 3

*California Preschool Curriculum Framework, Volume 1, pp. 45-61*

<b>Substrand: Self-Awareness</b>	<b>Substrand: Self-Regulation</b>	<b>Substrand: Social and Emotional Understanding</b>	<b>Substrand: Empathy and Caring</b>	<b>Substrand: Initiative in Learning</b>
Designate learning areas to help children select preferred sites	Use appropriately stimulating aesthetic elements	Observe the levels of social and emotional understanding that children already have	Model behavior and attitudes	Provide ample space, use child-sized shelves and furnishings, and adapt materials to make all learning areas and activities accessible
Observe individual children attentively	Eliminate or reduce background noise	Label the emotions people express and communicate with children about what may be provoking those feelings	Label children's feelings	Make use of adaptive tools and play materials to help the autonomous exploration of children with special needs
Incorporate artwork and play materials that reflect children's home cultures	Observe individual children closely	Generalize from specific examples to broader realities	Prompt and guide desired behavior	Observe individual children while they pursue their own activities
Describe aloud for children observations of what they do and express	Model behavior and attitudes toward others	Discuss characteristics openly	Acknowledge and express appreciation for children's empathetic responses	Model curiosity and enthusiasm when you learn new things

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Social-Emotional Development

#### Strand: Self Page 2 of 3

*(California Preschool Curriculum Framework, Volume 1, pp. 45-61)*

Substrand: Self-Awareness	Substrand: Self-Regulation	Substrand: Social and Emotional Understanding	Substrand: Empathy and Caring	Substrand: Initiative in Learning
Compare aloud for children’s past and present abilities	Maintain developmentally appropriate expectations for preschool children’s behavior	Make use of the experiences and emotions of characters in stories	Participate in and elaborate on children’s pretend-play scripts that include rescue and caring themes	Encourage children to choose activities based on their own interests
Give specific feedback to children about their efforts	Guide and coach children’s behavior		Read and tell stories that include characters in distress as well as the caring responses of others	Engage in play and exploration with children
Use planned activities and children’s own observations to draw attention to people’s similarities and differences, including preferences and feelings	Reinforce children’s good choices and link their actions to positive outcomes		Encourage empathy and caring for the natural world, including plants and animals	Provide ample time for free exploration, scheduling play and exploration period of at least one uninterrupted hour at a time
Set up opportunities to practiced problem solving with children who have not yet developed those skills	Provide a consistent but flexible daily routine			Help children generate ideas for solving problem

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Social-Emotional Development

#### Strand: Self

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*(California Preschool Curriculum Framework, Volume 1, pp. 45-61)*

Substrand: Self-Awareness	Substrand: Self-Regulation	Substrand: Social and Emotional Understanding	Substrand: Empathy and Caring	Substrand: Initiative in Learning
	Alternate between active and quiet activities			Model persistence during challenging tasks
	Time group experiences to match children’s developing attention spans, social skills, and self-control			Document and display children’s work
	Introduce Children to relaxation exercises			Periodically reassess the preschool environment
	Prepare “private” spaces for children			
	Plan developmentally appropriate transitions			
	Play games with rules			

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Social-Emotional Development

#### Strand: Social Interaction

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*(California Preschool Curriculum Framework, Volume 1, pp. 62-77)*

<b>Substrand: Interactions with Familiar Adults</b>	<b>Substrand: Interactions with Peers</b>	<b>Substrand: Group Participation</b>	<b>Substrand: Cooperation and Responsibility</b>
Get to know each child by observing	Observe the level of social interaction skills that each child brings to the group	Model cooperative behavior and attitudes	Develop a warm and secure relationship with each child
Be at the child's level as much as possible	Model effective and respectful interaction	Plan large-group gatherings with flexibility	Ensure that adult expectations for children's behavior are developmentally appropriate
Initiate conversations with children about their activities and experiences	Verbalize observations	Guide and coach children's behavior	Move beyond rules to expectations to emphasize guiding principles or values
Communicate observations, verbally or through other means	Incorporate play materials that promote and encourage peer play	Comment on children's actions	Enlist children's participation in creating examples of school or classroom expectations
Provide specific feedback to children about their efforts	Suggest extensions for children's cooperative play	Rehearse and prompt desired responses	Focus on building a sense of classroom community
Show respect for cultural differences	Coach young children, step by step, as they learn conflict resolution skills	Acknowledge positive choices	Refer children to each other, instead of to an adult, for assistance
Encourage children to see familiar adults as resources	Generalize from actions to principles	Generalize from action to principle	Rehearse and prompt desired actions, especially for transition times

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Social-Emotional Development

#### Strand: Social Interaction

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*(California Preschool Curriculum Framework, Volume 1, pp. 62-77)*

Substrand: Interactions with Familiar Adults	Substrand: Interactions with Peers	Substrand: Group Participation	Substrand: Cooperation and Responsibility
	Use books, puppet stories, and group discussions	Build a sense of community through planned group experiences	
	Plan for project work	Arrange large-group meeting spaces to enhance planned activities	
		Structure small-group activity areas to maximize focus	
		Think through group size and composition	
		Prepare materials ahead of time	
		Incorporate nonverbal prompts	
		Address individual needs through the use of strategies and tools	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Social-Emotional Development

#### Strand: Relationships

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*(California Preschool Curriculum Framework, Volume 1, pp. 78-86)*

<b>Substrand: Attachment to Parents</b>	<b>Substrand: Close Relationships with Teachers and Caregivers</b>	<b>Substrand: Friendships</b>
Establish a warm and collaborative relationship with each child's family	Build and maintain a pattern of warm, nurturing interactions	Plan a program that offers choices of activities and associations with peers
Talk with children regularly about their families	Demonstrate in the child's presence a friendly, cooperative, and respectful relationship with the child's family	Use ongoing observations to inform your social structuring of experiences
Create predictable arrival and departure routines	Encourage child-adult collaboration in learning	Use books, puppet plays, and group discussions to identify and reinforce friendship skills
Communicate frequently with family members		Communicate with children's families about their preschool friendships

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Language and Literacy

### Strand: Listening and Speaking

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(California Preschool Curriculum Framework, Volume 1, pp. 110-127)

Substrand: Language Use and Conventions	Substrand: Vocabulary	Substrand: Grammar
Set the stage for language use	Build on children’s interests	Talk one on one with children
Acknowledge children’s contributions	What’s my name?	Know your families and individual children
Play games and make them interesting and fun	Language in, language out... Narrate	Spin narratives
Engage in “getting to know you” conversations	More word games	
More games	Playing category games	
Model the use of language conventions and encourage children to do the same	Detective work	
Build on preschool children’s own experience	Routines: Here we go again	
Use dramatic play and co-construct stories	Language opportunities in children’s art	
Give story stems		



## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Language and Literacy

#### Strand: Reading

#### Page 1 of 3

*(California Preschool Curriculum Framework, Volume 1, pp. 128-157)*

Substrand: Concepts about Print	Substrand: Phonological Awareness	Substrand: Alphabetic and Word/Print Recognition	Substrand: Comprehension and Analysis of Age- Appropriate Text	Substrand: Literacy Interest and Response
Provide print props to support dramatic play	Play language games that focus on blending sounds	Use children’s printed names as labels and to support routines	Read stories daily	Make stories come alive and encourage the children to do the same
Provide print props for a variety of play themes in the dramatic play and block areas	Play language games that focus on segmenting sounds	Use children’s printed names and letters in transition activities	Plan support for story reading	Use voice for expression and with variation
Use print to designate interests areas	Play language games that focus on deletion	Use children’s names in teacher-guided activities	Read a story several times over a few days	Make story time not too long, not too short, but just right
Use literacy terminology to help children learn it	Sing songs and say poems each day	Provide children’s names as a resource or reference	Help children understand the words and sentences in a story	Make reading and writing meaningful and useful
Use print to support classroom routines	Play with sounds by adding new verses to a familiar song	Provide access to alphabet letters in a variety of contexts	Discuss a story after reading it	Seek children’s input
Read environmental print	Use phonological awareness activities for transitions	Focus on first letters and sounds in alphabet books and posters	Model deeper levels of reasoning	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Language and Literacy

#### Strand: Reading

#### Page 2 of 3

*(California Preschool Curriculum Framework, Volume 1, pp. 128-157)*

Substrand: Concepts about Print	Substrand: Phonological Awareness	Substrand: Alphabets and Word/Print Recognition	Substrand: Comprehension and Analysis of Age- Appropriate Text	Substrand: Literacy Interest and Response
Use print as tool to get things done and to record information	Discuss rhyming words and words that begin with the same sound	Point to each letter as its name is sung in a song	Read information books	
Use print to support teacher-guided activities		Use activities and games to interest children in letter matching and naming	Include information books among the materials utilized for science activities and other hands-on experiences	
Model basic print conventions		Use everyday opportunities to model attending to print details in words	Model authentic uses of book and nonbook forms of information text	
Write down interesting words as they come up and encourage verbal explanation of word meaning		Provide materials with environmental print in an interest area	Plan for children to use information gained from an information book	
		Provide predictable textbooks in library or listening areas	Plan the environment to support independent story retellings	

**Sample Interactions and Strategies by Domain, Strand, and Substrand**



**Domain: Language and Literacy**

**Strand: Reading**

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*(California Preschool Curriculum Framework, Volume 1, pp. 128-157)*

<b>Substrand: Concepts about Print</b>	<b>Substrand: Phonological Awareness</b>	<b>Substrand: Alphabets and Word/Print Recognition</b>	<b>Substrand: Comprehension and Analysis of Age- Appropriate Text</b>	<b>Substrand: Literacy Interest and Response</b>
			Place information books in all areas	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: English-Language Development

#### Strand: Listening

#### Page 1 of 1

(California Preschool Curriculum Framework, Volume 1, pp. 188-195)

#### Substrand:

#### Children Listen with Understanding

Model good listening skills

Use the home language for comprehension

Keep messages and directions short when talking with preschool children who are English learners

Teach children how to listen, repeat messages, and ask questions

Have a listening library in the home language and in English

Summarize or provide key phrases of a story in a book, finger play, or song in the child's home language before introducing it in English

Use language and literacy activities that contain repetitive refrains

Use running commentary when the child is engaged in an activity

Use multiple methods for scaffolding communication depending on the stage of English-language development of the child

Target both the content and English-language development in every activity

Observe preschool English learners during group time, storybook reading, and in small groups

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: English-Language Development

#### Strand: Speaking

#### Page 1 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 196-205)

<b>Substrand: Children Use Nonverbal and Verbal Strategies to Communicate with Others</b>	<b>Substrand: Children Begin to Understand and Use Social Conventions in English</b>	<b>Substrand: Children Use Language to Create Oral Narratives About Their Personal Experiences</b>
Learn how to pronounce the child's name as accurately as possible	Ask a family member or knowledgeable community resource to share appropriate social conventions for the child's language and culture	Listen appreciatively to children's stories
Learn come key words or phrases in the child's home language	Observe the child during drop-off and pick-up for cues	Ask open-ended questions and sustain the conversation over a number of turns
Repeat common phrases slowly and clearly to the child	During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families	Help children understand idioms
Allow the child to start slowly		Provide materials that help stimulate talking (or oral narratives as used in the <i>California Preschool Learning Foundations</i> , page 22)
Allow for wait time		Provide wordless picture books
Scaffold communication by combining English words with some type of body gesture or visual cue		
Be thoughtful about helping children understand what words mean		

**Sample Interactions and Strategies by Domain, Strand, and Substrand**



**Domain: English-Language Development**

**Strand: Speaking**

**Page 2 of 2**

*(California Preschool Curriculum Framework, Volume 1, pp. 196-205)*

<b>Substrand: Children Use Nonverbal and Verbal Strategies to Communicate with Others</b>	<b>Substrand: Children Begin to Understand and Use Social Conventions in English</b>	<b>Substrand: Children Use Language to Create Oral Narratives About Their Personal Experiences</b>
Plan for vocabulary development		
Expand and extend the child’s language		
Create small groups for book reading		

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: English-Language Development

#### Strand: Reading

#### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 1, pp. 206-218)*

<b>Substrand: Children Demonstrate Appreciation and Enjoyment of Reading and Literature</b>	<b>Substrand: Children Show an Increasing Understanding of Book Reading</b>	<b>Substrand: Children Demonstrate an Understanding of Print Conventions</b>	<b>Substrand: Children Demonstrate Awareness That Print Carries Meaning</b>	<b>Substrand: Children Demonstrate Progress in Their Knowledge of the Alphabet in English</b>	<b>Substrand: Children Demonstrate Phonological Awareness</b>
Expose children enthusiastically to all types of print	Connect print material to children’s interests	Point out print features during shared reading	Point out the meaning of print around the classroom and in the community	Have children identify the letters of their own names in any language	Sing silly English songs that can be phonetically manipulated
Connect literacy to the home culture and community	Invite children to discuss and react to story narratives	Point out print features during shared writing	Have lots of clear print in multiple language in the environment	Provide English alphabet letters in multiple forms	Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily
Build on existing strengths	Encourage children to dictate, retell, and create their own books	Equip all learning areas with books and writing materials	Engage children in purposeful writing	Read alphabet books in multiple languages	Identify and practice English sounds that do not exist in the home language
Use read-alouds		Help children create their own books			Use real objects and emphasize syllables and phonemes

**Sample Interactions and Strategies by Domain, Strand, and Substrand**



**Domain: English-Language Development**

**Strand: Reading**

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*(California Preschool Curriculum Framework, Volume 1, pp. 206-218)*

Substrand: Children Demonstrate Appreciation and Enjoyment of Reading and Literature	Substrand: Children Show an Increasing Understanding of Book Reading	Substrand: Children Demonstrate an Understanding of Print Conventions	Substrand: Children Demonstrate Awareness That Print Carries Meaning	Substrand: Children Demonstrate Progress in Their Knowledge of the Alphabet in English	Substrand: Children Demonstrate Phonological Awareness
					Play games that emphasize the first sound of common words



## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: English-Language Development

#### Strand: Writing

##### Page 1 of 1

(California Preschool Curriculum Framework, Volume 1, pp. 219-223)

#### Substrand:

##### Children Use Writing to Communicate Their Ideas

Look for opportunities for adult- and peer-mediated conversation about writing by using the child's home language to initiate this discussion

Link writing to listening and speaking to preschool children who are English learners can draw from other language strengths

Focus writing activities on literature

Supply learning areas with writing materials

Have children dictate their own short stories

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Mathematics

### Strand: Number Sense

#### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 1, pp. 242-258)*

<b>Foundation: Understanding Number and Quantity</b>	<b>Foundation: Understanding Number Relationships and Operations</b>
Observe and listen to children’s counts	Promote the use of comparison terms (more, same as, fewer, or less) through everyday interactions
Encourage counting during everyday interactions and routines	Use everyday interactions and routines to illustrate and discuss addition and subtraction transformations
Include preschool children’s home language in counting activities, whenever possible	Introduce preschool children to the concepts of addition and subtraction through literature, songs, and games
Ask questions that encourage purposeful counting	Make estimations
Foster one-to-one correspondence within the context of daily routines	Use graphing with children
Support preschool children’s ability to apply the counting procedure <ul style="list-style-type: none"> <li>• Provide lots of objects to count</li> <li>• Start with small sets of objects</li> <li>• Start with objects arranged linearly</li> <li>• Model counting</li> <li>• Encourage children to self-correct their counts</li> </ul>	
Consider adaptations for children with special needs	
Make number-related games, books, and other materials accessible to preschool children	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



**Domain: Mathematics**

**Strand: Number Sense**

**Page 2 of 2**

*(California Preschool Curriculum Framework, Volume 1, pp. 242-258)*

<b>Foundation: Understanding Number and Quantity</b>	<b>Foundation: Understanding Number Relationships and Operations</b>
Plan group activities focused on counting	
Integrate numerals into different areas of the classroom	
Discuss numerals in print in a meaningful context	
Expose preschool children to quantities represented in different forms	
Promote use of the subitizing skill	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Mathematics

### Algebra and Functions

#### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 1, pp. 259-271)*

<b>Foundation: Classification</b>	<b>Foundation: Patterning</b>
Organize the classroom into different categorized storage areas to facilitate classification	Point out patterns in the environment
Include materials and objects for sorting in the environment	Engage preschool children in conversations about patterns <ul style="list-style-type: none"> <li>• Say the patterns aloud as a group to build the rhythm of repetition</li> <li>• Ask questions</li> <li>• Help children describe patterns and use descriptive words</li> </ul>
Identify opportunities for sorting and classifying in everyday routines	Plan for children at different levels
Recognize sorting in play	Play with patterns in various formats <ul style="list-style-type: none"> <li>• Patterns with objects and pictorial designs</li> <li>• Patterns through movement</li> <li>• Patterns with sounds</li> <li>• Patterns through rhymes and stories</li> </ul>
Encourage preschool children in conversations about their sorting and classifying <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Help children label groups and verbalize their criteria for sorting</li> <li>• Encourage children to come up with their own criteria for sorting</li> </ul>	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



**Domain: Mathematics**

**Algebra and Functions**

**Page 2 of 2**

*(California Preschool Curriculum Framework, Volume 1, pp. 259-271)*

***Foundation:***  
**Classification**

***Foundation:***  
**Patterning**

- Plan opportunities for preschool children to sort and classify
- Plan for children at different levels
  - Integrate sorting into children’s current topic of interest and study

## Sample Interactions and Strategies by Domain, Strand, and Substrand



**Domain: Mathematics**

**Strand: Measurement**

**Page 1 of 1**

*(California Preschool Curriculum Framework, Volume 1, pp. 272-280)*

***Foundation:***

**Compare, Order, and Measure Objects**

Provide opportunities to promote measurement concepts in the environment

Observe preschool children's measurement concepts in everyday play and routines

Facilitate and reinforce measurement concepts in everyday play and routines

- Build preschool children's descriptive and comparison vocabulary
- Ask questions
- Challenge preschool children to use measurement to solve problems

Provide opportunities to compare and order objects

Use literature to illustrate measurement concepts

Provide small-group activities using standard and nonstandard measurement

Encourage preschool children to estimate measurement

Encourage preschool children to record and document what they have measured

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Mathematics

#### Geometry Page 1 of 1

*(California Preschool Curriculum Framework, Volume 1, pp. 281-289)*

<b>Foundation: Shapes</b>	<b>Foundation: Positions in Space</b>
Refer to shapes and encourage the use of shape names in everyday interactions	Provide materials and equipment to promote spatial sense
Engage preschool children in conversations about shapes <ul style="list-style-type: none"> <li>• Encourage preschool children to observe and compare shapes</li> <li>• Talk about shapes and discuss their attributes</li> </ul>	Support preschool children’s spatial sense in everyday interactions <ul style="list-style-type: none"> <li>• Use spatial words and point out spatial relationships</li> <li>• Expand preschool children’s words</li> </ul>
Provide materials that encourage preschool children to explore and manipulate shapes in space	Provide preschool children with planned experiences to promote the understanding of spatial sense <ul style="list-style-type: none"> <li>• Songs and games</li> <li>• Literature</li> <li>• Construction</li> </ul>
Include books, games, and other learning materials with shape-related themes in the preschool environment	
Provide preschool children with playful opportunities to explore and represent shapes in a variety of ways <ul style="list-style-type: none"> <li>• Play with blocks</li> <li>• Match, sort, and classify shapes</li> <li>• Create and represent shapes</li> <li>• Compose and decompose shapes from other shapes</li> </ul>	
Present preschool children with many different examples of a type of shape	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



**Domain: Mathematics**

**Strand: Mathematical Reasoning**

**Page 1 of 1**

*(California Preschool Curriculum Framework, Volume 1, pp. 290-294)*

***Foundation:***

**Promoting Mathematical Reasoning and Problem Solving**

Identify and create opportunities for mathematical reasoning

Pose meaningful questions and challenge preschool children's thinking

Support preschool children in reasoning mathematically



## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Visual and Performing Arts

#### Strand: Visual Art

#### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 2, pp. 50-62)*

<b>Substrand: Notice, Respond, and Engage</b>	<b>Substrand: Develop Skills in Visual Art</b>	<b>Substrand: Create, Invent, and Express Through Visual Art</b>
Encourage engagement with art at all levels	Provide children simply with a means and place to make marks (e.g. a crayon and paper), and they will begin with the same basic images	Support exploration and discovery
Provide opportunities for children to reflect on their own work and sometimes their own actions, through communication with peers and the teacher, and to reflect on the works of peers in encouraging and positive ways	Encourage communication around shape and form to aid children’s drawing skills	Give children the time and space needed to explore creativity
Respect individual developmental, cultural, and linguistic differences, and encourage children to respect them	Help children acquire painting skills through practice with the tools	Provide a comfortable environment in which children can practice art
	Stimulate children’s interest in color and application of paint through other forms of painting	
	Create opportunities for children to work with dough, clay, or wet sand	
	Provide only the <i>malleable</i> material, without tools, during children’s initial explorations of sculpting so that children have a chance to explore through touch	

**Sample Interactions and Strategies by Domain, Strand, and Substrand**



**Domain: Visual and Performing Arts**

**Strand: Visual Art**

**Page 2 of 2**

*(California Preschool Curriculum Framework, Volume 2, pp. 50-62)*

<b>Substrand: Notice, Respond, and Engage</b>	<b>Substrand: Develop Skills in Visual Art</b>	<b>Substrand: Create, Invent, and Express Through Visual Art</b>
	Communicate to a group of linguistically and culturally diverse children through sculpture techniques by using nonverbal methods	
	Introduce tools after observing that children have had many ‘hands-on’ opportunities to explore clay and dough sculpture	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Visual and Performing Arts

#### Strand: Music

#### Page 1 of 3

*(California Preschool Curriculum Framework, Volume 2, pp. 63-85)*

<b>Substrand: Notice, Respond, and Engage</b>	<b>Substrand: Develop Skills in Music</b>	<b>Substrand: Create, Invent, and Express Through Music</b>
Find ways to expose children to music being conducted and performed	Dramatize poetry and nursery rhymes as a fun way to explore and develop vocal inflection and pitch capabilities in the young singer	Encourage children to invent accompaniments with musical instruments
Provide children with an opportunity to conduct the group by singing or playing instruments	Encourage children to be playful and spontaneous when singing—they often sing made-up songs as they play alone or with other children	Provide opportunities for independent and group play through musical play kits, which can be stored in a music area
Provide a conductor’s listening and play area	Provide children with opportunities to hear songs about animals and make animal sounds	Display child-notated compositions
Invite live musicians for the children to conduct; encourage the child conductor to stop and start, go faster and slower, and give arm gestures for louder and softer sounds	Use songs that have movements or gestures that accompany the words	Have the children draw pictures of songs
Include storybooks on conductors and orchestras, such as Richard Scarry’s <i>Best Storybook Ever!</i> or <i>Berlioz, the Bear</i> by Jan Brett	Minimize use of recorded music when the goal is singing	Use musical forms that allow for structured musical play or freely spontaneous musical responses

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Visual and Performing Arts

#### Substrand: Music

#### Page 2 of 3

*(California Preschool Curriculum Framework, Volume 2, pp. 63-85)*

<b>Substrand: Notice, Respond, and Engage</b>	<b>Substrand: Develop Skills in Music</b>	<b>Substrand: Create, Invent, and Express Through Music</b>
Extend learning about different ways to lead a music group	Make instruments for outdoor musical play	Integrate child-improvised music dues with books, poems, and creative movement activities
Make connections between home and activities in the preschool program	Incorporate free-and-move games as a fun, simple way to help children develop control of the body in space and to learn and practice fundamental locomotor movements	
Provide music areas where children can experience instruments or musical activities as individuals or in a small group	Invite young children to move through instrumental program music, or music that “tells a story”	
Make instruments with the children, such as rain sticks, shakers, and drums	Engage children in movement through danceable storybooks and help them learn basic steps and musical styles of dance	
Incorporate books related to music	Create music forts	
Incorporate chant games and songs related to sound production		
Encourage children to create simple rhythm patterns		

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Visual and Performing Arts

#### Strand: Music

#### Page 3 of 3

*(California Preschool Curriculum Framework, Volume 2, pp. 63-85)*

<b>Substrand: Notice, Respond, and Engage</b>	<b>Substrand: Develop Skills in Music</b>	<b>Substrand: Create, Invent, and Express Through Music</b>
Set up a “Science of Sound” area where children can explore and experiment with building sounds		
Invite local professional musicians or family members to demonstrate and talk about their instruments and the sounds made		
Incorporate the use of Web sites or children’s music and other age-appropriate software (if available), to engage children’s interest in sound		
Include a variety of songs that relate to a particular topic area		
Use music storybooks and connect related topics		

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Visual and Performing Arts

#### Strand: Drama

#### Page 1 of 1

*(California Preschool Curriculum Framework, Volume 2, pp. 86-100)*

<b>Substrand: Notice, Respond, and Engage</b>	<b>Substrand: Develop Skills to Create, Invent, and Express Through Drama</b>
Use a drama-based vocabulary	Observe role play
Encourage the proper use of drama-based vocabulary	Step in or model when needed
Encourage and model the expression of interests and preferences	Model and note appropriate ways of using drama materials
Scaffold and encourage children during and after participation in drama to build their understanding and use of plot	Provide adaptations to support the participation of children with disabilities or other special needs
	Use costumes, props, and scenery to inspire dramatic play and drama
	Facilitate children's engagement in drama by first discussing expectations
	Move in and out of role
	Encourage and allow initiative

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Visual and Performing Arts

#### Substrand: Dance

Page 1 of 1

*(California Preschool Curriculum Framework, Volume 2, pp. 101-116)*

<b>Substrand: Notice, Respond, and Engage</b>	<b>Substrand: Develop Skills in Dance</b>	<b>Substrand: Create, Invent, and Express Through Dance</b>
Help children to become enthusiastic participants in learning dance	Establish spatial boundaries	Incorporate dance with literary development
Warm up!	Plan movement activities appropriate for various developmental stages and skill levels	Use props
Be aware of cultural norms that may influence children’s participation	Encourage variety in children’s movement	Use play
Create learning environments and routines	Teach rhythm using traditional movement games	Provide costumes and music to inspire improvisational movement
Use children’s prior knowledge	Use the “echo” as a helpful rhythm exercise	Use dance to communicate feelings
Structure learning activities so children are active participants	Establish spatial boundaries	Use movement to introduce and reinforce concepts from other domains
Introduce the learning of a dance skills by using imagery		
Draw on children’s interests in dance making		

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Physical Development

#### Strand: Fundamental Movement Skills

Page 1 of 4

(California Preschool Curriculum Framework, Volume 2, pp. 139-175)

Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills (gross motor and fine motor)
Design spaces and activities to develop balance following a developmental progression	Observe and analyze children’s locomotor skills to facilitate planning for learning opportunities	Observe developmental sequences of fundamental manipulative skills
Provide opportunities that include diverse cultural themes	Promote progressive development of leg strength	Vary the focus of the manipulative skills
Incorporate balance activities into the children’s world	Promote progressive development of balance	Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children’s physical and sensory systems
Provide opportunities for activities that include both active movements and still body positions	Promote and be aware of the progressive development of coordination of locomotor skills	Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts
Challenge children’s balance abilities by asking questions	Encourage practice of locomotor movements in both indoor and outdoor environments	Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching
Encourage persistence during challenging balance tasks	Use vivid visual information and visual aids that communicate to children in simple ways how to move	Create developmental activities that provide a sense of success
Post pictures of balance positions and balance activities	Use music, song, rhymes, and stories to provide rhythmic patterns	Provide opportunities for repeated practice in a safe environment



## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Physical Development

#### Strand: Fundamental Movement Skills

Page 2 of 4

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills (gross motor and fine motor)
Design the environment so children combine balance skills with fundamental movement skills and movement concepts	Planning meaningful, purposeful, and connected locomotor activities and games	Understand gender-biased expectations of the children’s culture when teaching manipulative skills
Provide a variety of sensory cues that facilitate a multisensory learning	Create picture cards representing different ways to move related to children’s cultural background	Provide plenty of encouragement
Modify balance activities to increase participation by children with disabilities and special needs	Create culturally diverse scenarios for practicing locomotor skills	Create manipulative activities that provide automatic feedback and a sense of accomplishment
Use visual aids, foot and handprints, and objects on the floors to promote balancing skills	Encourage persistence during challenging locomotor skills	Learning about children’s cultural context for fine motor activities
	Provide appropriate challenges for children with special needs	Learn about families’ values related to fine motor skills
	Express enthusiasm for locomotor skills	Learn about children’s prior experiences and personal interests related to fine motor activities
		Focus on the quality of movement rather than the end product

**Sample Interactions and Strategies by Domain, Strand, and Substrand**



**Domain: Physical Development**

**Strand: Fundamental Movement Skills**

**Page 3 of 4**

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<b>Substrand: Balance</b>	<b>Substrand: Locomotor Skills</b>	<b>Substrand: Manipulative Skills (gross motor and fine motor)</b>
		Provide clear, specific feedback to facilitate children’s problem-solving process
		Provide a variety of tools and media to promote participation
		Design meaningful fine motor activities by incorporating children’s diverse backgrounds
		Provide adaptations to support participation of children with disabilities or other special needs
		Promote children’s ability to manipulate objects by feel
		Provide opportunities for children to engage in fine motor activities in a variety of positions
		Promote optimal postural support during challenging fine motor activities
		Position materials vertically

**Sample Interactions and Strategies by Domain, Strand, and Substrand**



**Domain: Physical Development**

**Strand: Fundamental Movement Skills**

**Page 4 of 4**

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<b>Substrand: Balance</b>	<b>Substrand: Locomotor Skills</b>	<b>Substrand: Manipulative Skills (gross motor and fine motor)</b>
		Engage children in “heavy work” activities to develop trunk and should muscles
		Provide resistive activities to develop hand strength
		Provide activities to develop hand precision
		Assist children with proper fit and positioning of scissors
		Provide a variety of media for cutting with scissors
		Be aware of children’s handedness when providing assistance with fine motor activities

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Physical Development

#### Strand: Perceptual-Motor Skills and Movement Concepts

Page 1 of 3

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<b>Substrand: Body Awareness</b>	<b>Substrand: Spatial Awareness</b>	<b>Substrand: Directional Awareness</b>
Use multisensory teaching strategies to reinforce children’s learning	Set up obstacle courses	Provide opportunities for child-initiated play in areas with open space
Use body-parts vocabulary in the child’s home language	Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low	Provide safe environments in which children can climb up and down
Use alternative communication methods, as appropriate, to teach body-parts vocabulary	Provide games for children to explore changing the size of their bodies	Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games
Use body-parts vocabulary in the natural context of daily living activities and child-initiated play	Play games that allow children to move around with objects balanced on different parts of their body	Design activities for children to practice moving alongside or in a line with other people
Introduce body-parts vocabulary during structured group games	Provide pushing and pulling games with peers	Play games that require children to coordinate moving with others to manage a physical object or prop
Engage children in singing and movement activities to teach body parts	Play games that require two to three children to work together to transport a large lightweight object	Provide opportunities for children to move and use their bodies with force
Encourage children to identify and describe body parts in books or in pictures of themselves and family members	Use dancing and musical games to promote the development of spatial awareness and body control	Provide opportunities for children to move and use their bodies lightly

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Physical Development

#### Strand: Perceptual-Motor Skills and Movement Concepts

Page 2 of 3

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

Substrand: Body Awareness	Substrand: Spatial Awareness	Substrand: Directional Awareness
Provide opportunities for dress-up play	Use positional-concepts vocabulary within the natural context of daily routines	Engage children in two-handed play activities
Provide opportunities for children to see external representations of their bodies	Have children participate in cleanup routines by putting away toys	Position drawing activities vertically
Provide constructional play for children to build or put together body parts	Engage children in helper roles by performing “heavy work” activities	Provide parent-play activities to reinforce directional concepts
Ask children to describe their drawings of people	Narrate or ask questions about children’s play using positional-concepts vocabulary in English and the child’s home language	Use the child’s home language for introducing directional-concepts vocabulary
	Engage children in songs and rhymes with body movements or spatial concepts	Adapt movement experiences as needed for children with physical disabilities
	Reinforce spatial concepts when reading or looking at books	
	Use props or play objects to guide children in positioning their bodies	
	Use the child’s home language to introduce spatial-concepts vocabulary	

**Sample Interactions and Strategies by Domain, Strand, and Substrand**



**Domain: Physical Development**

**Strand: Perceptual-Motor Skills and Movement Concepts**

**Page 3 of 3**

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<b>Substrand: Body Awareness</b>	<b>Substrand: Spatial Awareness</b>	<b>Substrand: Directional Awareness</b>
	Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts	
	Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Physical Development

#### Strand: Active Physical Play

##### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<b>Substrand: Active Participation</b>	<b>Substrand: Cardiovascular Endurance</b>	<b>Substrand: Muscular Strength, Muscular Endurance, and Flexibility</b>
Provide ample opportunities for children to engage daily in active play	Design the physical setting of the play environment to encourage moderate or vigorous physical activity	Encourage the development of muscular strength and endurance through building activities that involve performing “work” repeatedly
Create inviting activity environments in which children can be physically active	Engage children of all ability levels in activities that promote increased cardiovascular endurance	Promote cardiovascular endurance through repeated muscular endurance activities
Help children identify appropriate places for different types of physical activity	Promote increased cardiovascular endurance through chasing and fleeing activities	Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging
Create an activity environment that is nurturing and supportive and allows likely success	Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking	Allow for supervised risk taking
Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity	Use imagery as an effective tool in promoting moderate to vigorous physical activity	Engage children in the setup of the lay space and the return of materials to their original space
Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children	Provide positive encouragement for participation	Promote increased joint flexibility through animal walks, nursery rhymes, and story plays

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Physical Development

#### Strand: Active Physical Play

#### Page 2 of 2

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<b>Substrand: Active Participation</b>	<b>Substrand: Cardiovascular Endurance</b>	<b>Substrand: Muscular Strength, Muscular Endurance, and Flexibility</b>
Recognize and take into account any environmental constraints	Promote increased physical activity through story plays	Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children's physical fitness
Encourage physical exploration through play equipment and materials	Promote cardiovascular endurance through dance and rhythmic activities	
Respect differences in children's temperament and find creative ways to engage all children in active physical play		



## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Health


#### Strand: Health Habits

Page 1 of 2

*(California Preschool Curriculum Framework, Volume 2, pp. 62-77)*

Substrand: Basic Hygiene	Substrand: Oral Health	Substrand: Knowledge of Wellness	Substrand: Sun Safety
Teach children how to wash hands	Practice toothbrushing skills	Encourage children to explore and accept differences	Introduce vocabulary related to sun safety
Model basic hygiene and disease-prevention actions throughout the day	Include toothbrushing in the daily routine	Use correct terminology throughout the day	Integrate sun safety with emergency preparedness and safety
Remind children about health practices throughout the day	Integrate oral health and nutrition education through cooking activities	Familiarize children with health helpers	Encourage dramatic play
Incorporate handwashing and other health practices in the daily routine	Incorporate music	Establish special interest areas	Integrate sun safety with other health topics
Use visual aids to demonstrate invisible germs	Build communication and vocabulary skills	Integrate health promotion with other domains	Combine sun safety with other domains
Reinforce learning with stories and music	Encourage pretend play	Enhance children's knowledge and understanding through problem solving	Encourage decision making
Observe individual children attentively		Model and share information each day	Integrate sun safety into daily routines
			Promote sun safety everywhere every day, all year long

**Sample Interactions and Strategies by Domain, Strand, and Substrand**

 <b>Domain: Health</b>			
<b>Strand: Health Habits</b> <b>Page 2 of 2</b> <i>(California Preschool Curriculum Framework, Volume 2, pp. 62-77)</i>			
<b>Substrand: Basic Hygiene</b>	<b>Substrand: Oral Health</b>	<b>Substrand: Knowledge of Wellness</b>	<b>Substrand: Sun Safety</b>
			Ensure that children have access to appropriate sun safety items

## Sample Interactions and Strategies by Domain, Strand, and Substrand



**Domain: Health**

**Strand: Safety**

**Page 1 of 1**

*(California Preschool Curriculum Framework, Volume 2, pp. 62-77)*

**Substrand:  
Injury Prevention**

Incorporate safety activities into the daily routine

Involve children in creating rules

Provide coaching and gentle reminders to help children follow safety rules

Promote independence while developing other skills

Provide time for children to practice individual skills

Introduce concepts and behaviors in simple steps

Role-play safety helpers

Practice problem solving

Introduce safety signs

Incorporate music

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Health

#### Strand: Nutrition

#### Page 1 of 1

*(California Preschool Curriculum Framework, Volume 2, pp. 62-77)*

Substrand: Nutrition Knowledge	Substrand: Nutrition Choices	Substrand: Self-Regulation of Eating
Introduce many different foods	Model and coach children's behavior	Offer a variety of nutritious, appetizing foods in small portions
Recognize and accommodate differences in eating habits and food choices	Encourage children to share information about family meals	Encourage children to chew their food well and eat slowly
Provide opportunities and encouragement in food exploration	Encourage role playing	Teach children to recognize signs of hunger
Integrate nutrition with other areas of learning through cooking activities	Serve meals and snacks family-style	Discuss how the body uses food
Show children where food is produced	Encourage tasting and decision making	Reinforce learning through the day
Establish special interest areas	Integrate nutrition education with other learning areas	Integrate eating with language and socialization
Integrate nutrition education with basic hygiene education	Provide choices for children	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: History–Social Science

#### Strand: Self and Society

##### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 51-68)*

Substrand: Culture and Diversity	Substrand: Relationships	Substrand: Social Roles and Occupations
Practice a reflective approach to build awareness of self and others	Develop quality, nurturing relationships with the children in your program	Design the early learning environment to encourage all children’s active engagement in each area, regardless of gender, home language, or abilities
Maintain a healthy curiosity about the experiences of others	Model effective relationship skills as you interact with other adults and children	Provide children with play props for exploring occupations and work settings
Partner with families in goal setting and program design	Prepare an early learning environment and daily routine that foster peer interaction	Get to know the workers in your setting
Prepare an active learning environment that incorporates the full spectrum of the human experience	Teach children positive interaction strategies during large-group meetings	Convey respect for the roles of adults who work at home
Create an environment, both indoors and outdoors, that is inclusive of all children’s abilities	Provide all children with coaching and appropriate prompts as they maneuver through peer relationships	Highlight the roles that elders play in family life and in society
Address children’s initial comments and inquiries about diversity with honest, direct communication	Reinforce pro-social behavior and its impact on others	Incorporate books, magazines, and other forms of print that include images and stories of different workers
Converse about similarities and differences	Offer sensitive guidance as children experience challenges related to peer interactions and friendships	Include the pursuit of further education among work options

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: History–Social Science

#### Strand: Self and Society

Page 2 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 51-68)*

Substrand: Culture and Diversity	Substrand: Relationships	Substrand: Social Roles and Occupations
Sing songs and share stories in different languages	Facilitate positive social problem solving	Invite family members to share their work experiences, including those that may diverge from traditional gender roles
Plan meaningful celebrations with support of the children and families	Read books that deal with the themes of friendship and relating to others	Talk about future career goals
Read and converse about books that accurately represent the lives and experiences of children		Visit community stores, businesses, and service providers to observe workers in action

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: History–Social Science

#### Strand: Becoming a Preschool Community Member (Civics)

Page 1 of 3

*(California Preschool Curriculum Framework, Volume 3, pp. 69-85)*

Substrand: Skills for Democratic Participation	Substrand: Responsible Conduct	Substrand: Fairness and Respect for Other People	Substrand: Conflict Resolution
Share control of the preschool environment with children	Set the tone for responsible conduct by creating a high-quality learning environment and thoughtfully scheduled daily routine	Maintain a culturally inclusive environment	Prevent conflicts by limiting program transitions and minimizing waiting time
Promote a sense of connection and community by using terms such as “we” and “our” when speaking with children and adults	Create community rules with children’s input	Model respect and care in everyday interactions	Model cooperation and care for others
Incorporate class meetings into the daily routine of older preschool children	Model the behaviors you expect	Use language that promotes concern and care for the community	Provide children with a calm presence in conflict situations
Support freedom of thought and speech in individual investigations, as well as in planned group experiences	Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts	Converse about the “whys” of fairness and respect	Use descriptive language to help children make sense of conflict
Generate community rules and expectations to protect the rights of each individual and to create a community of trust and security	Plan opportunities to further explore and converse about community rules during small- or large-group meetings	Teach social skills, such as patience and generosity, by using social stories and role-play experiences	Prompt children with open-ended questions and statements

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: History–Social Science

#### Strand: Becoming a Preschool Community Member (Civics)

Page 2 of 3

*(California Preschool Curriculum Framework, Volume 3, pp. 69-85)*

Substrand: Skills for Democratic Participation	Substrand: Responsible Conduct	Substrand: Fairness and Respect for Other People	Substrand: Conflict Resolution
Engage children in community brainstorming and problem solving	Redirect children’s actions toward more appropriate behavior by using positive descriptions of what you expect children to do	Coach children during their interactions with peers	Involve children in the problem-solving process
Make group decisions when appropriate	Facilitate problem solving	Intervene and address negative interactions immediately	Create problem-solving kits
Acknowledge emotions related to group brainstorming and decision making	Reinforce responsible conduct by using descriptive language	Use storybooks to enhance children’s understanding of ways to express feelings and build peer relationships	Read books related to social conflict
Model citizenship skills	Utilize books to build on the children’s ability to empathize and extend care to others		Use “persona dolls” or puppets and social stories to promote skill development and perspective taking
Use guidance to redirect children to more appropriate actions and behavior	Assign tasks for community care, such as watering plants, feeding program pets, or helping to prepare snack, to help children practice responsibility		



**Sample Interactions and Strategies by Domain, Strand, and Substrand**



**Domain: History–Social Science**

**Strand: Becoming a Preschool Community Member (Civics)**

**Page 3 of 3**

*(California Preschool Curriculum Framework, Volume 3, pp. 69-85)*

<b>Substrand: Skills for Democratic Participation</b>	<b>Substrand: Responsible Conduct</b>	<b>Substrand: Fairness and Respect for Other People</b>	<b>Substrand: Conflict Resolution</b>
Reinforce behavior			
Create an inclusive environment that values and encourages the participation of children from all cultural and linguistic backgrounds as well as children with special needs			

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: History–Social Science

### Strand: Sense of Time (History)

Page 1 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 86-102)*

Substrand: Understanding Past Events	Substrand: Anticipating and Planning Future Events	Substrand: Personal History	Substrand: Historical Changes in People and the World
Use predictable routines to facilitate children’s sense of time	Maintain a consistent daily routine so children can anticipate, predict, and follow through with program expectations	Share memories	Utilize familiar resources, such as parents, grandparents, family members, close friends and community members, to share their own childhood experiences
Incorporate time works into conversation	Converse with children about upcoming events	Ask questions to increase children’s recollections of events	Read children’s stories about different places and times to expand children’s perspective
Create opportunities to converse with children about meaningful experiences and build connections between current and past events	Comment on behaviors that anticipate future events	Encourage children to express their feelings and reactions to experiences	Expose children to the arts
Listen attentively to children’s narrative descriptions	Promote planning as children engage in child-initiated projects	Document children’s work over time and create individual portfolios for each child	Observe changes in animals, plants, and the outdoors

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: History–Social Science

### Strand: Sense of Time (History)

Page 2 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 86-102)*

Substrand: Understanding Past Events	Substrand: Anticipating and Planning Future Events	Substrand: Personal History	Substrand: Historical Changes in People and the World
Communicate with awareness about children’s narrative style, noting preferences for time sequences, emotional cues, and other practices that influence the formation of mental “scripts”	Involve children in program planning	Acknowledge birthdays	Celebrate special events in a meaningful and authentic way
Document and display children’s work at their eye level to encourage recall and reflection	Introduce time-keeping tools to help children monitor the passage of time	Provide activities that invite personal reflection	Record significant events on a large calendar to create a program history
Sing songs, recite poetry, and read books that involve sequencing	Talk with children using time words	Make use of children’s stories that explore growth and individual change	Provide children with hands-on experiences with concrete artifacts and historical objects (e.g., toys, utensils, tools)

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: History–Social Science

#### Strand: Sense of Place (Geography and Ecology)

Page 1 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 103-116)*

Substrand: Navigating Familiar Locations	Substrand: Caring for the Natural World	Substrand: Understanding the Physical World Through Drawings and Maps
Supply open-ended materials in the indoor and outdoor early learning environment to promote exploration of spatial relationships	Use children’s current knowledge to plan effective curriculum	Engage children in a conversation about maps
Describe your own actions as you travel between locations	Set aside time for outdoor explorations each day	Supply the learning environment with a variety of blocks and other open-ended materials to support the symbolic representation of the world the children see and experience each day
Play games about how to get from here to there	Provide children with sensory experiences, especially those with sand and water	Incorporate maps in dramatic play experiences
Engage children in conversation about how they travel to and from preschool each day	Integrate living things into the indoor learning environment	Provide children with map-making tools in both the indoor and outdoor preschool settings
Take walks through familiar locations and neighboring areas	Observe life in its natural setting	Capitalize on children’s initiative in exploring maps
Converse about the here and now as well as encouraging later reflection	Model respect and care for the natural world	Utilize maps while planning and attending group outings, in preparation for safety exercises (e.g., fire drills), and as children join the program or move to a new home

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: History–Social Science

#### Strand: Sense of Place (Geography and Ecology)

Page 2 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 103-116)*

Substrand: Navigating Familiar Locations	Substrand: Caring for the Natural World	Substrand: Understanding the Physical World Through Drawings and Maps
Locate and explore local landmarks	Use descriptive language to converse about the earth and its features	Play board games that use trails and pathways
Promote children’s understanding of weather and its impact on their day-to-day experiences	Compare and contrast living and nonliving things	Make a map of the early learning environment
Comment on weather patterns and invite children to share their observations	Teach young children easy ways to conserve the earth’s resources	Invite children to use their imagination and create maps to go along with familiar stories
Read aloud books and engage children in storytelling related to navigating familiar locations and daily routines	Grow a garden in the program’s outdoor space	View locations from different physical perspectives
	Eat fresh produce at snack time and obtain food directly from a local gardener, farmers market, or food vendor when possible	Prepare a treasure hunt
	Use books to extend children’s investigations of the earth and its attributes	Document work over time

## Sample Interactions and Strategies by Domain, Strand, and Substrand



**Domain: History–Social Science**

**Strand: Marketplace (Economics)**

**Page 1 of 1**

*(California Preschool Curriculum Framework, Volume 3, pp. 117-122)*

**Substrand:  
Exchange**

Introduce economic concepts (e.g., production, exchange, consumption) through children’s books

Provide open-ended materials to support children’s spontaneous investigations of business and the economy

Offer dramatic play experiences that allow children to explore economic concepts

Explore alongside children, expanding on their initiative

Draw attention to trends of consumption in the preschool setting

Converse about wants and needs

Allow children to make economic decisions

Explore all forms of exchange

Visit local businesses

Create an opportunity for children to make their own product

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Science

#### Strand: Scientific Inquiry

#### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 159-175)*

Substrand: Observation and Investigation	Substrand: Documentation and Communication
Facilitate children’s observation skills	Encourage children to record observations and document investigations and findings
Introduce children to the process of observing	Introduce children to the idea of recording
Introduce the term “observe” to children	Promote the use of different forms to record and document information
Encourage children to describe their observations	Consider adaptations for children with special needs
Invite children to observe objects and phenomena related to the current focus of inquiry	Encourage children to describe their representations while you write their words
Invite children to record their observations	Encourage different means of communication
Promote the use of scientific tools to extend children’s observations and investigations of objects	Invite children to record collaboratively, using charts, graphs, or models
Introduce children to scientific tools and their function	Ask open-ended questions <ul style="list-style-type: none"> <li>• Questions to encourage children to share their observations</li> <li>• Questions to facilitate children’s problem-solving and investigations</li> <li>• Questions to elicit children’s predictions and explanations</li> </ul>
Suggest language to introduce magnifiers to children	Engage children in collaborative discussions
Support children in using the tools	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Science

### Strand: Scientific Inquiry

#### Page 2 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 159-175)

Substrand: Observation and Investigation	Substrand: Documentation and Communication
Facilitate children’s abilities to sort, classify, and identify patterns	
Ask questions and model comparative language to introduce the idea of comparing	
Invite children to compare and contrast objects and phenomena related to their current focus of inquiry	
Encourage children to make predictions	
Introduce children to the idea of predicting	
Encourage children to first <i>predict</i> and then <i>check</i>	
Elicit children’s predictions by asking questions	
Remind children that predictions do not have to be right	
Record children’s predictions	
Facilitate children’s ability to make inferences and draw conclusions	
Use everyday observations to model inferring	
Encourage children to explain the reasoning behind their inferences	



## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Science

### Strand: Physical Sciences

#### Page 1 of 1

*(California Preschool Curriculum Framework, Volume 3, pp. 176-195)*

<b>Substrand: Properties and Characteristics of Nonliving Objects and Materials</b>	<b>Substrand: Changes in Nonliving Objects and Materials</b>
Provide children with opportunities to explore a variety of objects and materials in the daily environment	Avoid presenting children with activities of “magical” science
Prepare yourself and be purposeful about the scientific concepts children will investigate while engaged with objects and materials	Select activities or projects in which children can vary their actions on objects and observe the immediate reactions to their actions
Engage children in projects that allow them to explore, experiment, and invent with objects and materials for an extended period of time	Use cooking activities as opportunities to reason about transformations in materials
Experiment with materials and objects before offering them to children	Invite children to set up an experiment and collect and analyze data
Invite children to observe and describe the characteristics and physical properties of the objects and materials they investigate	Focus children’s attention on the effect of one aspect (variable) at a time
Plan opportunities for children to sort and classify objects and materials and reflect on similarities and differences	Lead children to make predictions about what they expect to happen
Provide children with opportunities to build and experiment with simple machines	Ask questions to raise children’s awareness of how they produced an effect
Provide children with opportunities to investigate the form and function of different tools and machines	Encourage children to record and document investigations with objects and materials

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Science

### Strand: Life Sciences

#### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 196-214)*

Substrand: Properties and Characteristics of Living Things	Substrand: Changes in Living Things
Focus children’s explorations on key concepts of living things	Provide children with opportunities to care for plants and animals
Take children on outdoor explorations of plants and animals <ul style="list-style-type: none"> <li>• Model curiosity and interest in nature</li> <li>• Remind children to be respectful of nature</li> <li>• Engage children in conversations about what they notice and point their attention to important aspects of living things</li> <li>• Document children’s outdoor explorations</li> </ul>	Provide children with opportunities to observe and monitor plants’ growth and development <ul style="list-style-type: none"> <li>• Provide children with a variety of planting experiences</li> <li>• Invite children to experiment and test what plants need in order to live</li> <li>• Invite children to predict what plants will look like as they grow</li> <li>• Encourage children to notice changes in their plants’ growth</li> <li>• Invite children to measure the growth of plants</li> <li>• Invite children to record the growth of plants</li> <li>• Engage children in reflective conversations in small or large groups</li> <li>• Involve families in children’s planting and gardening experiences</li> </ul>
Provide children with tools for explorations of living things	Provide children with opportunities to observe changes and transformations in animals passing through stages of the life cycle <ul style="list-style-type: none"> <li>• Invite children to predict changes and closely observe animals passing through different stages of a life cycle</li> <li>• Invite children to record and document their observations of changing animals</li> <li>• Encourage children to compare life cycles of different animals</li> </ul>
Include plants and animals indoors	Discuss the death of living things

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Science

### Strand: Life Sciences

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*(California Preschool Curriculum Framework, Volume 3, pp. 196-214)*

Substrand: Properties and Characteristics of Living Things	Substrand: Changes in Living Things
Engage children in close observations of living things <ul style="list-style-type: none"> <li>• Close observations of animals</li> <li>• Close observations of plants</li> <li>• Explorations of fruits and vegetables</li> </ul>	Invite children to investigate their own growth
Invite children to share in-home experiences with living things	
Use books to enrich and extend children’s study of living things	

## Sample Interactions and Strategies by Domain, Strand, and Substrand



### Domain: Science

### Strand: Earth Sciences

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*(California Preschool Curriculum Framework, Volume 3, pp. 176-229)*

Substrand: Properties and Characteristics of Earth Materials and Objects	Substrand: Changes in the Earth
Take children on a search for earth materials in nature	Engage children in observing and describing the sun and the moon and other natural objects in the sky
Invite children to observe, compare and classify earth materials	Provide children with opportunities to observe, record, and discuss the weather <ul style="list-style-type: none"> <li>• Develop an awareness of the daily weather</li> <li>• Invite children to record and discuss changes in the weather</li> <li>• Invite children to observe and discuss the effects of weather and seasonal changes on their life and the environment around them</li> <li>• Engage families in children’s explorations of weather and seasonal changes</li> </ul>
Invite children to explore and experiment with earth materials	Model and discuss respect for the environment
Use opportunities to explore earth materials in the context of studying living things or when exploring other solid and nonsolid materials	Engage children in caring for and protecting the environment through everyday routines in the preschool environment
Invite children to share in-home experiences with earth materials	Collect and use recycled materials