



Unit 2 – History–Social Science: Key Topic 3: Getting to Know Interactions and Strategies that Support History–Social Science

Focus Statement

Students explore interactions and strategies that can support children’s learning in history and the social sciences.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Development of a resource tool
- Personal reflection
- Reflective discussion
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies*. The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 2 – History–Social Science: Key Topic 3: Getting to Know Interactions and Strategies that Support History–Social Science

Before You Start

In this key topic, students examine the interactions and strategies in each substrand of the history–social science domain and reflect on their confidence and capability to use those strategies in their teaching. In the “Deeper Understanding” segment, students look for children’s books that help build children’s understanding of history and social science concepts.

There are 140 interactions and strategies in the history–social science domain of the *California Preschool Curriculum Framework, Volume 3*. As in volumes 1 and 2 of the curriculum framework, these interactions and strategies are located after the vignette(s) and teachable moment(s) in the substrand. In this key topic, a table in the “Information Delivery” section lists the number of vignettes and interactions and strategies by substrand. This table may assist faculty in deciding how many substrands to assign to students during the active learning.

If students are not familiar with how the three volumes of the *California Preschool Curriculum Framework* are structured, it may be helpful for them to do Key Topic 1, Subtopic 2 in this unit of this instructional guide. Or instructors may provide an overview of the curriculum framework’s overall structure.

It will also be helpful for students to review the *California Preschool Learning Foundations, Volume 3*. As stated in Key Topic 1, Subtopic 2 of Unit 2 of this instructional guide—and in the instructional guides for the *California Preschool Curriculum Framework, Volumes 1 and 2*—the learning foundations describe **what** children typically learn and develop with optimal learning opportunities and support. The curriculum framework provides guidance for **how** teachers can intentionally provide these learning opportunities and supports. It is important for students to understand this distinction, particularly when working with the interactions and strategies, and that there is not a one-to-one match between the curriculum framework and the individual foundations.

In the “Taking it further” segment, students are asked to self-assess how well they feel they can implement the interactions and strategies. It may be helpful to preface the discussion by reminding students that this self-assessment is designed to help students strengthen their teaching practices. By sharing examples with their classmates, students can learn new ways they may be able to implement the strategies in their classrooms. When students share strategies for which they can use support, other students may be able to offer some ideas or resources.



If students do not have copies of the *California Preschool Curriculum Framework, Volume 3* and the *California Preschool Learning Foundations, Volume 3*, the Portable Document Format (PDF) versions of the curriculum framework and the learning foundations can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp> and <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

Three handouts are provided with this key topic. Handout 1 is a list of the interactions and strategies by substrand. This list is identical to the one in Unit 2, Key Topic 1 of this instructional guide. Handout 2 is a sample table that students can use to record the key words and concepts, examples, and their self-assessment of their ability to use some of the interactions and strategies. Handout 3 is a list of resources to assist students in identifying children's books related to the strands and substrands of the history–social science domain. Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

Information Delivery

Depending on students' experience with the history–social science domain, instructors may decide to begin work on this key topic by asking students to read certain sections from the *California Preschool Learning Foundations, Volume 3* and the *California Preschool Curriculum Framework, Volume 3*.

These sections from the *California Preschool Learning Foundations, Volume 3* can introduce students to what history and social science are in a preschool curriculum:



Slide 2

- Overview of the history–social science strands and substrands (pp. 1–4)
- Bibliographic notes for the five strands (pp. 23–38)
- Glossary for the history–social science domain (p. 39)

The organizational structure of the *California Preschool Curriculum Framework, Volume 3* is found on pages 9–11. A summary of the history–social science domain strands and substrands is on page 50. The following table lists the strands, substrands, and number of vignettes and interactions and strategies in each substrand.



Note to Faculty: The number of vignettes and interactions and strategies are provided in the following table so that faculty can decide how to assign strands and/or substrands so that they are distributed as evenly as possible among students.



Slides 3-4

| Strands and Substrands | Vignettes | Interactions and Strategies |
|--|-----------|-----------------------------|
| Strand: Self and Society | 7 | 29 |
| 1.0 Culture and Diversity | 5 | 10 |
| 2.0 Relationships | 1 | 9 |
| 3.0 Social Roles and Occupations | 1 | 10 |
| Strand: Becoming a Preschool Community Member (Civics) | 4 | 39 |
| 1.0 Skills for Democratic Participation | 1 | 12 |
| 2.0 Responsible Conduct | 1 | 10 |
| 3.0 Fairness and Respect for Other People | 1 | 8 |
| 4.0 Conflict Resolution | 1 | 9 |
| Strand: Sense of Time (History) | 11 | 28 |
| 1.0 Understanding Past Events | 2 | 7 |
| 2.0 Anticipating and Planning Future Events | 3 | 7 |
| 3.0 Personal History | 3 | 7 |
| 4.0 Historical Changes in People and the World | 3 | 7 |
| Strand: Sense of Place (Geography and Ecology) | 4 | 34 |
| 1.0 Navigating Familiar Locations | 1 | 10 |
| 2.0 Caring for the Natural World | 2 | 12 |
| 3.0 Understanding the Physical World Through Drawings and Maps | 1 | 12 |
| Strand: Marketplace (Economics) | 1 | 10 |
| 1.0 Exchange | 1 | 10 |

Active Learning



Slide 5

Getting it started

Begin by reviewing the organizational structure of the domain and where to locate the vignettes, teachable moments, and interactions and strategies in each substrand. Point out how the interactions and strategies follow the vignette(s) and teachable moment(s). It may also be helpful to review the section “Organization of the Framework”



on pages 9–11 of the *California Preschool Curriculum Framework, Volume 3*.

Next ask students to discuss the terms “interactions,” “strategies,” and “teachable moments” and their relation to each other. As described on page 10, strategies “range from spontaneous to planned. Some sample strategies focus on how teachers build on children’s interests during interaction and instruction; some rely on planning and teacher initiation; and others reflect a combination of teacher planning and spontaneous responses to children’s learning.” Also remind students that the interactions and strategies in each substrand are examples and not meant to be complete lists of intentional teaching practices.

Students now have an opportunity to review in depth a set of interactions and strategies. Instructors may choose to assign a specific substrand to each student or let students choose a substrand that particularly interests them. The list of interactions and strategies by substrand in the “Information Delivery” section of this key topic may help instructors decide how to ensure that students have an approximately equal number of interactions and strategies to explore.



Slide 6

In their review, students are to read the vignettes, teachable moments, and interactions and strategies for their assigned substrand. Ask them to note any examples or key words that facilitate their understanding of the interaction or strategy. Instructors may give students Handout 2 to use or have students create a similar handout on their own.

Keeping it going

Now ask students to come up with an additional example that they might use in a preschool program for each interaction and strategy. If they are working in preschool programs, they can use examples from their work.

Online Options

If the course has online-discussion capability, faculty may facilitate a discussion of additional examples of the interactions and strategies for each substrand.

Taking it further

After listing an example for each interaction and strategy, students then do a self-assessment by indicating if they feel confident in implementing the strategy or need some additional support such as coaching, resources, or opportunities for practice. This self-



assessment is for students' own reflective practice and professional growth.

Putting it together

Provide time for students to share their examples and self-assessments. If more than one student worked on the same substrand, these students can form a group. Or instructors may choose to have a full class discussion and ask each student to share a different interaction and strategy so that each substrand is covered.

It may be helpful to preface the discussion by reminding students that this learning experience is designed to help students strengthen their teaching practices. By sharing examples with their classmates, students can increase the ways they may be able to implement the strategies in their classrooms. When students share strategies for which they can use support, other students may be able to offer some ideas or resources. During the discussion, ask students to share other examples and possible resources for each strategy presented.

Reflection

Conclude this key topic by asking students to reflect on their experience of this key topic by responding to the following questions. Students could respond individually in journals or a class discussion could be held.



Slides 7-8

- Which three interactions and strategies stood out from your review of the ones in your assigned substrand or from the class discussion?
- What was intriguing to you about the strategies?
- What were some themes in the interactions and strategies that surfaced from the class discussion? Which themes do you think are applicable to other domains as well as to the history–social science domain?
- What are some new strategies that you would like to try in your teaching to support children's learning in history and social sciences?

Deeper Understanding

A number of strategies list children's books as a way for children to build their understanding of some concepts or develop a different perspective. Ask students to write a short paper describing why and



Slide 9

how children’s books can be used throughout a preschool program to support children’s development of history and social science concepts and skills.

Students are also to include an annotated list of 15 children’s books—one for each substrand. Students can use up to 5 books that are listed in the interactions and strategies of the *California Preschool Curriculum Framework, Volume 3*, but the other 10 should be identified by the students. Students may begin by reviewing the “Teacher Resources” for ideas (*California Preschool Curriculum Framework, Volume 3*, p. 125). Instructors can also provide additional guidance. The following resources may be helpful for students and can also be found on Handout 3 of this key topic:

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) includes a list of children’s books, primarily for children aged infant to eight years, that is divided into different categories of children’s social and emotional development. Many of these relate to some of the history–social science substrands, such as “Accepting Different Kinds of Friends,” “Good Behavior Expectations,” “Problem Solving,” and “Caring About Others and Empathy.” The “Book Nook” has teacher or caregiver guides that provide ideas and activities based on familiar children’s books. These lists and guides can be found on the CSEFEL Web site: <http://csefel.vanderbilt.edu/resources/strategies.html>.
- The National Council for the Social Studies (NCSS) puts out an annual list of “Notable Social Studies Trade Books for Young People.” The current year is available only to NCSS members, but lists for 2000–2013 can be downloaded as PDF files from its Web site at <http://www.socialstudies.org/notable>. The suggested reading level for each book is included, and most of the selections are for children in kindergarten through the eighth grade. However, some of the kindergarten-level books may be appropriate for older preschoolers.
- *Social Studies for the Preschool/Primary Child*, 9th edition, by Carol Seefeldt, Sharon D. Castle, and Renee D. Falconer includes references to children’s literature in many chapters. The eighth edition of this book is listed in the “Teacher Resources” section of the *California Preschool Curriculum Framework, Volume 3* on page 125.
- The American Library Association (ALA) has several lists of and links to children’s books. The lists can be found on the ALA



Summary Fact Sheet 23 at <http://www.ala.org/readinglists>.

- ~ The Association for Library Service to Children (ALSC) annually compiles an annotated list of notable children's books that is loosely grouped by age levels. "Young Readers" include preschool to grade level two or age seven and "All Ages" are for children from preschool to grade level eight. Lists from 1999 through 2014 are on the ALSC Web site at <http://www.ala.org/alsc/awardsgrants/notalists/ncb>.
- ~ Booklist Editors' Choice: Books for Youth, 2013. The list is divided into nonfiction and fiction categories, and each category has a list for older, middle, and young readers. There are some books for preschoolers in the fiction list for young readers. The list can be found on this Web site: <http://www.booklistonline.com/Booklist-Editors-Choice-Books-for-Youth-2013-Gillian-Engberg/pid=6578139>.
- ~ Día Book List is divided into four age groups: birth–four years, four to eight years, eight to twelve years, and twelve years and up. The lists are in English/Spanish and English/Chinese. The book lists are among the many resources and programs that Día provides. Día is a national initiative that promotes the importance of literacy for all children from all linguistic and cultural backgrounds. Information about Dia can be found on its Web site at <http://dia.ala.org/content/about-día/>. The book list can be found on this Web page: <http://dia.ala.org/content/free-program-downloads>.
- ~ The Quicklists Consulting Committee of the ALSC developed the "Money as You Grow" book list in 2012. This list is divided into three age groups: three to five years, six to ten years, and eleven to thirteen years. The Money as You Grow Web site has additional information on financial responsibility at <http://www.moneyasyougrow.org/>.
- Reading Rockets has book lists by themes on the Web site: <http://www.readingrockets.org/books/booksbytheme>. Many of these are recommended for preschoolers.

Students' lists can be compiled into a master resource list for the whole class.



Interactions and Strategies that Support History–Social Science

History–Social Science Domain:
Key Topic 3
Handout 1 – Interactions and Strategies that Support History–
Social Science

| Strand: Self and Society | | |
|---|---|--|
| Substrand 1.0: Culture and Diversity | Substrand 2.0: Relationships | Substrand 3.0: 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 friendship. | Include the pursuit of further education among work options. |



| Strand: Self and Society | | |
|--|--|--|
| Substrand 1.0: Culture and Diversity | Substrand 2.0: Relationships | Substrand 3.0: 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. |



| Strand: Becoming a Preschool Community Member (Civics) | | | |
|---|--|--|--|
| Substrand 1.0: Skills for Democratic Participation | Substrand 2.0: Responsible Conduct | Substrand 3.0: Fairness and Respect for Other People | Substrand 4.0: 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. |



| Strand: Becoming a Preschool Community Member (Civics) | | | |
|---|--|---|--|
| Substrand 1.0: Skills for Democratic Participation | Substrand 2.0: Responsible Conduct | Substrand 3.0: Fairness and Respect for Other People | Substrand 4.0: 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 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. | | |
| Reinforce behavior. | | | |



| Strand: Becoming a Preschool Community Member (Civics) | | | |
|--|---|---|---|
| Substrand 1.0: Skills for Democratic Participation | Substrand 2.0: Responsible Conduct | Substrand 3.0: Fairness and Respect for Other People | Substrand 4.0: Conflict Resolution |
| Create an inclusive environment that values and encourage the participation of children from all cultural and linguistic backgrounds as well as children with special needs. | | | |



| Strand: Sense of Time (History) | | | |
|--|--|---|---|
| Substrand 1.0: Understanding Past Events | Substrand 2.0: Anticipating and Planning Future Events | Substrand 3.0: Personal History | Substrand 4.0: 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 words 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. |



| Strand: Sense of Time (History) | | | |
|---|---|---|--|
| Substrand 1.0: Understanding Past Events | Substrand 2.0: Anticipating and Planning Future Events | Substrand 3.0: Personal History | Substrand 4.0: 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). |



| Strand: Sense of Place (Geography and Ecology) | | |
|---|--|---|
| Substrand 1.0: Navigating Familiar Locations | Substrand 2.0: Caring for the Natural World | Substrand 3.0: 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 a 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 safe exercises (e.g., fire drills), and as children join the program or move to a new home. |
| Locate and explore local landmarks. | Use descriptive language to converse about the earth and its features. | Play board games that use trails and pathways. |



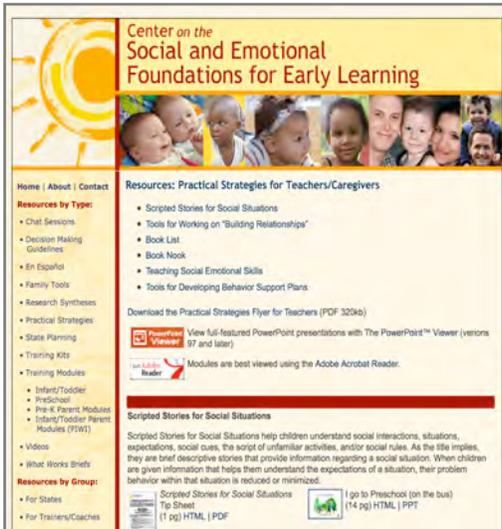
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|---|---|---|
| Substrand 1.0: Navigating Familiar Locations | Substrand 2.0: Caring for the Natural World | Substrand 3.0: Understanding the Physical World Through Drawings and Maps |
| Promote children's understanding of weather and its impact on their day-to-day experiences. | Compare and contrast living and non-living 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. |



| Strand: Marketplace (Economics) |
|--|
| Substrand 1.0: 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. |



Resources that Support Deeper Understanding

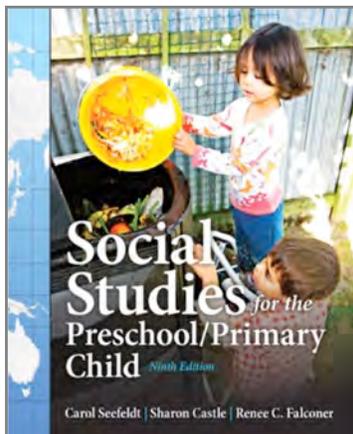


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<http://csefel.vanderbilt.edu/resources/strategies.html>.

History–Social Science Domain:
Key Topic 3
Handout 3 – Resources that Support Deeper Understanding

The **National Council for the Social Studies (NCSS)** puts out an annual list of “Notable Social Studies Trade Books for Young People.” The current year is available only to NCSS members, but lists for 2000–2013 can be downloaded as PDF files from its Web site at <http://www.socialstudies.org/notable>. The suggested reading level for each book is included, and most of the selections are for children in kindergarten through the eighth grade. However, some of the kindergarten-level books may be appropriate for older preschoolers.



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The screenshot shows the ALA Recommended Reading page. The header includes the ALA logo and navigation links. The main content area is titled "ALA Recommended Reading" and "ALA Library Fact Sheet 23". It provides a list of links to literature award winners and reading lists for all ages, sorted by age group. The page also includes a sidebar with "Library Fact Sheets" and a list of links to various library services and resources.

The **American Library Association (ALA)** has several lists of and links to children’s books. The lists can be found on the ALA Summary Fact Sheet 23 at <http://www.ala.org/readinglists>.

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- **Booklist Editors’ Choice: Books for Youth, 2013**. The list is divided into nonfiction and fiction categories, and each category has a list for older, middle, and young readers. There are some books for preschoolers in the fiction list for young readers. The list can be found on this Web site: <http://www.booklistonline.com/Booklist-Editors-Choice-Books-for-Youth-2013-Gillian-Engberg/pid=6578139>.
- **Día Book List** is divided into four age groups: birth–four years, four to eight years, eight to twelve years, and twelve years and up. The lists are in English/Spanish and English/Chinese. The book lists are among the many resources and programs that Día provides. Día is a national initiative that promotes the importance of literacy for all children from all linguistic and cultural backgrounds. Information about Día can be found on its Web site at <http://dia.ala.org/content/about-día/>. The book list can be found on this Web page: <http://dia.ala.org/content/free-program-downloads>.



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The screenshot shows the Reading Rockets website interface. At the top, there is a navigation bar with categories like 'Teaching Reading', 'Helping Struggling Readers', 'Reading Topics A-Z', and 'Children's Books & Authors'. Below this is a search bar and social media icons. The main content area features a section titled 'Themed Booklists' with a description: 'Sometimes it just takes one wonderful book to turn a kid into a reader. Tap into what interests your child. Browse these book lists selected by Maria Salvadore, our children's literature expert. These books are for kids up to 9 years old, focus on new titles, and emphasize quality. Happy Reading!'. Below this, there are four featured booklist cards: 'Cooking Up Fun' (with a 'Jumbo Cookbook' cover), 'Old Friends for the New Year' (with an 'Anatole' cover), 'Snow Days' (with a 'Snowballs' cover), and 'Say Hello! Meet Someone New' (with a 'Hello Little Bookies' cover). To the right of these cards is a 'Quotable Quotes' section with the quote: 'Children are made readers on the laps of their parents. — Emilie Buchwald'.

Reading Rockets has book lists by themes on the Web site:

<http://www.readingrockets.org/books/booksbytheme>. Many of these are recommended for preschoolers.