

Please sign in . . .

Enjoy some food . . .

Reconnect with friends . . .

Meet someone new . . .



WELCOME

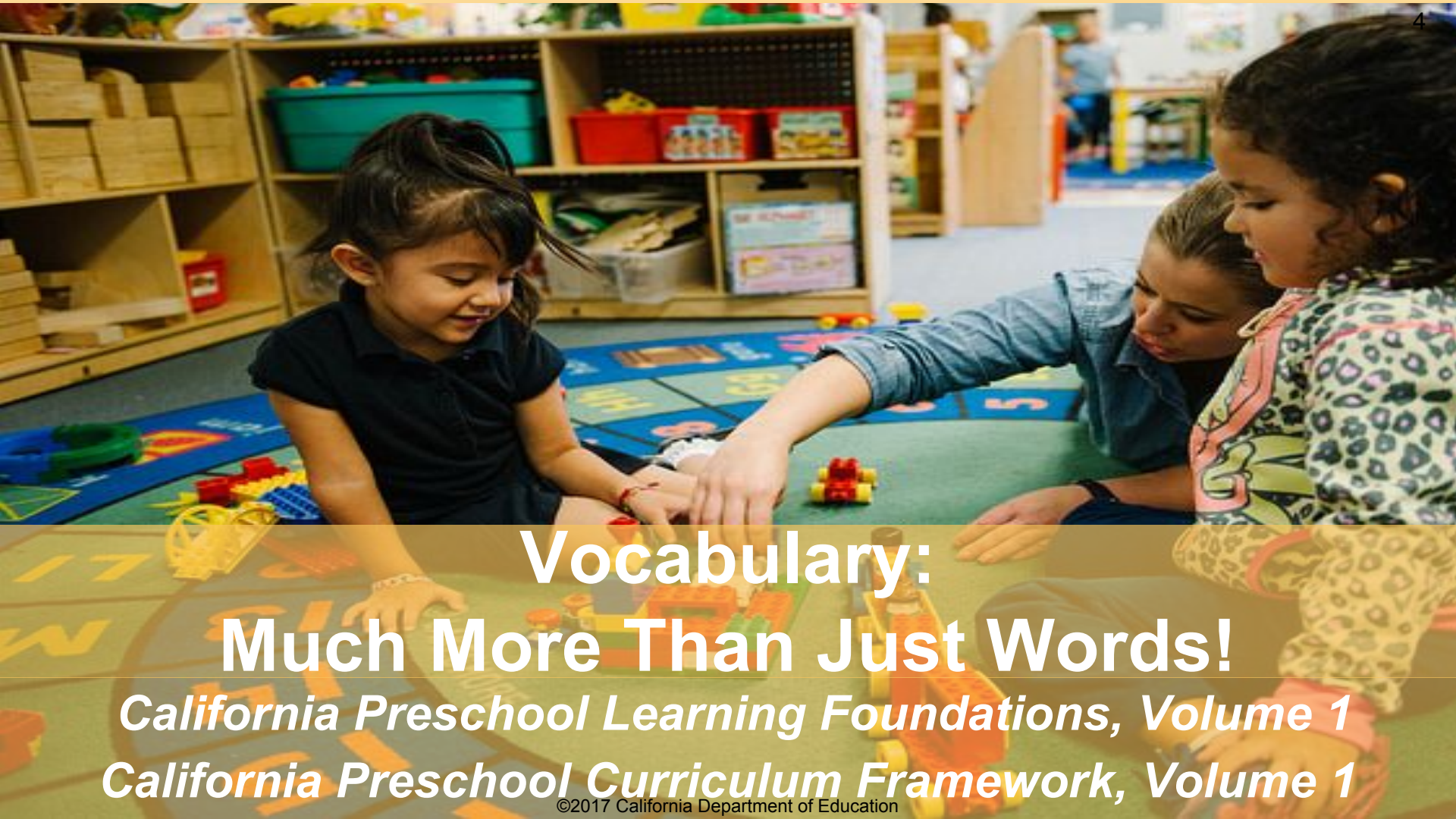
Agenda

- ❑ PIES Check In
- ❑ Vocabulary Development
- ❑ Nuts and Bolts
- ❑ Resources



PIES Check-In

- Physical
- Intellectual
- Emotional
- Spiritual/Support/Specific Goal



Vocabulary:

Much More Than Just Words!

California Preschool Learning Foundations, Volume 1

California Preschool Curriculum Framework, Volume 1



What is Vocabulary?

- Word meaning
- Knowledge
- Communication

What Can You Teach?

(Part 1)

- Consider three benefits of strong vocabulary development and write each idea down on sticky-notes.
- Choose the most interesting of the three things.
- Find and introduce yourself to a partner; share with your partner one component of vocabulary instruction that you find most interesting.



What Can You Teach? (Part 2)

Introduce yourself to your new partner and share with them what your previous partner shared with you *using at least one word that starts with the letter “V.”*



Importance of Vocabulary

- Promotes social/emotional well-being
- Improves communication (receptive/expressive)
- Develops thinking and learning from experience
- Aids in the control of behavior
- Enhances school learning
- Helps reading comprehension



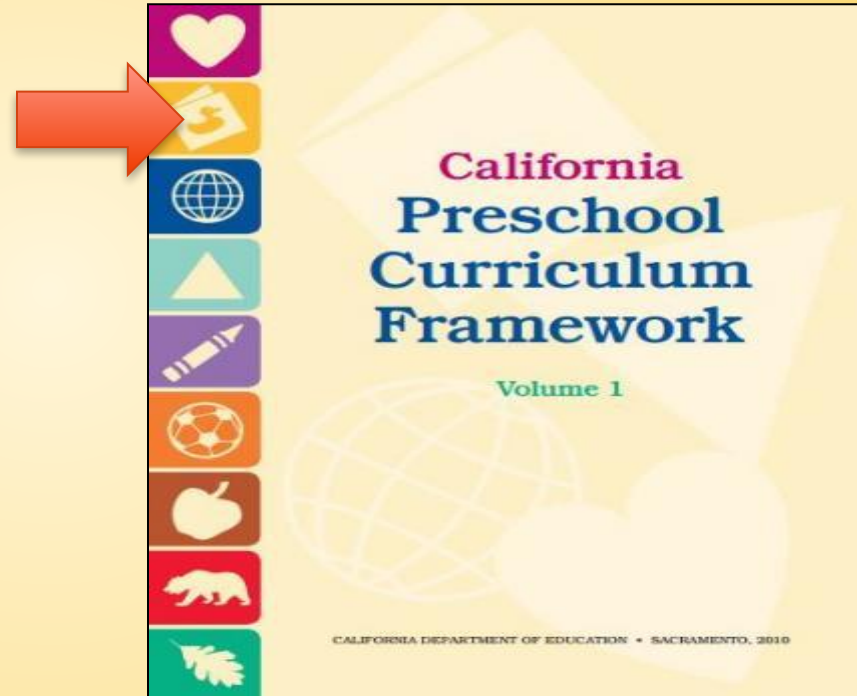
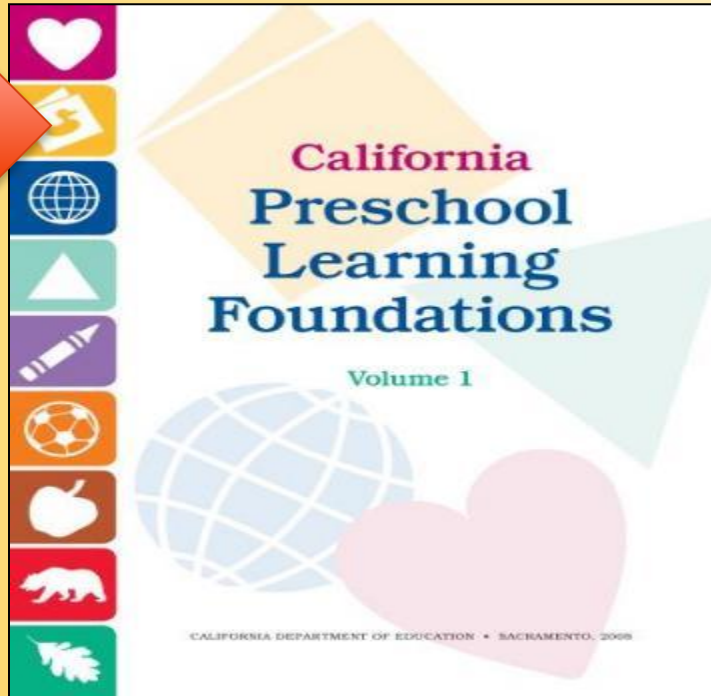
Vocabulary Explosion

- Occurs within the second year of life
- Continues throughout school
 - Children often acquire 3,000-5,000 new words each academic year

(PLF, Vol. 1, p. 73)



Two California Department of Education Resources



Domain:

Language and Literacy

Strand:

Listening and Speaking

Focus for Today



Substrand:

Language Use and
Conventions

Substrand:

Vocabulary

Substrand:

Grammar

At 48 and 60 months



With appropriate support

12



After 1st or 2nd year of preschool



High-quality program



Framework Strategies

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

Research Conversations

- Read and ponder the research posters as you wander around the room.
- Choose one that is particularly interesting to you and stand by it.
- Wait for some like-minded partners to join you.
- Discuss what made you choose this particular poster.

Discussion questions:

- Why is this particularly interesting?
- How do you see this impacting your daily practice?
- What further questions do you have?



Conversation, Conversation, Conversation

Child-led conversations



Teacher-guided conversations



Exposure-Exposure-Exposure



Fast mapping is followed by slow mapping.

A Closer Look at the Vocabulary Foundations

2.1 Words that are common in the child's world: objects, actions, or attributes (e.g., dinosaurs vs. apatosaurus)

2.2 Words that are categories of objects (e.g., reptiles, vehicles, fruit)

2.3 Words that describe relations between objects (e.g., smaller, bigger, next to, in front of)

Activity 3: Building Vocabulary

1. Create and build at your table
2. Make a list of the words to describe your creation (this will be your vocabulary list).
3. To create your list think about:
 1. What you might hear a child say?
 2. What you might say to a child?
4. Write **each word** on a post-it
5. Sort the cards by foundation (2.1, 2.2, 2.3)



Deeper Look at Foundation 2.1

48 months:

Understand and use **accepted words** for **objects, actions, and attributes** encountered frequently in **both real and symbolic contexts.**

“I want to play with those *trucks.*”



60 months:

Understand and use an **increasing variety** and specificity of accepted words for **objects, actions, and attributes** encountered in **both real and symbolic contexts.**


“*I want to play with the fire truck, dump truck, and semi.*”



Deeper Look at Foundation 2.2

48 months:

Understand and use accepted words for categories of objects encountered and used frequently in everyday life.

“I want to buy some *food*,” and Judy says, “OK. We have milk, bread, and corn.” 

60 months:

Understand and use accepted words for categories of objects encountered in everyday life.

“These are the *fruits* and these are the *vegetables*.”

1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Conversation ²¹

Beginning	Middle	Later
<p>1.3 Converse in the home language (as reported by parents, teachers, assistance, or others and with assistance of an interpreter, if necessary)</p>	<p>1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</p>	<p>1.3 Sustain a conversation in English about a variety of topics.</p>



Deeper-Deeper-Deeper Sophisticated-Academic-50 Cent Words

- Tier 1:
 - Words used in everyday speech
- Tier 2:
 - High-frequency, more likely to appear in written material than in everyday speech
- Tier 3:
 - Low-frequency, specialized words that are specific to a domain

Universal Design for Learning: Volcano



Multiple means of expression, engagement, and representation



Developmental Shift Between 48 and 60 Months—Foundation 2.3

48 months:

Understand and use simple words that describe the relations between objects.

60 months:

Understand and use both simple and complex words that describe the relations between objects.

Interaction and Strategy: “Playing category games” (PCF, Vol. 1, p. 120).



Play relations style *Simon Says* together.

English-Language Development Interactions and Strategies



- “Use language and literacy activities that contain repetitive refrains” (PCF, Vol. 1, p. 191).
- “Build on existing strengths” (PCF, Vol. 1, p. 208).

Story Reading to Support Vocabulary Development



Plan carefully to offer “**friendly explanations of words**” (PCF, Vol. 1, p. 99).

Building Vocabulary Through Book Reading

How many conversations and how many exposures can children have to the following words:

- *Miserable*
- *Noticing*
- *Sprinkle*
- *Preparing a feast*
- *Fresh/ Organic*
- *Rising dough*
- *Slicing*





Center Extensions: Dramatic Play Area

Center Extensions: Outside



Center Extensions: Meal Time



Literacy Extensions: Writing Opportunities



Partner With Families



Music and Movement Extension: “Soy Una Pizza”



Activity: Book Inspired Vocabulary

1. Read over Handout 10.
2. Read the book you brought with you.
3. List **focused** vocabulary.
4. Add extension activities to the handout.
5. Share ideas with one another at your table.

<u>Art</u>	<u>Dramatic Play</u>	<u>Family Partnerships</u>
<u>Literacy Connection</u>	<u>Music</u>	<u>Outside Play</u>
<u>Physical Activity</u>	<u>Small Group Activities</u>	<u>Other Ideas</u>



Nuts and Bolts



Are you new to TK?

Credentialed teachers who are first assigned to a TK classroom after July 1, 2015 are required to have by August 1, 2020 one of the following:

1. At least 24 units in early childhood education, or childhood development, or both
2. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1.
3. A child development teacher permit issued by the California Commission on Teacher Credentialing (CTC)

Foundations for Young Learners: A Teaching Symposium

Visual and Performing Arts

WHEN: Saturday, April 28th 9 - 4

WHERE: Sonoma County Office of Education

WHO: Brulene Zanutto and Cindi Kaup

COST: \$25

A .5 continuing education (CEU) from Humboldt State University will be available upon request for an additional fee.

Register at www.scoe.org

Transitional Kindergarten Online Professional Learning Modules For Teachers & Administrators

www.tkplonline.org

- FREE
- Online
- Developmentally Appropriate Strategies
- Topics Include:
 - Social Emotional Development
 - Language and Literacy
 - Mathematics
 - Supporting English Language Development
- CEUs available through UC Davis for a fee



CALIFORNIA TRANSITIONAL KINDERGARTEN STIPEND PROGRAM (CTKS)

[CTKS](#) is a California Department of Education funded program that reimburses teachers in Transitional Kindergarten(TK) as well as teachers in the California State Preschool Program (CSPP) for professional development and educational stipends.CTKS is funded by the California Department of Education and is a reimbursement program for actual costs of tuition and books (ECE units only). It resulted from the passage of SB 876, which created additional requirements for TK teachers effective July 1, 2015.

Funding has been exhausted for the 2017-2018 program year.

Please check back after July 1st, 2018 for additional funding.

Apply Now for Sonoma CARES Quality Counts 2017 - 2018!

Sonoma CARES Quality Counts is now accepting applications for the 2017-2018 program year on a first-come, first-served basis. Sonoma CARES Quality Counts will be limited to the first 140 applicants!

Priority will be given to educators working in sites that are participating in the QIRS Quality Counts Program. In order to be considered for the program, please follow the steps listed on this page:

www.scoe.org/cares

Changes to the Sonoma CARES Quality Counts Program

- The stipend structure for the 2017-2018 Program have changed as follows:
 - \$100 per unit for all ECE units
 - \$200 per unit for GE, ESL, or Basic Skills units
 - \$300 per unit for BA level classes completed when enrolled in a BA program
 - \$500 degree attainment bonus
- Participants will only be required to meet with an advisor ONCE per program year anytime during Summer, Fall and Spring semesters between 7/1/17 and 6/30/18
- Stipend maximum is \$2000 for the program year.
- **NOW ACCEPTING TK TEACHERS.**



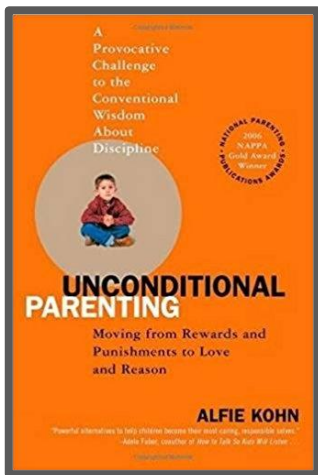
Alfie Kohn Unconditional Parenting: Beyond Bribes and Threats

Brought to you by Mark West Community Preschool

Friday, April 13th
7 - 9pm

Bertolini Student Center at Santa Rosa Junior College

\$30 suggested donation



<https://www.eventbrite.com/e/unconditional-parenting-with-alfie-kohn-tickets-43992721414>

Reading & Talking about Visual Art in the Early Childhood Classroom TK - 2nd Grade

This workshop focuses on looking and talking about illustrations in fiction picture books before, during, and after reading to help students develop the skills of prediction, inference/drawing conclusions, sequence, and retelling a story.

Friday, April 20th
8:30 - 11:30
\$45 + \$5 for supplies

Helen Lehman Elementary School
1700 Jennings Ave.
Santa Rosa

[Luther Burbank Center For The Arts](#)





2018 CAAEYC ANNUAL
CONFERENCE
APRIL 19-21 • PASADENA, CA AND EXPO

Embracing Life-Long Exploration Starts Early

conference.caeyc.org

Two studio lights with softboxes are positioned on either side of the text, casting a warm glow. The background is a dark blue gradient.

TK Network 2017 - 2018

~~September 12, 2017~~

~~November 14, 2017~~

~~January 24, 2018~~

~~March 13, 2018~~

May 8, 2018

The image shows the word "RESOURCES" spelled out on a corkboard. Each letter is on a separate, colorful paper strip, which is pinned to the corkboard with a pushpin. The letters are: R (orange strip, blue pushpin), E (light green strip, yellow pushpin), S (white strip, yellow pushpin), O (white strip, red pushpin), U (white strip, red pushpin), R (white strip, yellow pushpin), C (white strip, green pushpin), E (black strip, red pushpin), and S (yellow-green strip, red pushpin).

RESOURCES



A "Regional Parks Discovery Pack" is available at each library branch and includes a backpack filled with a parking pass good at all 56 Regional Parks, a parks map, trail itineraries, hiking tips, wildlife guides, and other information to help them enjoy self-guided adventures in the parks.

Each pack is available for check out for up to seven days and includes materials in English and Spanish.

TK Network News

<http://scoe.org/pub/htdocs/tk-network-news.html>





See you next time!

May 8th, 2018

4 - 7pm @ SCOE