

Early Care and Education Partners Webinar Update

*Reunión En Línea para Socios de
Educación y Cuidado Temprano*

December 2023

Current Eligibility

Florida students are eligible based on the following criteria:

- VPK children who are not yet making age-appropriate progress according to state assessments
- FAST Star Early Literacy

<https://www.newworldsreading.com/fl/en/enrollment.html>



**new
worlds
reading**
UF Lastinger Center for Learning
UNIVERSITY OF FLORIDA
SCHOLASTIC

Reading shapes who we are.

Help your kids read on grade level with Florida's FREE at-home book delivery program.

- VPK - 5 students can apply to receive free books and reading activities each month during the school year from this state-created program.*
- Students can choose books that match their interests.
- Books and activities are available in English, Spanish, Haitian Creole, and braille.

*Visit [newworldsreading.com](https://www.newworldsreading.com) to see eligibility requirements.

Families can apply today:
[newworldsreading.com/enroll](https://www.newworldsreading.com/enroll)





Eligibility

Open Enrollment



For additional information,
call (305) 646-7220 or
visit www.elcmdm.org

Eligible families are selected every two weeks

- School Readiness applications are reviewed with a quick turnaround.
 - If an application is “*rejected*” the application is “incomplete” but family has 30 calendar days to upload requested documents

Sample reasons applications are rejected:

- missing documents (pay stubs)
- there is a lack of information to process application
- family is over income
- family doesn't meet purpose for care

- Inquiries can be sent to Waitlist@elcmdm.org



Questions/ Preguntas

Please email us at: info@elcmdm.org

Favor comuníquese a: info@elcmdm.org

Thank you

The background features several concentric, curved lines in shades of green, some solid and some dashed, creating a dynamic, circular pattern. A prominent blue callout box is centered on the page, containing the text.

**Voluntary
Prekindergarten
Updates**

VPK Program Test Administration Schedule



All VPK Children must be entered into the EFS Mod Roster as soon as possible. Child Data will be transferred from EFS Mod to the Renaissance System.

Programs that have 83 or more instructional days

- **Progress Monitoring 1 (PM1)**- First 30 Instructional Days of VPK
 - **Progress Monitoring 2 (PM2)**- Mid Program Year (Between 40%-60%) of the program hours)
 - **Progress Monitoring 3 (PM3)**- Last 30 Instructional Days of VPK
-

Programs that have 82 or fewer instructional days

- **Progress Monitoring 1 (PM1)**- The first ten (10) instructional days of the VPK class schedule beginning with the first VPK instructional day.
- **Progress Monitoring 2 (PM2)**- Mid Program Year (Between 40%-60%) of the program hours)
- **Progress Monitoring 3 (PM3)**- The last ten (10) instructional days of the VPK class schedule ending on the last VPK instructional day.

FAST URL

<https://global-zone05.renaissance-go.com/welcomeportal/7957988>

Each VPK program must designate in the [DEL Provider Portal](#) at least one person as an Authorized Renaissance User or “admin” for VPK FAST Star Early Literacy (VPK Program owners, directors, or VPK Directors)

Instructions: [Manage External Service Users - Renaissance VPK FAST Star Early Literacy](#)


Renaissance
See Every Student.

Welcome Back!

I'm a Student

I'm a Teacher/Administrator

[Check Software Requirements](#)

 Renaissance - ID
VPK-5210

Administration Manual

- Star Early Literacy Administration Manual is available at: https://help2.renaissance.com/US/PDF/SEL/SEL_TAM.pdf
- For more information about FAST Star Early Literacy for VPK Programs, please the FAST dedicated website at: [Florida Assessment of Student Thinking \(FAST\) Star Early Literacy \(fldoe.org\)](https://www.fl DOE.org).



Star Early Literacy™ Test Administration Manual



VPKteam@elcmdm.org





Triple P

What is Triple P?

The Triple P stands for Positive Parenting Program. This is an evidence based, family support system designed to prevent – as well as treat – behavioral and emotional problems in children and teenagers.



You are in Group Lifestyle....

You will learn to...

- Provide healthy food choices
- Increase your child's physical activity
- Use positive parenting to promote healthy behaviour and have less stress as a parent



Program Overview



- 14- session program- made up of 10 group sessions and 4 telephone sessions
- **Group sessions** (we meet)
 - Sessions 1-9 Nutrition, Physical activity, and positive parenting strategies



Program Overview cont...



- **Telephone sessions** (on the phone)
4 sessions of 15 minutes calls
- Group Sessions** (we meet)
Session 14 Program close and celebration



Sample Agenda



Session 1: Preparing for Change – 6/06/23

Session 2: Understanding Nutrition – 6/06/23

Session 3: Understanding Physical Activity – 6/13/23

Session 4: Using Rewards and Modifying Recipes – 6/20/23

Session 5: Limiting Sedentary Activities and Reading Food Labels – 6/27/23

Session 6: Playing Active Games – 6/11/23

Session 7: Providing Healthy Meals and Snacks – 6/11/23

Session 8: Managing Problem Behavior – 6/18/23

Session 9: Planning Ahead – 6/25/23

Session 10: Phone Consultation (**no group session, week of 8/01/23**)

Session 11: Phone Consultation (**no group session, week of 8/08/23**)

Session 12: Phone Consultation (**no group session, week of 8/15/23**)

Session 13: Phone Consultation (**no group session, week of 8/22/23**)

Session 14: Wrap-Up and Celebration Session – 8/29/23

Nutrition Strategies



- Replacing food high in added sugar
- Providing water as the main drink
- Buying low fat foods
- Using low fat cooking methods
- Reading food labels
- Setting up eating routines
- Providing healthy meals and snacks

Being overweight means...



- Too much body fat
- Health problems such as asthma and joint pain
- Health problems later in life such as heart disease and Type 2 diabetes
- Emotional and social problems such as bullying and low self-esteem



Physical activity Strategies



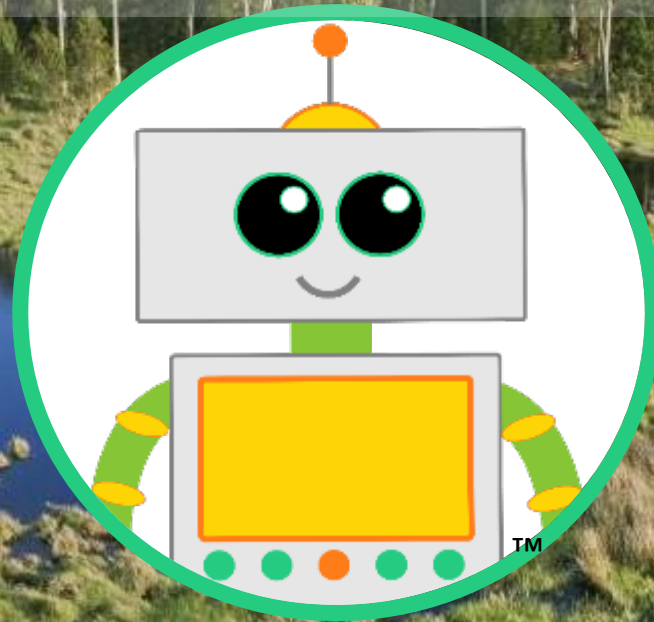
- Making leisure time active
- Encouraging active activities
- Limiting sedentary activity
- Providing active games
- Playing with your child
- Encouraging your child to play sports

The logo for Science Alliance is a blue speech bubble with a white outline. The text "Science Alliance" is written in white, sans-serif font inside the bubble. The background of the slide features several concentric, overlapping circles in shades of green and blue, some solid and some dashed, creating a dynamic, circular pattern.

Science Alliance

The Science Alliance: Everglades

A subscription-box model of professional learning for Early Science



EARLYSCIENCEINITIATIVE

In partnership with the Glenn W. Bailey
Foundation

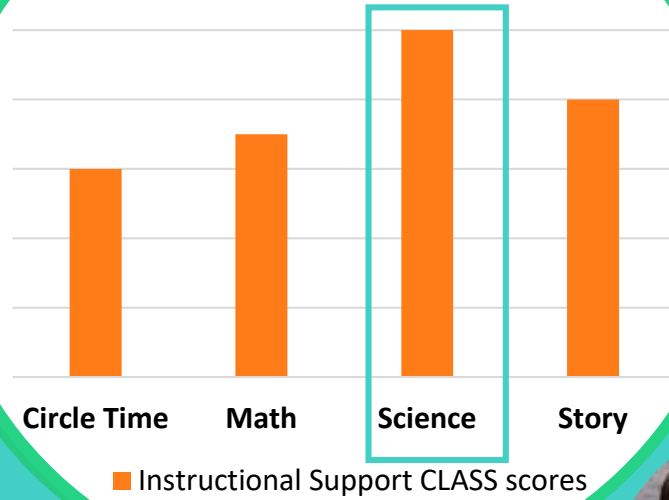
Communication



Critical Thinking



CLASS® scores
Instructional Support



Creativity

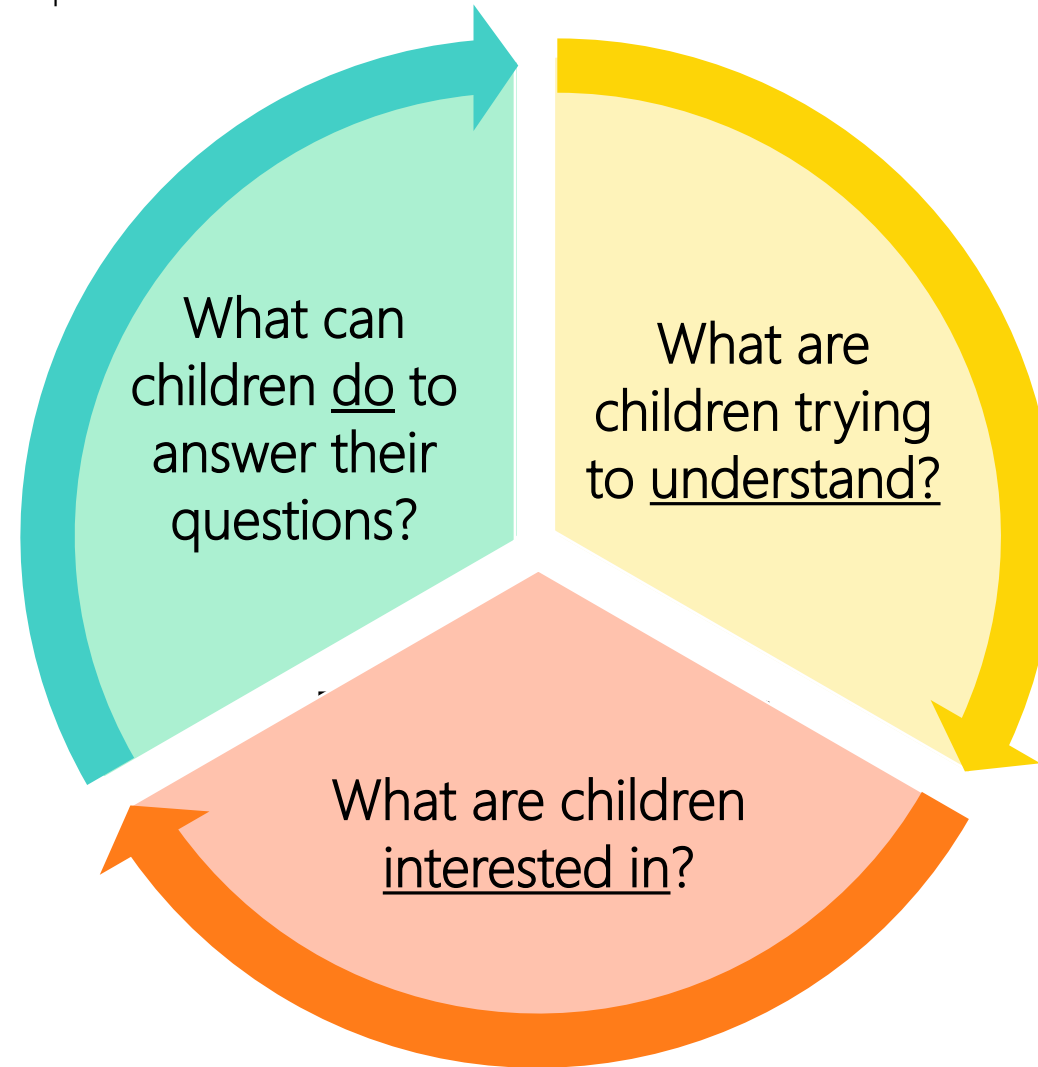


Collaboration



The Early Science Framework

Adapted from the K-12 Framework for Science Education





The Early Science Framework*

Adapted from the K-12 Framework for Science Education¹

Practices

What children DO to answer their questions

Observing and describing

"Use your ____ (hands, eyes, nose, etc.) to observe the ____ (texture, color, scent, etc.)"

Asking questions and defining problems

"Hmmm... You're curious about _____. Are you wondering _____?"

Making predictions

"What do you predict will happen if ____? Why do you think that?"



Developing and using models

"I see you using the ____ to model a ____"

Planning and carrying out investigations

"You want to find out _____. Let's make a plan. What do we need to do first?"

Using math and computational skills

"Let's count how many ____"



Documenting, analyzing and interpreting data

"Which one has more?"

Constructing explanations and designing solutions based on evidence

"_____ happened because _____"

Obtaining, evaluating, and communicating information

"Can you tell me more about that?"

Crosscutting Concepts

What children are trying to UNDERSTAND

Patterns

"_____(a), _____(b), _____(a), _____(b). It is a pattern! It repeats!"



Cause and effect

"_____ caused _____"

Scale, proportion, and quantity

"_____ has more/is bigger than _____"

Systems and system models

"_____ is a part of _____. They work together."

Structure and function

"The ____ (shape) makes it ____ (function)"

Stability and change

"_____ is stable, it does not change."

Energy and Matter

"The energy from _____ has moved to _____"



Disciplinary Core Ideas

What children are curious about

Physical Science

Physical properties and the interactions of matter

Shape, size, mass, colors, states of matter (solids, liquids, gases, etc.)

Forces and how things move

Pushing, pulling, rolling, falling, sliding, gravity, wind, water

Energy

Food, sunlight, electricity, heat, water, air

Light and sound waves and their application

Light, sounds, shadows, sun



Life Science

Living things

Needs and characteristics of living things

Ecosystems

Living things interact with and depend on their environment

Heredity and traits

People and animals that are in the same family/species look alike

Biological evolution

Living things change and evolve over time



Earth and Space Science

Earth's place in the universe

Sun, moon, stars, how the earth moves, cycles

Earth's systems

Rivers, oceans, mountains, plains, forests, weather

Earth and human activity

Recycling, taking care of the environment, our impact on nature



Engineering, Technology & the Application of Science

Engineering design

People design and use tools to solve problems and answer questions

Links among engineering, technology, science and society
Science informs the development of tools. New tools (technology) can change a society.



¹National Research Council. (2012). A framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press.

*This poster provides a sample of different prompts and question stems that teachers can use to support children's learning and development and a set of examples to help define each core idea. Please reference the complete Early Science Framework document for more details. Please see the LSI Poster 1 and face guide for ideas on how to use the poster and explore assessment.

The Science Alliance: Everglades

Funded by the Glenn W. Bailey Foundation

Water

Animals

Unit: Water
Provocation 1:
Isotermic Ecosystems and their Similarities and Differences

Connections to the Framework

Connections to the Framework

- Science practices:
 - Defining a problem
 - Planning and carrying out an investigation
 - Analyzing and interpreting data
 - Constructing an explanation
 - Engaging in argument from evidence
 - Using mathematics and computational thinking
- Disciplinary core ideas:
 - Earth and space science
 - Life science
- Crosscutting concepts:
 - Cause and effect

Materials provided:

- 30 beakers
- 100 mL graduated cylinders
- 20 pipettes
- 100 mL of tap water

Getting Started:

- Light on a scale of 1 to 5 how often you see water in the sky in your local area.
- Measure 100 mL of water into a beaker.
- Heat the water to 100°C. Measure the temperature every 10 seconds until it reaches 100°C. Record the temperature every 10 seconds.
- Measure 100 mL of water into a beaker.
- Heat the water to 100°C. Measure the temperature every 10 seconds until it reaches 100°C. Record the temperature every 10 seconds.

Building Started:

- Read the 100°C water and the 10°C water.
- Open the beaker and observe the water. Measure the temperature every 10 seconds until it reaches 100°C. Record the temperature every 10 seconds.
- Observe the water as it cools. Measure the temperature every 10 seconds until it reaches 10°C. Record the temperature every 10 seconds.
- Compare the two water samples. How are they similar? How are they different? How do you think the water molecules are moving in each sample?

Unit: Water
Provocation 2:
Designing a Model of the Everglades to Investigate How Water Moves

Connections to the Framework

Connections to the Framework

- Science practices:
 - Defining a problem
 - Planning and carrying out an investigation
 - Analyzing and interpreting data
 - Constructing an explanation
 - Engaging in argument from evidence
 - Using mathematics and computational thinking
- Disciplinary core ideas:
 - Earth and space science
 - Life science
- Crosscutting concepts:
 - Cause and effect

Materials provided:

- 30 beakers
- 100 mL graduated cylinders
- 20 pipettes
- 100 mL of tap water

Getting Started:

- Measure 100 mL of water into a beaker.
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- Open the beaker and observe the water. Measure the temperature every 10 seconds until it reaches 100°C. Record the temperature every 10 seconds.
- Observe the water as it cools. Measure the temperature every 10 seconds until it reaches 10°C. Record the temperature every 10 seconds.
- Compare the two water samples. How are they similar? How are they different? How do you think the water molecules are moving in each sample?

Plants

Unit: Animals
Provocation 3:
Exploring the structure and function of various animals

Connections to the Framework

Connections to the Framework

- Science practices:
 - Defining a problem
 - Planning and carrying out an investigation
 - Analyzing and interpreting data
 - Constructing an explanation
 - Engaging in argument from evidence
 - Using mathematics and computational thinking
- Disciplinary core ideas:
 - Life science
- Crosscutting concepts:
 - Cause and effect

Materials provided:

- 100 mL of tap water
- 100 mL of 10% bleach solution
- 100 mL of 10% vinegar solution
- 100 mL of 10% salt solution
- 100 mL of 10% sugar solution
- 100 mL of 10% oil solution
- 100 mL of 10% alcohol solution
- 100 mL of 10% hydrogen peroxide solution

Building Started:

- Read the 100°C water and the 10°C water.
- Open the beaker and observe the water. Measure the temperature every 10 seconds until it reaches 100°C. Record the temperature every 10 seconds.
- Observe the water as it cools. Measure the temperature every 10 seconds until it reaches 10°C. Record the temperature every 10 seconds.
- Compare the two water samples. How are they similar? How are they different? How do you think the water molecules are moving in each sample?

Unit: Animals
Provocation 4:
Giant, Swim, Dig! Investigating the Structure and Function of Feet

Connections to the Framework

Connections to the Framework

- Science practices:
 - Defining a problem
 - Planning and carrying out an investigation
 - Analyzing and interpreting data
 - Constructing an explanation
 - Engaging in argument from evidence
 - Using mathematics and computational thinking
- Disciplinary core ideas:
 - Life science
- Crosscutting concepts:
 - Cause and effect

Materials provided:

- 100 mL of tap water
- 100 mL of 10% bleach solution
- 100 mL of 10% vinegar solution
- 100 mL of 10% salt solution
- 100 mL of 10% sugar solution
- 100 mL of 10% oil solution
- 100 mL of 10% alcohol solution
- 100 mL of 10% hydrogen peroxide solution

Building Started:

- Read the 100°C water and the 10°C water.
- Open the beaker and observe the water. Measure the temperature every 10 seconds until it reaches 100°C. Record the temperature every 10 seconds.
- Observe the water as it cools. Measure the temperature every 10 seconds until it reaches 10°C. Record the temperature every 10 seconds.
- Compare the two water samples. How are they similar? How are they different? How do you think the water molecules are moving in each sample?

Unit: Plants
Provocation 5:
Investigating Stability and Change in All Plants in the Hardwood Hammocks

Connections to the Framework

Connections to the Framework

- Science practices:
 - Defining a problem
 - Planning and carrying out an investigation
 - Analyzing and interpreting data
 - Constructing an explanation
 - Engaging in argument from evidence
 - Using mathematics and computational thinking
- Disciplinary core ideas:
 - Life science
- Crosscutting concepts:
 - Cause and effect

Materials provided:

- 100 mL of tap water
- 100 mL of 10% bleach solution
- 100 mL of 10% vinegar solution
- 100 mL of 10% salt solution
- 100 mL of 10% sugar solution
- 100 mL of 10% oil solution
- 100 mL of 10% alcohol solution
- 100 mL of 10% hydrogen peroxide solution

Building Started:

- Read the 100°C water and the 10°C water.
- Open the beaker and observe the water. Measure the temperature every 10 seconds until it reaches 100°C. Record the temperature every 10 seconds.
- Observe the water as it cools. Measure the temperature every 10 seconds until it reaches 10°C. Record the temperature every 10 seconds.
- Compare the two water samples. How are they similar? How are they different? How do you think the water molecules are moving in each sample?

Unit: Plants
Provocation 6:
Freshwater Slogans as a Natural Filtration System

Connections to the Framework

Connections to the Framework

- Science practices:
 - Defining a problem
 - Planning and carrying out an investigation
 - Analyzing and interpreting data
 - Constructing an explanation
 - Engaging in argument from evidence
 - Using mathematics and computational thinking
- Disciplinary core ideas:
 - Life science
- Crosscutting concepts:
 - Cause and effect

Materials provided:

- 100 mL of tap water
- 100 mL of 10% bleach solution
- 100 mL of 10% vinegar solution
- 100 mL of 10% salt solution
- 100 mL of 10% sugar solution
- 100 mL of 10% oil solution
- 100 mL of 10% alcohol solution
- 100 mL of 10% hydrogen peroxide solution

Getting Started:

- Read the 100°C water and the 10°C water.
- Open the beaker and observe the water. Measure the temperature every 10 seconds until it reaches 100°C. Record the temperature every 10 seconds.
- Observe the water as it cools. Measure the temperature every 10 seconds until it reaches 10°C. Record the temperature every 10 seconds.
- Compare the two water samples. How are they similar? How are they different? How do you think the water molecules are moving in each sample?

Classroom Materials



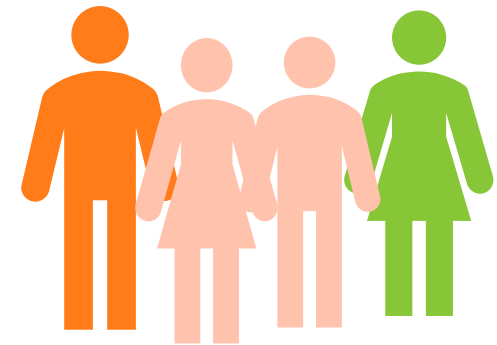
Science Alliance: Everglades



Review
materials
provided



Engage children in open
ended and flexible
science experiences



Share and
reflect

The Science Alliance

Commitment

Directors:

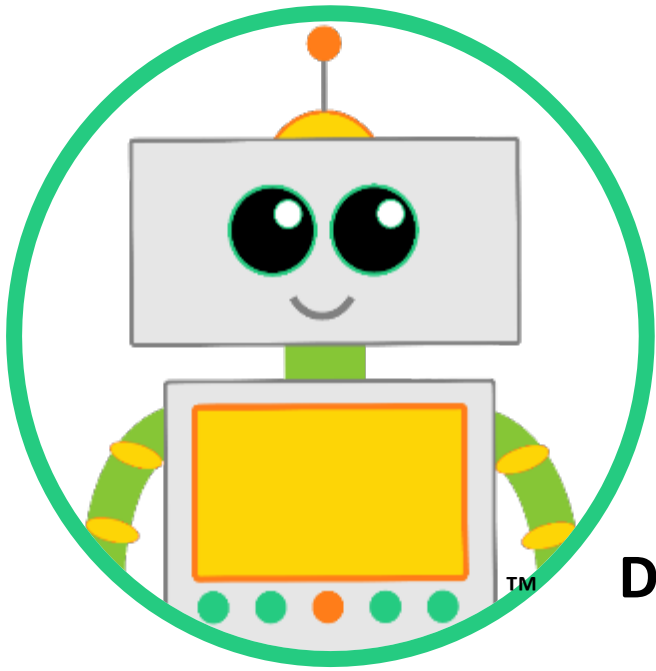
- Protect 1 hour per month for teachers to attend virtual CoP

Teachers:

- Complete surveys (pre and post)
- Attend 3 hour in-person training
- Monthly:
 - Flexibly implement provocations
 - Attend 1-hour virtual community of practice

Benefit

- Enhance science learning at your school
- Enhance child-centered teaching practices
- \$20 for each survey timepoint
- \$100 for attending in person training
- Free professional learning for teachers
- Free materials for classrooms



Join Us!

Do you have preschool, VPK or kindergarten teachers that may be interested?

Share our flyer with your teaching staff

Complete the Registration Form Today!



← Scan the QR code to access the Registration Form



Happy Holidays

**from the Early Learning Coalition of
Miami-Dade/Monroe**

**Spanish Portion will begin
at 1:30 pm**

**La porción en español comenzará
a la 1:30 p. m.**

Reunión En Línea para Socios de Educación y Cuidado Temprano

Diciembre 2023

Elegibilidad

Los estudiantes de Florida son elegibles según los siguientes criterios:

- Niños de VPK que aún no están logrando progreso apropiado para su edad según las evaluaciones estatales
- FAST Star Early Literacy

<https://www.newworldsreading.com/fl/en/enrollment.html>



**new
worlds
reading**
UF Lastinger Center for Learning
UNIVERSITY OF FLORIDA
SCHOLASTIC

La lectura forma quienes somos.

Ayude a sus niños a leer al nivel de su grado con el programa de entrega de libros a domicilio de la Florida, el cual es totalmente GRATUITO.

- Estudiantes de VPK hasta quinto grado pueden solicitar libros y actividades de lectoescritura gratuitos de este programa creado por el estado para cada mes durante el año escolar.*
- Los estudiantes pueden seleccionar libros que coincidan con sus intereses.
- Los libros y actividades están disponibles en inglés, español, criollo haitiano y braille.

*Consulte [newworldsreading.com](https://www.newworldsreading.com) para ver los requisitos de elegibilidad.

Las familias ya pueden registrarse:
[newworldsreading.com/enroll](https://www.newworldsreading.com/enroll)





Elegibilidad

Inscripción Abierta



Para información adicional,
llame al (305) 646-7220 o
visite www.elcmdm.org

Las familias elegibles se seleccionan cada dos semanas.

- School Readiness las solicitudes se revisan con una respuesta rápida.
 - Si una solicitud es "rechazada", la solicitud está "incompleta", pero la familia tiene 30 días calendario para cargar los documentos solicitados.

Ejemplos de razones por las que se rechazan las solicitudes:

- documentos faltantes (talones de pago)
- hay una falta de información para procesar la solicitud
- la familia está por encima de los ingresos
- la familia no cumple con el propósito del cuidado
- Se pueden enviar preguntas a Waitlist@elcmdm.org

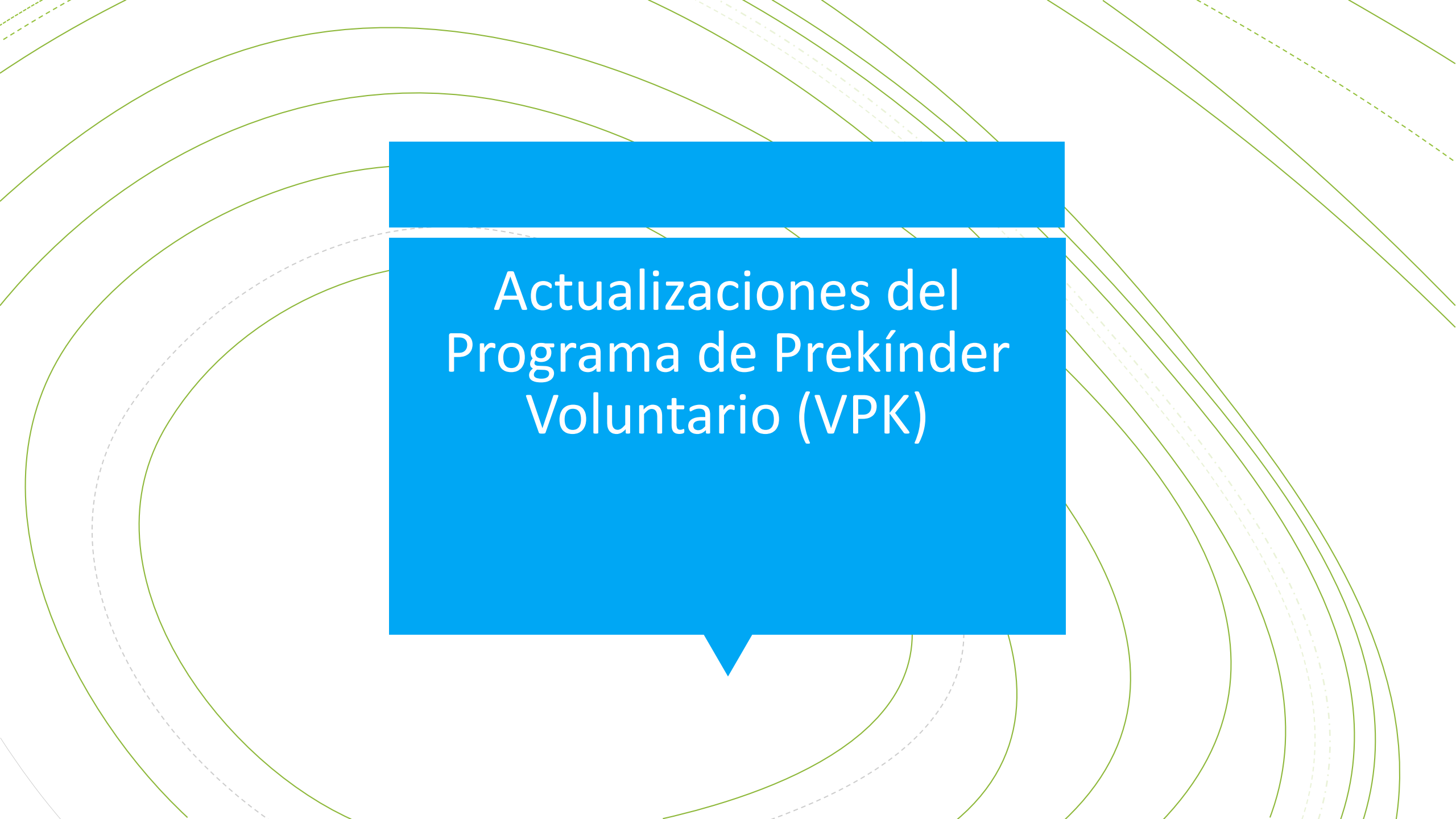


Questions/ Preguntas

Please email us at: info@elcmdm.org

Favor comuníquese a: info@elcmdm.org

Gracias

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Actualizaciones del Programa de Prekínder Voluntario (VPK)

VPK Program Test Administration Schedule



Todos los niños de VPK deben ingresarse en la lista de mods de EFS lo antes posible. Los datos infantiles se transferirán de EFS Mod al Renaissance System.

Programas que tienen 83 o más días de instrucción

- **Progress Monitoring 1 (PM1)**-Monitoreo de progreso 1 (PM1): primeros 30 días de instrucción de VPK
- **Progress Monitoring 2 (PM2)**- mitad del año del programa (entre el 40% y el 60%) de las horas del programa)
- **Progress Monitoring 3 (PM3)**-últimos 30 días de instrucción de VPK

Programas que tienen 82 días de instrucción o menos

- **Monitoreo de progreso 1 (PM1)**: primeros 10 días de instrucción de VPK
- **Monitoreo de progreso 2 (PM2)**- mitad del año del programa (entre el 40% y el 60%) de las horas del programa)
- **Monitoreo de progreso 3 (PM3)**-últimos 10 días de instrucción de VPK

ENLACE PARA FAST

[https://global-
zone05.renaissance-
go.com/welcomeportal/7957
988](https://global-zone05.renaissance-go.com/welcomeportal/7957988)

Cada programa VPK debe designar en el Portal de proveedores DEL al menos a una persona como Usuario autorizado de Renaissance o "administrador" para VPK FAST Star Early Literacy (propietarios, directores o directores de VPK del programa VPK)

Instrucciones: [Manage External Service Users - Renaissance VPK FAST Star Early Literacy](#)


Renaissance
See Every Student.

Welcome Back!

[I'm a Student](#)

[I'm a Teacher/Administrator](#)

[Check Software Requirements](#)

 Renaissance - ID
PKK-5210

Manual del Administrador

- Star Early Literacy Manual del Administrador está disponible en: https://help2.renaissance.com/US/PDF/SEL/SEL_TAM.pdf
- Para obtener más información sobre FAST Star Early Literacy para los programas VPK, visite el sitio web exclusivo de FAST: [Florida Assessment of Student Thinking \(FAST\) Star Early Literacy \(fldoe.org\)](https://fldoe.org).



Star Early Literacy™ Test Administration Manual



VPKteam@elcmdm.org





Triple P

¿Qué es Triple P?



Triple P, significa Programa de Crianza Positiva (Positive Parenting Program). Este es un sistema de apoyo familiar basado en evidencia diseñado para prevenir, así como tratar, problemas emocionales y de comportamiento en niños y adolescentes.

Usted aprenderá a ...

- Proporcionar opciones de alimentos saludables
- Aumentar la actividad física de su hijo
- Utilizar la crianza positiva para promover un comportamiento saludable y tener menos estrés como padre



¿Cuánto duran estas sesiones?



- **14 sesiones** - compuestas por 10 sesiones grupales y 4 sesiones telefónicas
- Sesiones de grupo (nos reunimos) -
Sesiones 1-10 Nutrición, Actividad física y estrategias positivas para los padres



¿Cuánto duran estas sesiones? Cont....



4 Sesiones telefónicas (en el teléfono)

Sesión 14 (nos reunimos) Programa cierre y celebración



Ejemplo de la Agenda



- Sesión 1: Preparándose para el cambio –
- Sesión 2: Entendiendo la nutrición –
- Sesión 3: Entender la actividad física –
- Sesión 4: Uso de recompensas y modificación de recetas:
- Sesión 5: Limitar las actividades sedentarias y leer las etiquetas de los alimentos –
- Sesión 6: Jugar juegos activos –
- Sesión 7: Proporcionar comidas saludables y bocadillos –
- Sesión 8: Manejo del comportamiento problemático –
- Sesión 9: Planeando con anticipación –
- Sesión 10: Consulta telefónica (no hay sesión de grupo, semana de ...)
- Sesión 11: Consulta telefónica (no hay sesión de grupo, semana de ...)
- Sesión 12: Consulta telefónica (no hay sesión de grupo, semana de ...)
- Sesión 13: Consulta telefónica (no hay sesión de grupo, semana de ...)
- Sesión 14: Sesión de conclusión y celebración -

Estrategias de nutrición



- Sustitución de alimentos con alto contenido de azúcar añadido
- Suministro de agua como bebida principal
- La compra de alimentos bajos en grasa
- Uso de métodos de cocción bajos en grasa
- Lectura de etiquetas de alimentos
- Estableciendo rutinas alimenticias
- Proporcionar comidas y bocadillos saludables

Tener sobrepeso significa ...



- Demasiada grasa corporal
- Problemas de salud como asma y dolor en las articulaciones
- Problemas de salud más tarde en la vida como la enfermedad cardíaca y la diabetes tipo 2
- Problemas emocionales y sociales tales como intimidación y baja autoestima



Estrategias de actividad física



- Hacer el tiempo libre activo
- Fomentar las actividades activas
- Limitación de la actividad sedentaria
- Proporcionando juegos activos
- Jugar con su hijo
- Alentar a su hijo a practicar deportes

Estrategias de crianza positiva



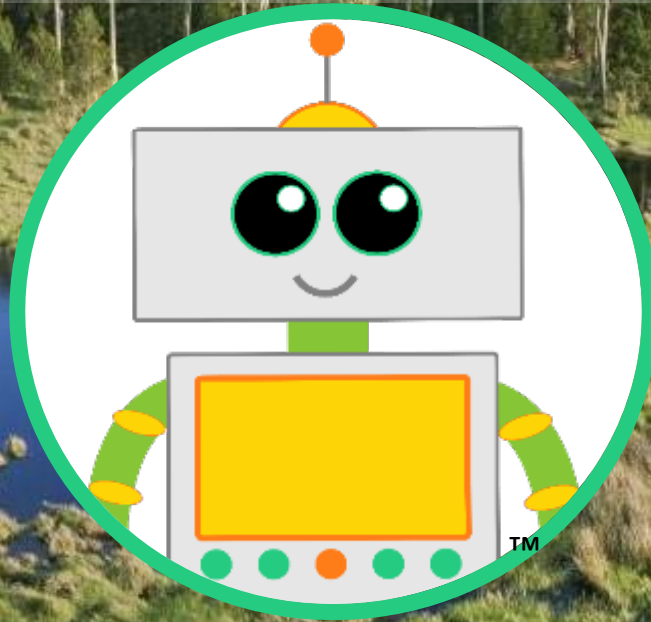
- Aumento de la autoestima de los niños
- Pasar tiempo juntos, hablando, afecto
- Fomento del comportamiento saludable
- Alabanza, estableciendo un ejemplo saludable, gráficos de comportamiento
- Problemas del comportamiento y como solucionarlos
- Reglas, discusión dirigida, ignorancia planificada, instrucciones claras, consecuencias lógicas, tiempo de silencio (quiet time, time out)

The logo for Science Alliance features a blue speech bubble shape with a downward-pointing tail. The text "Science Alliance" is centered within the bubble in white. The background consists of several concentric, overlapping circles in shades of green and light blue, some solid and some dashed, creating a dynamic, circular pattern.

Science Alliance

La Science Alliance: Everglades

Una subscripcion para el aprendizaje profesional de la ciencia temprana



EARLYSCIENCEINITIATIVE

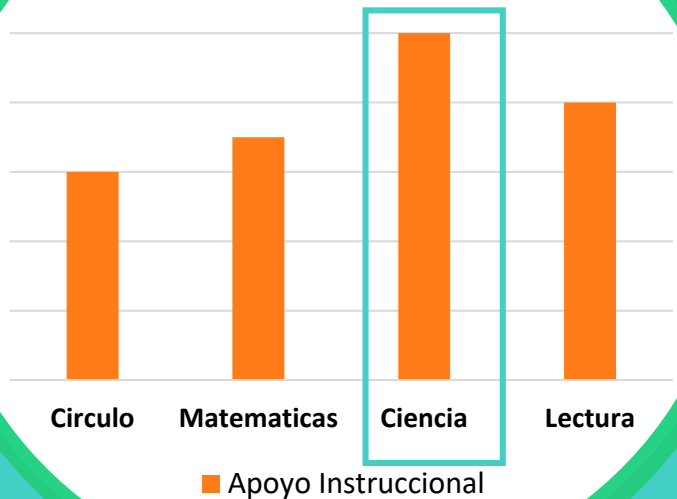
In partnership with the Glenn W. Bailey
Foundation

Comunicación

Mejora las interacciones entre niños y maestras
Fortalece alianzas con familias

Pensamiento Crítico

CLASS®
Apoyo Instruccional



Colaboración

Creatividad



La Tabla de la Ciencia Temprana

Adaptada de la Tabla para Educación de Ciencia de K-12





El Marco de Ciencia Temprana

Adaptado del Marco K-12 para la Educación de Ciencias¹

Prácticas

Lo que HACEN los niños para responder sus preguntas

Observar y describir

"Usa tus _____ (manos, ojos, nariz, etc.) para observar el _____ (textura, color, aroma, etc.)."

Formular preguntas y definir problemas

"Hmmm ... Estas curiosa sobre _____. ¿Te estas preguntando _____?"

Hacer predicciones

"¿Qué predices que sucederá si _____? ¿Por qué piensas eso?"



Crear y usar modelos

"Te veo usando el _____ para modelar un _____."

Planificar y realizar investigaciones

"Quieres averiguar _____. Hagamos un plan. ¿Qué necesitamos hacer primero?"

Usar habilidades matemáticas y computacionales

"Vamos a contar cuántos _____."



Documentar, analizar, e interpretar data

"¿Cuál tiene más?"

Construir explicaciones y diseñar soluciones basadas en evidencia

"_____ sucedió porque _____."

Obtener, evaluar y comunicar información

"¿Me puedes decir más sobre eso?"

Conceptos Transversales

Lo que los niños intentan **COMPRENDER**

Patrones

"_____(a), _____(b), _____(a), _____(b). Es un patrón! ¡Se repite!"



Causa y efecto

"_____ causó _____."

Escala, proporción y cantidad

"_____ tiene más/es más grande que _____."

Sistemas y modelos de sistemas

"_____ es parte de _____. Funcionan juntos."

Estructura y función

"La _____ (forma) hace que _____ (función)."

Estabilidad y cambio

"_____ es estable, no cambia."

Energía y materia

"La energía de _____ se ha movido a _____."



Ideas Disciplinarias Fundamentales

Sobre qué tienen curiosidad los niños

Ciencias Físicas

Propiedades físicas e interacciones de la materia

Forma, tamaño, mezclar colores, estados de la materia (sólidos, líquidos, gases, etc.)

Fuerzas y cómo se mueven las cosas

Empujar, tirar, rodar, caer, deslizar, gravedad, viento, agua

Energía

Comida, luz solar, electricidad, calor, agua, aire

Ondas de luz y sonido y sus aplicaciones

Luz, sonidos, sombras y el sol



Ciencias Biológicas

Organismos vivos

Necesidades y características de los seres vivos

Ecosistemas

Los seres vivos interactúan con y dependen de su entorno

Herencia y rasgos

Las personas y los animales que pertenecen a la misma familia/especie se parecen

Evolución biológica

Los seres vivos cambian y evolucionan con el tiempo



Ciencias de la Tierra y el Espacio

El lugar de la tierra en el universo

Sol, luna, estrellas, cómo se mueve la tierra, ciclos

Los sistemas de la tierra

Ríos, océanos, montañas, llanuras, bosques, clima

La tierra y actividad humana

Reciclar, cuidar el medio ambiente, nuestro impacto en la naturaleza



Ingeniería, Tecnología y Aplicación de la Ciencia

Diseño de ingeniería

Las personas diseñan y usan herramientas para resolver problemas y responder preguntas

Relaciones entre ingeniería, tecnología, ciencia y la sociedad

La ciencia informa el desarrollo de herramientas. Nuevas herramientas (tecnología) pueden cambiar una sociedad



La Science Alliance: Everglades

Agua

Animales

Everglades Alliance

Unit: Water
Prerequisite 1: Exploring Ecosystems and their Similarities and Differences

Connections to the Framework

- Science Practices**
 - 1. Ask a question
 - 2. Develop a model
 - 3. Plan and carry out an investigation
 - 4. Analyze and interpret data
 - 5. Use mathematics and computational thinking
 - 6. Construct an argument from evidence
 - 7. Engage in scientific discourse
- Disciplinary Core Ideas**
 - 1. Matter
 - 2. Earth and Space Science
 - 3. Life Science
 - 4. Earth and Space Science
- Cross-Cutting Concepts**
 - 1. Cause and Effect

Materials provided:

- 2L bottles
- 4L water
- 1L water
- 1L oil
- 1L vinegar
- Food coloring

Getting Started:

- Light or heavy? A gallon of water will be the same mass as a gallon of oil.
- How many bottles?
- How many? 1 L of water, 1 L of oil, 1 L of vinegar, 1 L of food coloring.

Water is different! Water is a liquid, but it can be heavy or light. Oil is lighter than water, so it will float on top. Vinegar is heavier than water, so it will sink. Food coloring is made of tiny particles that are very light, so it will float on top of the water. But when you mix them together, they all become one liquid, and they will all sink to the bottom.

Everglades Alliance

Unit: Water
Prerequisite 2: Designing a Model of the Everglades to Investigate How Water Moves

Connections to the Framework

- Science Practices**
 - 1. Ask a question
 - 2. Develop a model
 - 3. Plan and carry out an investigation
 - 4. Analyze and interpret data
 - 5. Use mathematics and computational thinking
 - 6. Construct an argument from evidence
 - 7. Engage in scientific discourse
- Disciplinary Core Ideas**
 - 1. Matter
 - 2. Earth and Space Science
 - 3. Life Science
 - 4. Earth and Space Science
- Cross-Cutting Concepts**
 - 1. Cause and Effect

Materials provided:

- 2L bottles
- 4L water
- 1L water
- 1L oil
- 1L vinegar
- Food coloring

Getting Started:

- Water is heavy. 1 liter of water will be the same mass as 1 liter of oil. 1 liter of water will be the same mass as 1 liter of vinegar.
- How many bottles? 1 L of water, 1 L of oil, 1 L of vinegar, 1 L of food coloring.
- How many? 1 L of water, 1 L of oil, 1 L of vinegar, 1 L of food coloring.
- How many? 1 L of water, 1 L of oil, 1 L of vinegar, 1 L of food coloring.

Plantas

Everglades Alliance

Unit: Plants
Prerequisite 5: Investigating Stability and Change in All Plants in the Hardwood Hammocks

Connections to the Framework

- Science Practices**
 - 1. Ask a question
 - 2. Develop a model
 - 3. Plan and carry out an investigation
 - 4. Analyze and interpret data
 - 5. Use mathematics and computational thinking
 - 6. Construct an argument from evidence
 - 7. Engage in scientific discourse
- Disciplinary Core Ideas**
 - 1. Matter
 - 2. Earth and Space Science
 - 3. Life Science
 - 4. Earth and Space Science
- Cross-Cutting Concepts**
 - 1. Cause and Effect

Materials provided:

- 2L bottles
- 4L water
- 1L water
- 1L oil
- 1L vinegar
- Food coloring

Getting Started:

- Take a walk outside with a clipboard and pencil.
- Take notes on the trees.
- When they are tall, how many trunks? When they are short, how many trunks? How many trunks are there for each tree?
- Take notes on the trees in the Hammock and compare your notes to the notes on the trees in the Hammock.
- Use your notes to make a model of the Hammock. How many trees are there? How many trunks are there? How many trees are there in the Hammock?
- Sketch a model of the Hammock. How many trees are there? How many trunks are there? How many trees are there in the Hammock?

Everglades Alliance

Unit: Plants
Prerequisite 5: Investigating Stability and Change in All Plants in the Hardwood Hammocks

Connections to the Framework

- Science Practices**
 - 1. Ask a question
 - 2. Develop a model
 - 3. Plan and carry out an investigation
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Materials provided:

- 2L bottles
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- 1L oil
- 1L vinegar
- Food coloring

Getting Started:

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- Use your notes to make a model of the Hammock. How many trees are there? How many trunks are there? How many trees are there in the Hammock?
- Sketch a model of the Hammock. How many trees are there? How many trunks are there? How many trees are there in the Hammock?

Everglades Alliance

Unit: Animals
Prerequisite 3: Exploring the structure and function of various animals

Connections to the Framework

- Science Practices**
 - 1. Ask a question
 - 2. Develop a model
 - 3. Plan and carry out an investigation
 - 4. Analyze and interpret data
 - 5. Use mathematics and computational thinking
 - 6. Construct an argument from evidence
 - 7. Engage in scientific discourse
- Disciplinary Core Ideas**
 - 1. Matter
 - 2. Earth and Space Science
 - 3. Life Science
 - 4. Earth and Space Science
- Cross-Cutting Concepts**
 - 1. Cause and Effect

Materials provided:

- 2L bottles
- 4L water
- 1L water
- 1L oil
- 1L vinegar
- Food coloring

Getting Started:

- Take a walk outside with a clipboard and pencil.
- Take notes on the animals.
- When they are tall, how many trunks? When they are short, how many trunks? How many trunks are there for each tree?
- Take notes on the animals in the Hammock and compare your notes to the notes on the animals in the Hammock.
- Use your notes to make a model of the Hammock. How many animals are there? How many trunks are there? How many animals are there in the Hammock?
- Sketch a model of the Hammock. How many animals are there? How many trunks are there? How many animals are there in the Hammock?

Everglades Alliance

Unit: Animals
Prerequisite 4: Grub, Swim, Dig! Investigating the Structure and Function of Feet

Connections to the Framework

- Science Practices**
 - 1. Ask a question
 - 2. Develop a model
 - 3. Plan and carry out an investigation
 - 4. Analyze and interpret data
 - 5. Use mathematics and computational thinking
 - 6. Construct an argument from evidence
 - 7. Engage in scientific discourse
- Disciplinary Core Ideas**
 - 1. Matter
 - 2. Earth and Space Science
 - 3. Life Science
 - 4. Earth and Space Science
- Cross-Cutting Concepts**
 - 1. Cause and Effect

Materials provided:

- 2L bottles
- 4L water
- 1L water
- 1L oil
- 1L vinegar
- Food coloring

Getting Started:

- Take a walk outside with a clipboard and pencil.
- Take notes on the animals.
- When they are tall, how many trunks? When they are short, how many trunks? How many trunks are there for each tree?
- Take notes on the animals in the Hammock and compare your notes to the notes on the animals in the Hammock.
- Use your notes to make a model of the Hammock. How many animals are there? How many trunks are there? How many animals are there in the Hammock?
- Sketch a model of the Hammock. How many animals are there? How many trunks are there? How many animals are there in the Hammock?

Materiales para el Salon de Clase



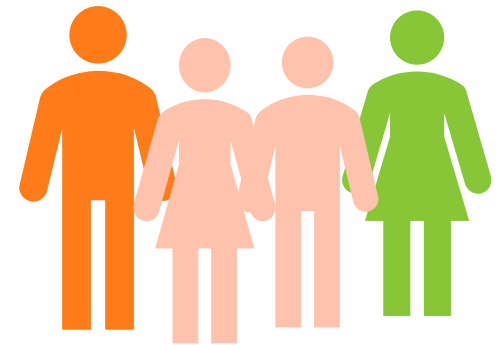
Science Alliance: Everglades



Recibir el
material



Compartir las
experiencias con los
niños



Compartir y
reflexionar

La Science Alliance

Un proyecto de innovación financiado por el Children's Trust

Compromiso

Directores:

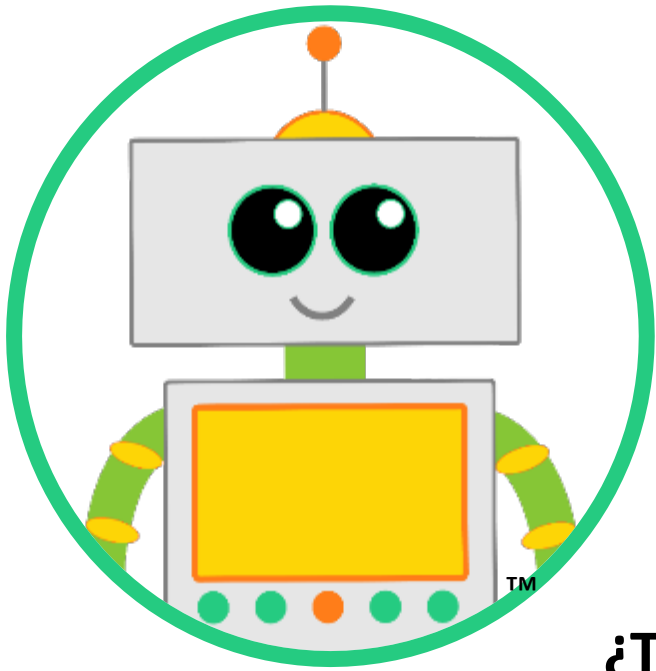
- Proteger 1 hora mensual para que las maestras participen en las comunidades de practica virtuales

Maestras:

- Completar cuestionarios
- Participar en 1 entrenamiento en persona
- Mensualmente:
 - Implementar las provocaciones
 - Participar en la comunidad de practica virtual

Beneficios

- Crezca el aprendizaje de ciencia en su programa
- Apoye practicas de enseñanza basadas en los niños
- Fortalezca las relaciones con familias
- \$20 por cada cuestionario
- \$100 por participar en el entrenamiento en persona
- Desarrollo profesional gratis para maestras
- Materiales para el salón de clase



¡Únete a Nosotros!

¿Tienes maestras de preescolar que podrían estar interesadas?

Comparte nuestra circular con tus maestras

¡Regístrate ya!





Felices Fiestas

**del Early Learning Coalition de
Miami-Dade/Monroe**