



# HANDOUT 1

## Key Concepts and Foundations Map

KEY CONCEPTS	Interesting fact from the PLF (Vol. 3) introduction (pp. 57-58):	Something I do in my classroom:	Interactions and strategies from the PCF (Vol. 3) that I like (pp. 199-203, 207-213)
Appearance and behaviors			
Body parts and bodily processes			
Habitats			
Growth and transformations			
Basic needs			



# Life Sciences

## 1.0 Properties and Characteristics of Living Things

At around 48 months of age	At around 60 months of age
<b>1.1</b> Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	<b>1.1</b> Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.
<b>Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"><li>• After cutting open a variety of fruits and discovering seeds inside, begins to recognize that fruits have seeds. When asked to predict what is inside an apricot, a child points to a seed and says "seed."</li><li>• Observes a squirrel climbing up the tree and notices that it has a long tail.</li><li>• On a nature walk in the neighborhood or school-yard, identifies short plants and tall plants. A child who is an English learner points to or indicates a eucalyptus tree nearby and communicates, "Big tree."</li><li>• When observing and identifying characteristics of a ladybug, a child comments, "The ladybug is very small." The child records in his journal his observation of the ladybug by drawing a picture of what it looks like. The child may dictate his observation to an adult.</li><li>• Looks at an informational book and identifies which animals can fly.</li><li>• Sorts leaves, making piles of pointed and rounded leaf shapes, and communicates, "These are circle leaves, and these are pointy."</li><li>• Explores a variety of seeds and sorts them by size. Communicates, "These seeds are big, and these are very tiny."</li><li>• Observes a cactus and tells a friend, "They have needles. I got poked once."</li></ul>	<ul style="list-style-type: none"><li>• Sorts fruits, such as mangoes, avocados, apples, grapes, peaches, and apricots, based on whether they have one seed or many seeds inside. Points to the avocado and apricot and says in the home language, "Look! They both have one big seed."</li><li>• During circle time, shares that one night they saw opossums in their yard.</li><li>• Observes and identifies the characteristics of a ladybug (e.g., its shape, size, colors, and how it moves) and shares observations with others when prompted by the teacher: "The ladybug is round and has tiny legs. It has black dots."</li><li>• Observes plants and identifies the different parts (e.g., root, stem, buds, leaves).</li><li>• While observing images of a variety of ducks on the computer, recognizes that ducks come in different colors.</li><li>• Contrasts butterflies with moths and communicates that butterflies are more colorful and have bigger wings.</li><li>• When talking about plant roots that we eat, one child says, "potatoes," another says, "taros," and another says, "yams."</li></ul>

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