|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Facilitator** | **Content/Activity** | **Materials** |
| 60 – 90 min. before training |  | Set up:   * Post parking lots charts on the wall – 1 on each side of the room * Agreements chart on chart stand, keep it covered up until training * Place placemats and empty zip lock bags of materials on tables * Place one briefcase on the end of each table * Place participant folders on table or handout at registration if someone is there to monitor * Set up registration table * Set up LCD, computer & speaker TEST SOUND BEFORE SESSION BEGINS | * AV set up –computer, LCD, speakers, power strip, ex. cords, CDs, trainer’s toolbox * See inventory sheet for individual table briefcases * Put table boxes **under** table |
| 30-45 min. before training |  | Registration | * Set up registration with stick-on name tags, dark color marker for name tags, pens, and sign-in sheets |
| 8:30-8:35 a.m.  Slide 1 |  | **Welcome**  Welcome, logistics, parking lots, walk through folders, handouts, agenda | * HO: PowerPoint handouts |
| 8:35-8:37 a.m.  Slide 2 |  | **Life Sciences** |  |
| 8:37-8:40 a.m.  Slide 3 |  | **Objectives:**   * Become familiar with key concepts from the California Preschool Learning Foundations, Volume 3 (Preschool Learning Foundations or PLF)—Science domain, Life Sciences strand.   + Consider the teacher’s role in facilitating these key concepts.   + Apply this information to our experiences. * Experience nature outside. * Experience nature inside. * Consider how to apply information from today’s training to a classroom activity. * Leave with multiple resources to assist in applying key life sciences concepts in the TK classroom. |  |
| 8:40-8:47 a.m.  Slides 4-7 |  | **CDE Publications and Resources that Support TK Implementation** |  |
| 8:47-9:02 a.m.  Slide 8 |  | **Activity 1: Plant the Seed**  **OUTCOMES:**  Participants build community, begin thinking about the Science domain, and reflect on the integration of concepts from the Life Sciences strand. | * PPT slide * Dirt, seeds, pot, water, labels (for each table group) * Tablemates |
| 9:02-9:07 a.m.  Slide 9 |  | **Discussion** |  |
| 9:07-9:17 a.m.  Slides 10-15 |  | **Foundations and Framework, Volume 3** | * HO 1: Key Concepts and Foundations Map |
| 9:17-9:22 a.m.  Slides 16-19 |  | **21st Century Skills** | * Handout 2: Next Generation Science Standards: An Overview for Principals. |
| 9:22-9:25 a.m.  Slide 20 |  | **The Science Framework for K-12 Science Education** |  |
| 9:25-9:33 a.m.  Slide 21 |  | **Eight Practices of the Science and Engineering Framework** |  |
| 9:33-9:37 a.m.  Slides 22-25 |  | **Strategies** |  |
| 9:37-9:42 a.m.  Slide 26 |  | **Appendix A** |  |
| 9:42-9:47 a.m.  Slides 27-28 |  | **Key Life Science Concepts** |  |
| 9:47-9:52 a.m.  Slide 29 |  | **Foundation Video Example** | * Table materials: Video Viewing Guide |
| 9:52-10:12 a.m.  Slide 30 |  | **Activity 2: Key Concepts**  **OUTCOMES:**   * Participants will read and write about an identified life sciences key concept. * Participants will write about a personal experience that others could replicate based on an identified life sciences key concept. | * PPT slide * Handout 1: Key Concepts * PLF Introduction, Science domain * PCF Science domain chapter * OPTIONAL: Cards to determine assignment of key concepts |
| 10:12-10:20 a.m.  Slides 31-32 |  | **Key Features of the DRDP-K (2015)** | * Handout 3: COG: SCI 4 |
| 10:20-10:40 a.m.  Slide 33 |  | **Activity 3: Live-It-Up Café**  **OUTCOMES:**   * Participants will discuss their personal experiences with key life sciences concepts. * Participants will write down two key take-away messages and one idea to try in the classroom. | * Live-It-Up Café Resource: Science Domain Map (one for each station) * Handout 1: Key Concepts and Foundations Map PPT slide * Bell or chime * Live-It-Up Café stations (numbered and set up ahead of time) * Live-It-Up Café station materials (see Live-It-Up Cafe Resources for Tabletops and Trainer Tool: Live-It-Up Café sheet) * Pre-labeled chart paper for groups to record the following information (one chart per station):   + Key concept to explore/observe   + Discussion points about key concept   + Vocabulary   + Other science concepts   + Adaptations you would use in classroom |
| 10:40-10:42 a.m.  Slide 34 |  | **The Teacher’s role** |  |
| 10:42-11:02 a.m.  Slide 35 |  | **Activity 4: Role of the Teacher**  **OUTCOMES:**  Participants will verbalize their concept of the role of the teacher, read a paragraph from the Preschool Curriculum Framework describing the role of the teacher, write down the important points from the reading, and apply these strategies to their personal experience with the Live-It-Up Café. | * Handout 4: Role of the Teacher * Preschool Curriculum Framework (Vol. 3) * Table groups * Trainer Tool: Role of the Teacher (This trainer tool provides conversations from the pilot session of this training; these sample conversations can be utilized to help direct conversation during the activity.) |
| 11:02-11:05 a.m.  Slide 36 |  | **Appendix A** |  |
| 11:05-11:12 a.m.  Slides 37-38 |  | **Live-It-Up Café in the Classroom** | * Take out Handout 5: Science Materials |
| 11:12-11:17 a.m.  Slides 39-40 |  | **Partner with families** |  |
| 11:17-11:22 a.m.  Slide 41 |  | **Forms of Documentation** | * Handout 6: Observation and Documentation. |
| 11:22-11:27 a.m.  Slides 42-43 |  | **Nature Experiences** |  |
| 11:27-11:42 a.m.  Slides 44-45 |  | **Activity 5: Nature Walk**  **OUTCOMES:**  Participants will experience a nature walk and reflect on their observations relating to life sciences. | * Note cards * Partners (observer and recorder) * Handout 1: Key Concepts (for reference) * Handout 7: Open-Ended Questions * Area to walk |
| 11:42-11:47 a.m.  Slides 46-47 |  | **Supporting English Learners** |  |
| 11:47-12:02 p.m.  Slides 48-49 |  | **Activity 6: Root View Planter**  **OUTCOMES:**   * Participants will watch a YouTube clip on how to build a root view planter. * Participants will build their own root viewer. * Participants will compose questions to facilitate discussion about the life sciences foundations while building their root viewer. | * PPT slide * Dirt, seeds, pot, water (for each participant) * Tablemates * YouTube clip from Life Lab * Paper * Clear plastic cups * Scissors (one pair per table) * 3 x 5 cards with foundations and ages written on them |
| 12:02-12:12 p.m.  Slides 50-51 |  | **Activity 7: Pill Bug Vignette**  **OUTCOMES:**  Participants will read one vignette, identify components of Universal Design for Learning (UDL), and practice a UDL strategy. | * Preschool Curriculum Framework (Volume 3) * Elbow partner * PPT slide * Pill bug vignette (from Preschool Curriculum Framework) * Handout 8: Shape of Yoga |
| 12:12-12:17 p.m.  Slides 52-53 |  | **Interactions and Strategies to Remember** |  |
| 12:17-12:30 p.m.  Slides 54-55 |  | **Final Reflection & Thank you for coming!** |  |
| (5 min.) |  | **Q & A (5 min)** |  |