|  |  |
| --- | --- |
| Final Vignette |  |

|  |  |
| --- | --- |
|  | **intent:** Participants read a vignette and apply information therein to help plan a mapping experience. |
|  | **OUTCOME:** Participants plan a mapping experience for their classroom and draw connections between the DRDP-K (2015) measures and the foundations.  |
|  | **Materials Required:** * PowerPoint slide
* Preschool Curriculum Framework, Volume 3, p. 115
* Butcher paper
* Markers
* Other materials

 **TIME**: 20 minutes |
| MPj04384510000[1] | **Process:** * Ask participants to read the vignette on page 115 of the Preschool Curriculum Framework, Volume 3.
* Have participants chart their responses to the following questions as they read:
	+ What evidence is there that Mr. Kyle is considering a sense of time?
	+ How do you know he is grounding the activity in what's meaningful for children?
	+ How does he include all students?
* Ask participants to think of their children. What event of the children’s interest can they connect to?
* Give the participants the following directions:
	+ Using the vignette as a model, create a similar map experience that also considers time.
	+ Use the butcher paper to pre-draw a map of your program to use in your activity.
	+ You may use any materials.
* Ask participants:
	+ Which foundations in the History–Social Science domain did you consider while planning this experience?
		- Use the PowerPoint slide for review.
	+ What DRDP-K (2015) measure might you collect evidence for during this experience?
		- Use the chart for review.
 |