



Physical Development:

Exploring English-language Development in the Physical Development Foundations: Critical Vocabulary

Focus Statement

Students develop critical vocabulary words or phrases for focus and emphasis as they consider supporting development in the physical development domain for young children who are English learners.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Pairs or small group work
- Reflection—individual or large group
- Reflective discussion—large group

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. "The Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how

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particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum



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Before You Start

Students will be looking for ways to support children learning English as they develop skills in the physical development domain. This requires that students are familiar with the English-language development domain in Volume 1 of the *California Preschool Learning Foundations*, and this learning experience begins with learning about and/or reviewing the English-language development domain.

It is also important that they understand ways to discover and be respectful of family or cultural practices that might occur in children with whom they work. There are other learning experiences in this instructional guide, such as “Exploring the Impact of Family and Community on Children’s Physical Development” and “Communicating Understanding of the Physical Development Domain in the Contexts of Family and Culture” that can help students increase their capacity to recognize and work with different home practices in the physical development domain. You might want to do those prior to this learning experience or in tandem with it.

Handout 1 is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

You will need a copy of the *California Preschool Learning Foundations, Volume 1* to review the English-language development domain information.

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Information Delivery

First, introduce or reacquaint students with the English-language development domain. Direct students to the English-language development domain in the *California Preschool Learning Foundations, Volume 1*. Assign the introduction to this domain, found on pages 103–111, as a reading assignment. For this learning experience, it will be important to focus on the levels in this domain. Be sure students understand the rationale for using levels, which is described on page 106, and why this domain has levels of development instead of behaviors at specific ages.



Slide 2

In class or online provide descriptions of the levels of the English-language development domain. The following statements are derived from the descriptions on pages 107–108:



Beginning Level: Children are listening and actively processing the features of the English language.

Middle Level: Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.

Later Level: Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.

Be sure students recognize how important it is that children whose home language is not English are supported in their development relating to the physical development domain. This will frequently require intentional teaching, and this learning experience is designed to help students start thinking about how to develop strategies.

Active Learning

Getting it Started

Organize students into pairs or small groups and assign each group to work with the Fundamental Movement Skills strand, the Perceptual-Motor Skills and Movement Concepts strand, or the Active Physical Play strand. You could also assign one substrand to each pair or small group of students if you have limited time for this experience. They will find these strands and their substrands and foundations summarized in the Appendix of the *California Preschool Learning Foundations, Volume 2* publication on pages 108 –110.



Slide 3

Using Handout 1 provided with this learning experience, let students know that they will be thinking of critical vocabulary in the physical development domain for children who are English learners. This vocabulary will consist of words or phrases that need to be emphasized in order to engage children who are English learners with the physical development foundations as they grow and move through the levels of learning English.

Online Options

The handout could be introduced and completed online for class discussion.

Handout 1 directs students to think of critical vocabulary or key words and phrases relating to each of the substrands. Most of these words will not be contained in the foundations themselves, but students will have to think of what children need to hear or see. For example, students will have to think through the balancing foundations and decide what key words would be important at each level of learning English. Point out that many words or phrases might not change through the levels or they might become more complex as children move through the levels. This will require some judgment and decision on the part of the students. It is important to



encourage them to write what they think of, and let them know that they will be able to explore where they had uncertainties later in discussions.

Putting It Together

Bring students back together for a discussion focused on the following questions:

- Where did you find this relatively easy to do?
- Where was it challenging?
- Did you discover foundations where modeling a skill seemed to be as important as vocabulary?
- What does this suggest about working through the physical development foundations with young children who are English learners?

Online Options

Questions could be answered online and submitted for review.

Taking it further

After students have discussed what they felt was critical vocabulary, ask if they thought of any intentional teaching strategies that could be used to support children as they learn this vocabulary. These might have come to mind as they worked through the vocabulary. You could also use this question as a second phase of the experience using the same handout.

Online Options

The completed lists for all domains could be distributed online.

Be sure you collect these handouts and develop a list of vocabulary for each substrand at each level as a resource for students.

Reflection

Students can reflect on this learning experience individually or through a group discussion by responding to these questions:



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- What was the most important thing to you that you learned in this experience?
- Did you find areas of development or concepts that you want to strengthen in your own understanding?
- How will this influence your work now or in the future with young children?



**Developing Vocabulary in the Fundamental Movement Skills Strand
for Children Who Are English Learners**

	Level of English Language Development		
	<u>Beginning Level:</u> Children are listening and actively processing the features of the English language.	<u>Middle Level:</u> Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.	<u>Later Level:</u> Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.
Substrand: Balance			
Substrand: Locomotor skills			
Substrand: Manipulative Skills			

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Handout 1 – Developing Vocabulary in the Fundamental Movement Skills Strand for Children Who Are English Learners



**Developing Vocabulary in the Perceptual-Motor Skills and Movement Concepts
Strand for Children Who Are English Learners**

	Level of English Language Development		
	<u>Beginning Level:</u> Children are listening and actively processing the features of the English language.	<u>Middle Level:</u> Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.	<u>Later Level:</u> Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.
Substrand: Body Awareness			
Substrand: Spatial Awareness			
Substrand: Directional Awareness			



**Developing Vocabulary in the Active Physical Play Strand
for Children Who Are English Learners**

Level of English Language Development			
	<u>Beginning Level:</u> Children are listening and actively processing the features of the English language.	<u>Middle Level:</u> Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.	<u>Later Level:</u> Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.
Substrand: Active Participation			
Substrand: Cardiovascular Endurance			
Substrand: Muscular Strength, Muscular Endurance, and Flexibility			