



Opening



# Bringing a Developmentally Appropriate Practice (DAP) Lens to Any Course

April 19, 2022  
1:00 – 2:00 PM EST



# Welcome & Introductions



Meet our  
guest  
presenter



Florianna Justice  
Thompson

Professor, Wake  
Technical Community  
College



Chih-Ing Lim



Camille Catlett



Tracey West

## Meet the Team

**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina

ON



**FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE**

# SCRIPT-NC Webinars emphasize...



embedding  
**inclusion, equity,  
and diversity** into  
coursework



content that  
reflects **evidence-  
based and  
recommended  
practices**



opportunities to  
build both  
**knowledge  
acquisition and  
knowledge  
application**



resources that are  
**readily available  
and free**

## SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE

# Housekeeping

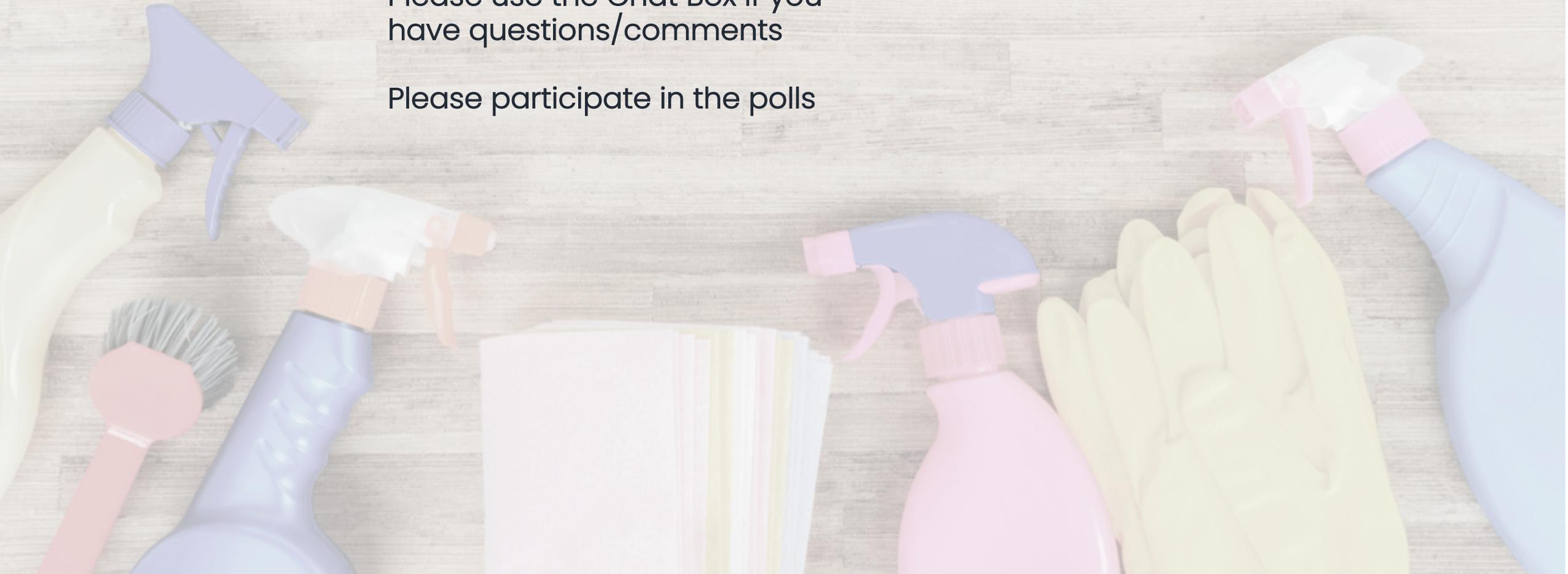
**In order to reduce distractions...**

Please mute your microphones.

**We want to hear from you!**

Please use the Chat Box if you have questions/comments

Please participate in the polls



Find all the materials from today's webinar here



<https://scriptnc.fpg.unc.edu/script-nc-webinar-bringing-developmentally-appropriate-practice-dap-lens-any-course>



**What's a course in which you include an emphasis on DAP?**

# AGENDA

Foundational NAEYC documents

Examples of

- faculty resources in the DAP position statement
- faculty resources in the DAP book
- online faculty resources for the 4th edition of DAP

Course and program examples



**Position Statement**

Adopted by the NAEYC National Governing Board April 2019

## Advancing Equity in Early Childhood Education

National Association for the Education of Young Children

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

**#EquityinECE**

Disponible en Español: [NAEYC.org/es/eqtidad](https://naeyc.org/es/eqtidad)

## Professional Standards and Competencies for Early Childhood Educators

Effective early childhood educators are critical for realizing the early childhood profession's vision that each and every young child, birth through age 8, have equitable access to high-quality learning and care environments. As such, there is a core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children.

Disponible en Español: [NAEYC.org/competencias](https://naeyc.org/es/competencias)

A Position Statement Held on Behalf of the Early Childhood Education Profession  
Adopted by the NAEYC National Governing Board November 2019



**Position Statement**

Adopted by the NAEYC National Governing Board April 2020

## Developmentally Appropriate Practice

National Association for the Education of Young Children

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.

**#naeycDAP**

Disponible en Español: [NAEYC.org/dap](https://naeyc.org/es/dap)

New and Updated Guidelines are Informing the “What” of our Programs

# How Frameworks Fit Together

<p><b>ECE Professional Standards</b></p>	<p>1.Child Development and Learning in Context</p>	<p>2.Family-Teacher Partnerships and Community Connections</p>	<p>3.Child Observation, Documentation and Assessment</p>	<p>4.Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</p>	<p>5.Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</p>	<p>6.Professionalism as an Early Childhood Educator</p>
<p><b>DAP Guidelines</b></p>	<p>1.Creating a Caring, Equitable Community of Learners</p>	<p>2.Engaging in Reciprocal Partnerships with Families and Fostering Community Connections</p>	<p>3.Observing, Documenting, and Assessing Children’s Development and Learning</p>	<p>4.Teaching to Enhance Each Child’s Development and Learning</p>	<p>5.Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals</p>	<p>6. Demonstrating Professionalism</p>

**Advancing Equitable Access to High Quality Learning and Care Environments**

# What might this mean for faculty and professional development providers?

## Pull content from

- Standard 2 of Professional Standards and Competencies for Early Childhood Educators
- Equity position
- DAP Guideline 2

when planning a Family and Community course

**naeyc**

Position Statement

Adopted by the NAEYC National  
Governing Board April 2020

## Developmentally Appropriate Practice

### National Association for the Education of Young Children

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.

# Examples of Faculty/PD Resources in the DAP Position Statement

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement\\_0.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf)

## Core Considerations to Inform Decision-Making (pg. 6)

Developmentally appropriate practice requires early childhood educators to seek out and gain knowledge and understanding using three core considerations: **commonality** in children's development and learning, **individuality** reflecting each child's unique characteristics and experiences, and the **context** in which development and learning occur. These core considerations apply to all aspects of educators' decision-making in their work to foster each child's optimal development and learning.

## Use a persona to explore the three core considerations of DAP

Trey is 30 months old. He lives with his mother who has some intellectual challenges. She takes very good care of Trey but she doesn't know much about how to support the development of a toddler. By report, Trey has never used crayons, held or read books, or spent time with other children. Trey's mom recently found a job, so Trey is now in a family childcare program each day. Based on concerns from Trey's grandparents, he was recently evaluated and has an IFSP to support his language, fine motor, and social-emotional development. Trey's therapy services are being delivered at the childcare program.

Trey's teacher says he plays with cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like completing simple puzzles, he appears to get frustrated, but doesn't seem to be able to explain how he feels or why he's unhappy.





What might be expected in fine motor, social emotional, and language development from a toddler, using your state early learning guidelines or standards? How does that compare with Trey's development?

**COMMONALITY**

What strategies might you use for collaborating with Trey's family to support his development and learning?

Consider the routines that go on each day in Trey's childcare program. Which daily activities might provide naturally occurring and playful opportunities to support Trey's language, fine motor, and social-emotional development?

**CONTEXT**

**INDIVIDUALITY**

# Recent Feedback on the Impact of Personas

## From the Chair of an Early Childhood Education program

- Students are more reflective and have a better understanding of how their own upbringing affects how they interact with children and families
- Personas give the students a story and they put more effort into assignments because they are not so abstract.

## From a Field Experience Supervisor

- Students have greater awareness of, and ability to individualize for all children
- The photo and details make the personas real to the students to they really want to figure out how to support the child and family

(Garrity & Catlett, 2022)

# Personas

**Infant-toddler personas**

**<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Infant-Toddler%20Personas.pdf>**

**Preschool personas**

**<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Preschool%20Personas.pdf>**

**K-3 personas**

**<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/k-3%20Personas.pdf>**



**New Michigan personas**

**<https://eotta.cresa.org/Resources.php?id=4095&Resources=1>**

## 9 Principles of Child Development and Learning and Implications that Inform Practice (pg. 8)

**3.** Play promotes joyful learning that fosters self-regulation, language, cognitive, and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8

**NAEYC defines developmentally appropriate practice as “methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.”**



Jake  
persona

**Jake had no experience with other children or with opportunities to experiment with scissors, crayons, or books, before he arrived in his preschool classroom. As a result, his fine motor skills and social-emotional skills are not on a par with his peers.**

**What are play-based, joyful, engaged opportunities to build Jake's fine motor skills AND social-emotional skills?**

9. Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning. (pg. 9)

## Stage a debate

**RESOLVED:** The use of technology is at odds with the core principles of quality ECE

**RESOLVED:** Technology may be a valuable tool in providing quality ECE



## Recommendations for Higher Education & Adult Development

### Adopt and align coursework to the Professional Standards and Competencies for Early Childhood Educators

Prepare current and prospective early childhood educators to understand and implement all components of DAP and to provide equitable learning opportunities for all young children

Ensure that clinical practica, internships, and apprenticeships for prospective educators provide experiences working in various settings that serve racially, linguistically, culturally, and economically diverse groups of children across all age groups, including children with and without disabilities

Ensure that faculty in higher education programs reflect the diversity of children and families and that they understand and embrace the principles and guidelines of developmentally appropriate practice



# Examples of Faculty and PD Resources in the DAP Book

# Features of the chapters

(examples from chapter 1: Intentional Teaching)

Learning goals	Identify ways in which educators' decision making can promote equity among young children.
Thought questions	What would you expect to see in developmentally appropriate classrooms serving various age groups (infants, toddlers, preschoolers, kindergartners, and primary grade children)?
Reflection prompts/questions	<b>How would you describe the complexity of decision making as educators balance the core considerations? What are some ways educators have balanced these complexities in the examples you've read about?</b>
Vignettes	<ul style="list-style-type: none"><li>• Scaffolding an Infant's Physical Skills</li><li>• A Visit with 3- and 4-Year Olds in Head Start</li><li>• Self-reflecting to Promote Equity</li></ul>

# 3<sup>rd</sup> edition

## Chapters organized by age

- The infant-toddler years
- The preschool years
- The kindergarten year
- The primary grades

# 4<sup>th</sup> edition

## Chapters organized by content

### **DAP in context**

- e.g., Understanding child development and learning in context

### **DAP in action**

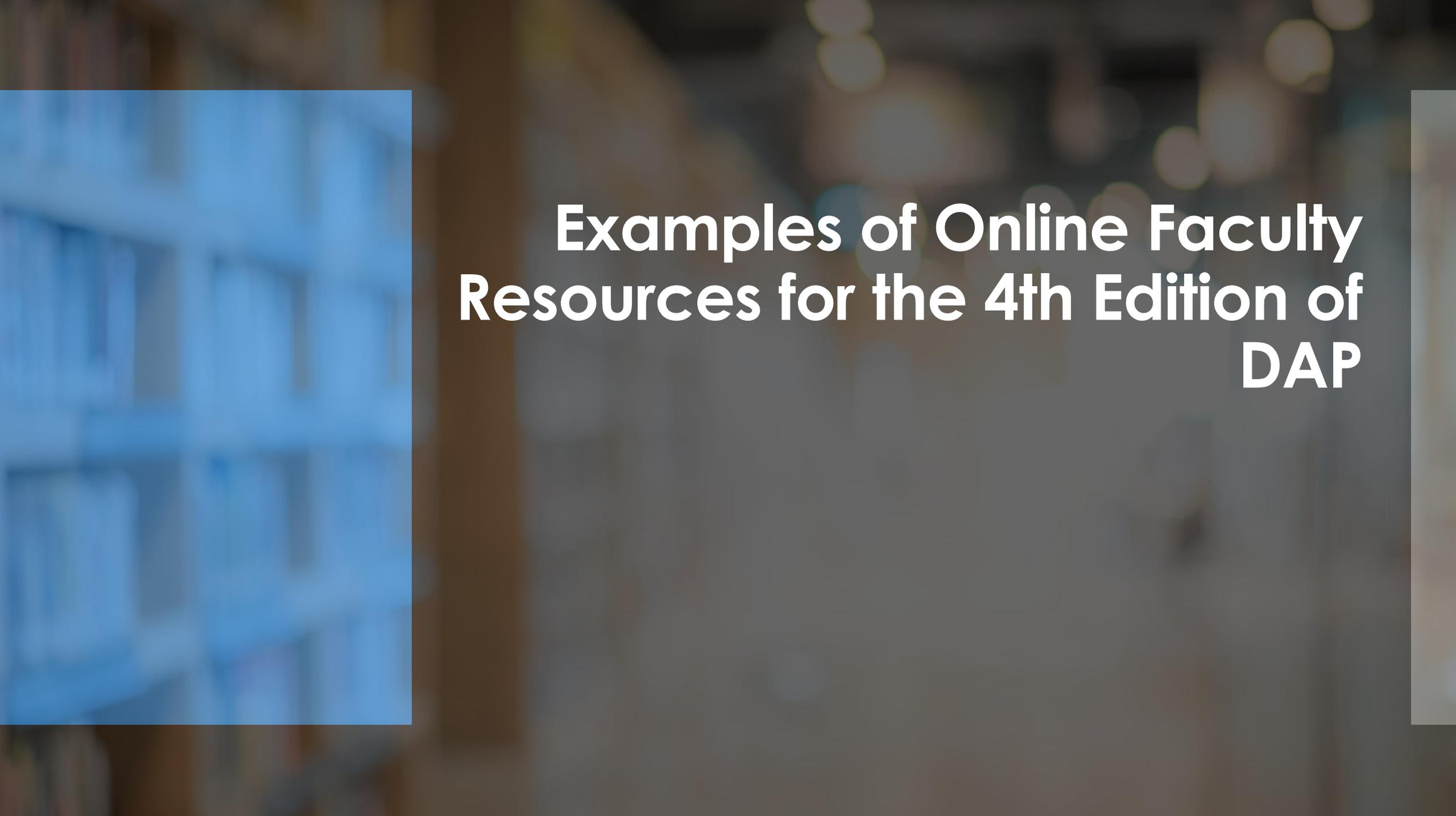
- e.g., Creating a caring, equitable community of learners (examples for each age group and across age groups)

# Other features of the book

Available for free online



- List of vignettes (page v)
- Appendix A: Educator snapshots and reflections
- Appendix B: Additional resources
- Appendix C: Resources and strategies for faculty
- Appendix D: A guide for public school audiences
- Appendix E: Tips and resources



# **Examples of Online Faculty Resources for the 4th Edition of DAP**

# Get Faculty Resources for the Fourth Edition of DAP



Get Faculty Resources for the Fourth Edition of DAP

NAEYC has faculty resources to accompany the fourth edition of *Developmentally Appropriate Practice*. These resources are tools that can be used to facilitate higher education students' deeper understanding of the DAP position statement and book. **Fill out the form below to access the faculty resources!**

First Name \*

Last Name \*

# Thank you for filling out your information!

Follow the links below to access the faculty resources to accompany *Developmentally Appropriate Practice*. The following resources correspond to Appendix C: Changes to the Position Statement, Changes to the Book: Resources and Strategies for Faculty, and activities to use when working with prospective early childhood education students.

## Appendix C. Changes to the Position Statement, Changes to the Book: Resources and Strategies for Faculty

### Test Bank of Questions

Test bank of questions for *Developmentally Appropriate Practice*.

### Chart 1. Standard 1: Child Development and Learning in Context

### Chart 2. Standard 2: Family–Teacher Partnerships and Community Connections

### Chart 3. Standard 3: Child Observation, Documentation, and Assessment

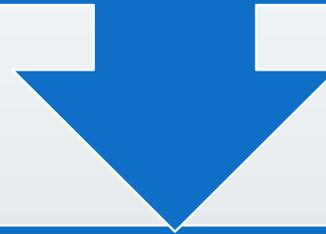
### Chart 4. Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

### Chart 5. Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

### Chart 6. Standard 6: Professionalism as an Early Childhood Educator

# Faculty Charts

One chart for each of the six Professional  
Early Childhood Standards and  
Competencies for Early Childhood  
Educators



Each chart includes

Essential readings	Additional NAEYC readings and resources	Vignettes	Activities and assignments	Thought questions/ reflection questions
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## CHART 2

# Standard 2: Family–Teacher Partnerships and Community Connections

By Camille Catlett, Eva Horn, and Florianna J. Thompson

Each chart corresponds to a standard in [NAEYC's professional standards and competencies](#). These standards reflect consistency with the guidelines in the statement on developmentally appropriate practice and in *Developmentally Appropriate Practices in Early Childhood Programs*, fourth edition. Each chart offers sample readings from NAEYC's foundational documents and *DAP* as well as additional resources, activities, assignments, and reflections that faculty can incorporate into courses across their higher education programs.

Readings	Activities/Assignments	Thought/Reflection Questions
<p><b>Essential Readings</b></p> <p><i>DAP</i>, 4th ed., book chapters:</p> <p>Chapter 7: “Engaging in Reciprocal Partnerships with Families and Fostering Community Connections”</p> <p>NAEYC’s Foundational Documents:</p> <ul style="list-style-type: none"><li>• “Advancing Equity in Early Childhood Education” (page 8)</li><li>• “Professional Standards and Competencies for Early Childhood Educators” (pages 13–14)</li><li>• “Developmentally Appropriate Practice (DAP)” (page 18)</li><li>• “Code of Ethical Conduct and Statement of Commitment” (pages 3–4)</li></ul> <p><b>Vignettes</b></p> <p><i>DAP</i>, 4th ed., Chapter 1: “Intentional Teaching: Complex Decision Making and the Core Considerations”</p> <ul style="list-style-type: none"><li>• 1.4</li></ul>	<p><b>1. Adapt any of the suggested vignettes to create an assignment.</b> Here’s an example with vignette 7.1.</p> <p><b>Purpose</b></p> <p>Discover and apply evidence-based practices for building reciprocal partnerships</p> <p><b>Directions</b></p> <ul style="list-style-type: none"><li>• Ask students to read the first three paragraphs of vignette 7.1.</li><li>• Ask students to imagine that they are Evelia and Alma’s teacher. After having met with Mrs. Gomez, they are committed to working collaboratively with the Gomez family to support the children’s use of Spanish and English.</li><li>• Ask students to identify examples of evidence-based practices that they would use for acting on their commitment. Require that the examples include the page and resource on which they based their example. To support this, provide examples of resources they might also draw on, like <i>Best Practices for Serving English Language Learners and Their Families</i> (<a href="http://www.learningforjustice.org/sites/default/files/2018-04/TT-ELL-Best-Practices-Guide-FINAL-WEB-APril2018.pdf">www.learningforjustice.org/sites/default/files/2018-04/TT-ELL-Best-Practices-Guide-FINAL-WEB-APril2018.pdf</a>).</li></ul> <p><b>2. Observing partnerships assignment</b></p>	<p><b>From Chapter 7</b></p> <p><b>Thought Questions</b></p> <ul style="list-style-type: none"><li>• What does <i>reciprocal family and community partnerships</i> mean to you? What examples, if any, of such partnerships can you provide from your own practice or from programs with which you are familiar?</li><li>• What do you believe partnerships with families and communities can do for children?</li><li>• When it comes to your own work developing family and community partnerships, or this work in programs that you have observed, what is working well? What obstacles do you encounter?</li></ul> <p><b>Reflection Questions</b></p> <ul style="list-style-type: none"><li>• Which examples of practice presented in the chapter charts resonated with you, and why?</li><li>• What goals might you set to take an intentional and equitable approach to fostering family and community partnerships?</li><li>• What opportunities for reflection and professional growth are you (or an educator you have observed) afforded as you serve children and families whose values, beliefs, and practices may differ from your own?</li></ul>

# Essential Readings

## Essential Readings

*DAP*, 4th ed., book chapters:

Chapter 7: “Engaging in Reciprocal Partnerships with Families and Fostering Community Connections”

NAEYC’s Foundational Documents:

- “Advancing Equity in Early Childhood Education” (page 8)
- “Professional Standards and Competencies for Early Childhood Educators” (pages 13–14)
- “Developmentally Appropriate Practice (DAP)” (page 18)
- “Code of Ethical Conduct and Statement of Commitment” (pages 3–4)

# Vignettes

## **Vignette 7.4 Family-Teacher Conference**

Anxious to greet the first family to come, Ms. Cole opens the classroom door and holds out her hand to greet them. The father stands with his arms crossed. “Ms. Cole,” he announces, “we didn’t appreciate the parent questionnaire that you sent home in September.” Shaken and confused, Ms. Cole realizes that while she is prepared for the conference, she needs to deviate from the script to address the family’s concern. She needs to listen to the family’s concerns to better understand the issues. She walks them to the center of the classroom that has been set up with adult-sized chairs arranged in a circle and includes an end table with pens, the template, and sample work.

## Additional NAEYC Readings and Resources

- “The Importance of Flexibility and Family Engagement: Connecting Virtually with Preschoolers” [NAEYC.org/resources/pubs/tyc/aug2020/importance-flexibility](https://naeyc.org/resources/pubs/tyc/aug2020/importance-flexibility) | TYC article
- “Supporting Adopted Children and Their Families: Using Picture Books to Tell the Stories of Adoption” [NAEYC.org/resources/pubs/yc/sep2018/supporting-adopted-children-families?r=1&Site=NAEYC](https://naeyc.org/resources/pubs/yc/sep2018/supporting-adopted-children-families?r=1&Site=NAEYC) | YC article
- Supporting Families and Teachers Through Change Blog Series [NAEYC.org/resources/topics/supporting-families-and-teachers-through-change-blog-series](https://naeyc.org/resources/topics/supporting-families-and-teachers-through-change-blog-series) | Blog

# Activities/ Assignments

## Activities/Assignments

- 1. Adapt any of the suggested vignettes to create an assignment.** Here's an example with vignette 7.1.

### Purpose

Discover and apply evidence-based practices for building reciprocal partnerships

### Directions

- Ask students to read the first three paragraphs of vignette 7.1.
- Ask students to imagine that they are Evelia and Alma's teacher. After having met with Mrs. Gomez, they are committed to working collaboratively with the Gomez family to support the children's use of Spanish and English.
- Ask students to identify examples of evidence-based practices that they would use for acting on their commitment. Require that the examples include the page and resource on which they based their example. To support this, provide examples of resources they might also draw on, like *Best Practices for Serving English Language Learners and Their Families* ([www.learningforjustice.org/sites/default/files/2018-04/TT-ELL-Best-Practices-Guide-FINAL-WEB-APril2018.pdf](http://www.learningforjustice.org/sites/default/files/2018-04/TT-ELL-Best-Practices-Guide-FINAL-WEB-APril2018.pdf)).

# Thought/ Reflection Questions

## Thought/Reflection Questions

### From Chapter 7

#### Thought Questions

- What does *reciprocal family and community partnerships* mean to you? What examples, if any, of such partnerships can you provide from your own practice or from programs with which you are familiar?
- What do you believe partnerships with families and communities can do for children?
- When it comes to your own work developing family and community partnerships, or this work in programs that you have observed, what is working well? What obstacles do you encounter?

#### Reflection Questions

- Which examples of practice presented in the chapter charts resonated with you, and why?
- What goals might you set to take an intentional and equitable approach to fostering family and community partnerships?
- What opportunities for reflection and professional growth are you (or an educator you have observed) afforded as you serve children and families whose values, beliefs, and practices may differ from your own?



# Opportunities to Incorporate DAP in courses and across programs

# Poll

In how many courses of the program in which you teach is there an explicit and intentional emphasis on DAP?

0-1

2 or 3

4 or 5

More than 5

I don't know but I wish it were more

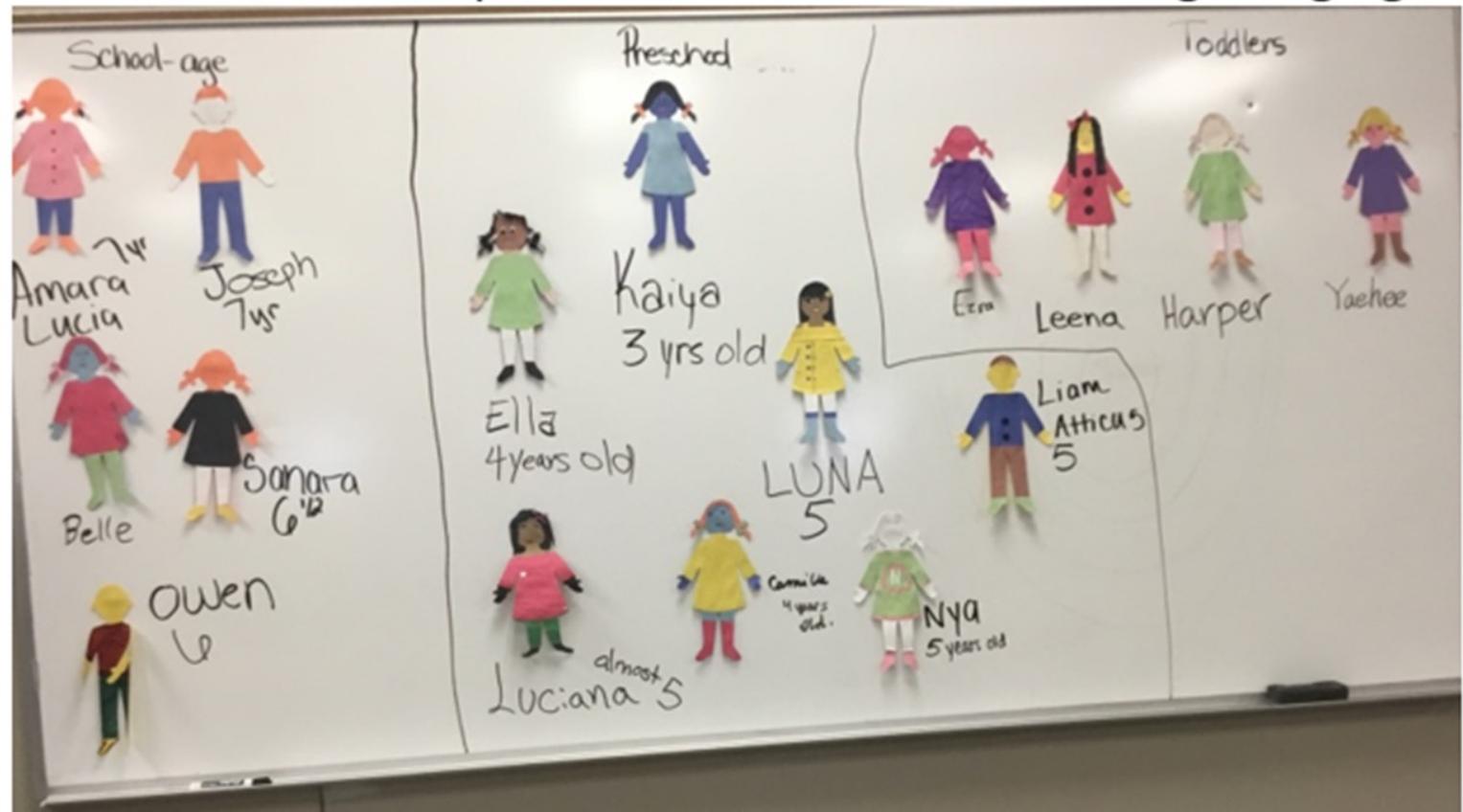
## Opportunities to Incorporate DAP in a Specific Course

Course/ Content	DAP Sources	Online	Additional Resources	Sample Activity/Assignment
Introduction to Early Childhood Education (EDU 119)	Position statement  All chapters	Pull examples from any chart	<ul style="list-style-type: none"> <li>The Danger of a Single Story <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story</a></li> <li>The Myth of Average <a href="https://www.youtube.com/watch?v=4eBmyttcfU4">https://www.youtube.com/watch?v=4eBmyttcfU4</a> (e.g., what was it like to have a family member who learned differently? what can students learn about individual differences and the importance of teachers who can individualize?)</li> <li>Play Promotes Development <a href="https://eclkc.ohs.acf.hhs.gov/curriculum/article/play-promotes-early-development-its-time-play">https://eclkc.ohs.acf.hhs.gov/curriculum/article/play-promotes-early-development-its-time-play</a></li> <li>Diversity: Contrasting Perspectives <a href="http://www.learningseed.com/catalog/diversity-contrasting-perspectives">http://www.learningseed.com/catalog/diversity-contrasting-perspectives</a></li> </ul>	<p><b>Consider organizing the intro/foundations course around the foundational frameworks</b> (e.g., inclusion position, equity position, DAP position, professional standards and competencies, Code of Ethics). Use powerful TED talks and videos to emphasize each point, like <i>The Danger of a Single Story</i> and <i>The Myth of Average</i>.</p> <p><b>Make connections personal and engaging</b> To introduce students the many ways in which families, customs, and routines vary in families, show all or part of the video <i>Diversity: Contrasting Perspectives</i>. Ask students to find a quote in each of the six Guidelines of DAP that underscores the importance of a child's context (i.e., family, community). Use a discussion board for each student to share the quote that they find the most compelling and how that quote would be meaningful to an early childhood educator.</p> <p><b>Make connections with personas</b> Ask students to create personas (individual children with unique families, interests, cultures, languages, values, abilities, and assets) as a mechanism for helping them to learn about the three core considerations of DAP: commonality, context, and individuality. Use the personas to explore how each child is/isn't in sync with state/national frameworks for child development and learning, how to engage and collaborate with each child and their family/community, and how to support each child as an individual learner.</p>

New charts  
organized by  
course –  
pages 2-7

# Introduction to Early Childhood Education

Organize the course around personas created by the students



# Child Development

## **Individualizing**

What do the Principles of Child Development and Learning look like in an infant/toddler setting? a preschool setting? a Head Start setting? an early elementary setting? what would you want a family to see when they visit? What would you do to make this possible?



# Child Guidance

## **Ramon**

Ramon is four years old and lives with his mom, dad, younger sister Maria, and his abuela. Ramon is the child most likely to come in from the playground with some living creature. At home he takes care of the family pets, and in the classroom, he frequently selects real, plastic, and stuffed animals to play with, especially dinosaurs.

Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25-word sight vocabulary. In his preschool classroom, Ramon is very quiet but watches intently to see what to do. He is picking up new labels in English every day. Ramon's parents are very eager for him become fluent in English so he can be successful in school and life.

## Assignment:

If you were  
Ramon's  
teacher. . .

Describe how you would learn about Ramon, so you are able to develop a positive, caring, and supportive relationship with him and his family. Focusing specifically on his emotional and social development, describe the steps you would take toward building those relationships.

Describe the teaching skills and strategies you would use to support Ramon. For example, how would you individualize to support Ramon's progress in both English and Spanish? And how would you engage Ramon's family in supporting his learning and development? List the sources you drew from in your answers, including at least one new evidence source that you located and used.

Describe the DAPs you would use in creating the physical and social environment to support Ramon. Describe the developmentally appropriate practices you would use to provide social and emotional support and positive guidance for Ramon. List the sources you drew from in coming up with your answers, including at least one new evidence source that you located and used.



# Observation, Documentation, and Assessment

## **Objective observation and documentation -**

To support students in developing a lens that incorporates cultural and individual differences, provide opportunities for practice and support the use of objective statements throughout this course. Resources (details on handout) for building that capacity include Clearing Your View: Staying Objective in Observation and The World of Children.



Progress monitoring/ongoing assessment activity

### Storybook Conversations: The Grouchy Ladybug

This tip sheet includes specific question prompts, related activities, and adaptations that you can use for Eric Carle's The Grouchy Ladybug.

**Publication Date:** revised 4/13/2022

### Storybook Conversations: Luna's Yum Yum Dim Sum

This tip sheet includes specific question prompts, related activities, and adaptations that you can use for Natasha Yim's Luna's Yum Yum Dim Sum.

**Publication Date:** 5/11/2021

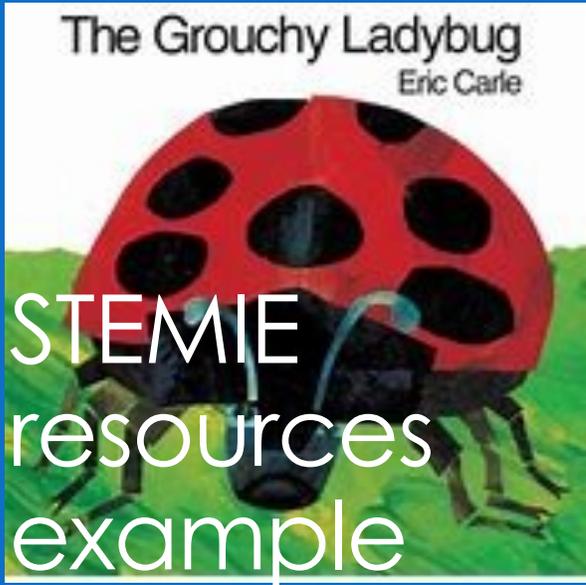
### Storybook Conversations: Celebrating Asian Pacific Heritage

A list of books that embrace and celebrate Asian Pacific Heritage in STEM and have lots of engaging illustrations and photos to talk about with young children.

**Publication Date:** 5/3/2021

# Language and Literacy





STEMIE  
resources  
example

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

## Bookmark with Prompts



**The Grouchy Ladybug** is a book written and illustrated by Eric Carle.



As you follow the Grouchy Ladybug on her journey, you will learn the important concepts of time, size, and shape, as well as the benefits of friendship and good manners. This author also wrote numerous other books with vivid pictures if you like this book.

Do not forget to **PEER!** Use additional Prompts if needed, Evaluate and Expand your child's answers, and Repeat the prompts.

If you do not have a paper copy of this book, go to <https://www.youtube.com/watch?v=Jr3ha03MsK0> to watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone. Or find it online:

[https://archive.org/details/grouchylad\\_y00carl](https://archive.org/details/grouchylad_y00carl)

Look at STEMIE's tips for making adaptations to the storybook reading process

[https://stemie.fpg.unc.edu/sites/STEMIE\\_fpg.unc.edu/files/Dialogic%20Reading\\_General%20Adaptations.pdf](https://stemie.fpg.unc.edu/sites/STEMIE_fpg.unc.edu/files/Dialogic%20Reading_General%20Adaptations.pdf)



If you print this page, you can download or view online by scanning the QR code.

Every child is different, and these are only suggested age ranges and activities. Do what works best for your child.

Print this page and cut around the edges.

Ages 2 – 4 Science

### The Grouchy Ladybug

By Eric Carle

Complete a sentence

**C** "The yellow jacket showed the ladybug its \_\_\_\_\_." (stinger)

Recall

**R** "Why did the ladybug not want to fight the lobster?"

Open-ended questions

**O** "Why do you think the skunk lifted its tail to the ladybug?"

WH questions

**W** "What sound does the hyena make?"

Distancing questions

**D** "What food do you like to eat at the end of the day?"

### STEM Words & Ideas to Explore

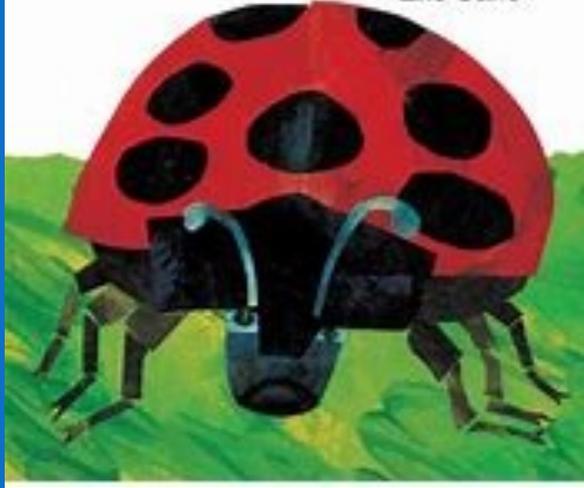
- Living organisms (animals)
- Size (big, little)
- Time (morning, afternoon, night)
- Animal attributes (beak, legs, jaws, stinger, horn)



### STEM Words & Ideas to Explore

- Living organisms (animals)
- Size (big, little)
- Time (morning, afternoon, night)
- Animal attributes (beak, legs, jaws, stinger, horn)

## The Grouchy Ladybug Eric Carle



## STEM Building Activities

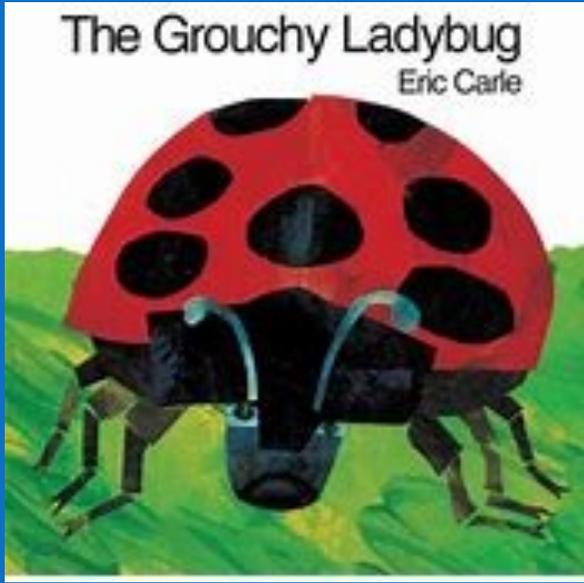
### Living organisms:

Get outside and look for insects! Your backyard, local parks, and walking trails are all good places to look for bugs. Try looking under rocks, bricks, and in stumps or large fallen branches. If you can't find any, try leaving a DIY bug catcher out overnight near a light source like a porch light or with a small push button light under or inside:

<https://www.popsci.com/three-diy-bug-traps-that-actually-work/> (see the first one, for stink bugs).



Make sure to release the insect once your child has been able to observe it for a brief period! Find examples of DIY insect habitats, worm composting, and more, here: [http://www.bbc.co.uk/breathingplaces/bug\\_home/](http://www.bbc.co.uk/breathingplaces/bug_home/)



# Adaptations



## SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

### PICTURES, SYMBOLS, SIGNS, and/or ICONS

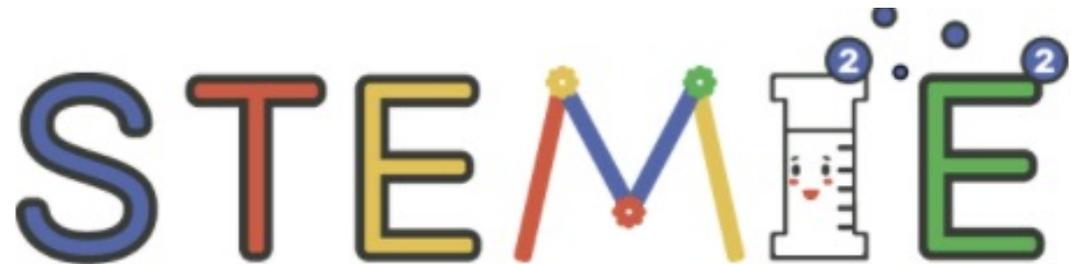
- Use corresponding picture cards of the characters or objects in book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning



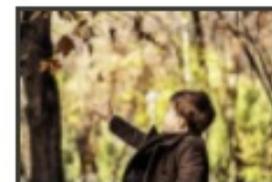
#### **This adaptation can also...**

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment

STEMIE has  
a free  
monthly  
newsletter.  
Sign up at  
<https://stemie.fpg.unc.edu/>



INNOVATION FOR INCLUSION IN EARLY EDUCATION



## Inclusion for all in STEM learning!

Cultivating STEM learning opportunities for all young children throughout their daily routines and activities in any environment.



### Winter Wonderland!

Whether you are snowed in or are bundling up to go outside, STEMIE has activities and ideas that can tap into children's natural sense of wonder and help support you in cultivating STEM learning opportunities.

Cozying up indoors? Check out suggested prompts, extension activities, and adaptations for Ezra Keats' book, *The Snowy Day*.

Braving the cold? Consider some tips and adaptation ideas for a nature scavenger hunt.

Find more storybook conversation ideas and STEM learning within daily routines and activities.

The Snowy Day

Scavenger Hunt

Family Resources

## Opportunities to Incorporate DAP Concepts Across Courses

Course/ Content	DAP Sources	Online	Additional Resources	Sample Activity/Assignment
Guideline 1: Creating a Caring, Equitable Community of Learners	Position statement  Chapter 6	Pull examples from any chart	<p><a href="#">Creating Educational Spaces Full of Joy and Justice</a></p> <p><a href="#">Why Pronouncing Students' Names Correctly is So Important</a></p>	<ul style="list-style-type: none"> <li>Ask students to listen to the podcast by National Teacher of the Year Juliana Urtubey (<a href="#">Creating Educational Spaces Full of Joy and Justice</a>) as she reflects on the importance of valuing all parts of a child's identity, then identify themes from her talk that are consistent with Guideline 1. Ask students to share what they think about using the term "linguistically gifted" instead of dual language learner.</li> <li>To address the importance of pronouncing and spelling the child's name in accordance with the child's and family's preferences (Guideline 1 A1, consider using an article like <a href="#">Why Pronouncing Students' Names Correctly is So Important</a> and/or children's books like <i>My Name is a Song</i> or <i>The Name Jar</i> to discuss the importance of names. Consider asking students if they know the story of how they got their name.</li> </ul>
Profession- alism	Chapter 11	Chart 6	<ul style="list-style-type: none"> <li>Building Bridges: How to Share Research about Children and Youth with Policymakers <a href="https://www.childtrends.org/publications/building-bridges-share-research-children-youth-policymakers">https://www.childtrends.org/publications/building-bridges-share-research-children-youth-policymakers</a></li> <li>EC Advocacy Toolkit <a href="https://www.theounce.org/wp-content/uploads/2017/03/EarlyChildhoodAdvocacyToolkit.pdf">https://www.theounce.org/wp-content/uploads/2017/03/EarlyChildhoodAdvocacyToolkit.pdf</a></li> <li>Effective Communication About the Early Years <a href="https://www.zerotothree.org/resources/series/effective-communication-about-the-early-years">https://www.zerotothree.org/resources/series/effective-communication-about-the-early-years</a></li> <li>Framing Early Childhood Development: Recommendations for Professionals and Advocates <a href="https://www.zerotothree.org/resources/485-framing-early-childhood-development-recommendations-for-professionals-and-advocates">https://www.zerotothree.org/resources/485-framing-early-childhood-development-recommendations-for-professionals-and-advocates</a></li> <li>How a Bill Becomes a Law</li> </ul>	<p><b>Dilemmas of daily practice</b></p> <p>Ask students to write down dilemmas they observe during their practicum. The dilemma may involve an exchange between a teacher and a family, inequitable treatment of a child, something one child said to another, or a situation that was confounding. Ask students to submit at least one dilemma each week. Use the dilemmas to structure conversations among the students by unpacking each of the dilemmas. For example, in the case of an uncomfortable exchange between a teacher and a family, ask students to articulate the views of each of both parties. In coming to understand possible approaches to resolving</p>

# Guideline 1: Creating a Caring, Equitable Community of Learners





**Developmentally  
Appropriate Practices**

**Professional Standards &  
Competencies for Early  
Childhood Educators**

**Early Childhood Inclusion  
Position Statement**

**Practice-based Professional  
Preparation Standards for  
EI/ECSE**

**Advancing Equity in Early  
Childhood Education  
Position Statement**

**DEC Priority Issues Agenda**

**NAEYC & DEC Codes of  
Ethical Conduct**

Professionalism: New ways of thinking about building and using an early childhood professional library

## Roundtable Talk

Students bring examples from their workplaces that are dilemmas with co-workers, children, families, or administration. Group problem solves, drawing on evidence sources like DAP.



What is one thing you will do as a result of what you heard or saw in this webinar?



# SCRIPT-NC Website

<https://scriptnc.fpg.unc.edu>



The screenshot shows the homepage of the SCRIPT-NC website. At the top left is the logo "SCRIPT-NC" with the tagline "Supporting Change and Reform in Preservice Teaching in North Carolina". To the right of the logo is a search bar and a navigation menu with links for "HOME", "ABOUT US", and "RESOURCES". Below the navigation is a large banner image showing a group of diverse young children and two adult women in a classroom setting. A semi-transparent dark bar is overlaid on the bottom of the banner with the text "Supporting Change and Reform in Preservice Teaching in North Carolina". Below the banner is a paragraph of text: "SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community." Below this text is a "LEARN MORE" button. The bottom section of the page is a dark grey area with four columns, each featuring an icon, a title, a description, and a "LEARN MORE" button. The columns are: 1. "COURSE SPECIFIC RESOURCES" with a book icon, describing free high-quality resources for enhancing coursework and practica, focusing on the inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse. 2. "TOOLS FOR ENHANCING PROGRAM QUALITY" with a wrench and screwdriver icon, describing rubrics, matrices, and other tools to enhance early childhood Associate's degree programs. 3. "FACULTY WEBINARS" with a laptop icon, describing access to archived webinars, learning more about them, and registering for upcoming ones. 4. "MONTHLY NEWSLETTER" with an envelope icon, describing access to current and archived "Natural Resources" newsletters.

**SCRIPT-NC**  
Supporting Change and Reform in Preservice Teaching in North Carolina

HOME ABOUT US RESOURCES

Supporting Change and Reform in Preservice Teaching in North Carolina

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

LEARN MORE

**COURSE SPECIFIC RESOURCES**  
Find free high quality resources to enhance coursework and practica. These resources are focused on the inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse.

LEARN MORE

**TOOLS FOR ENHANCING PROGRAM QUALITY**  
Find rubrics, matrices, and other tools to enhance your early childhood Associate's degree program.

LEARN MORE

**FACULTY WEBINARS**  
Access archived webinars, learn more about, and register for upcoming webinars.

LEARN MORE

**MONTHLY NEWSLETTER**  
Access current and archived Natural Resources newsletters

LEARN MORE

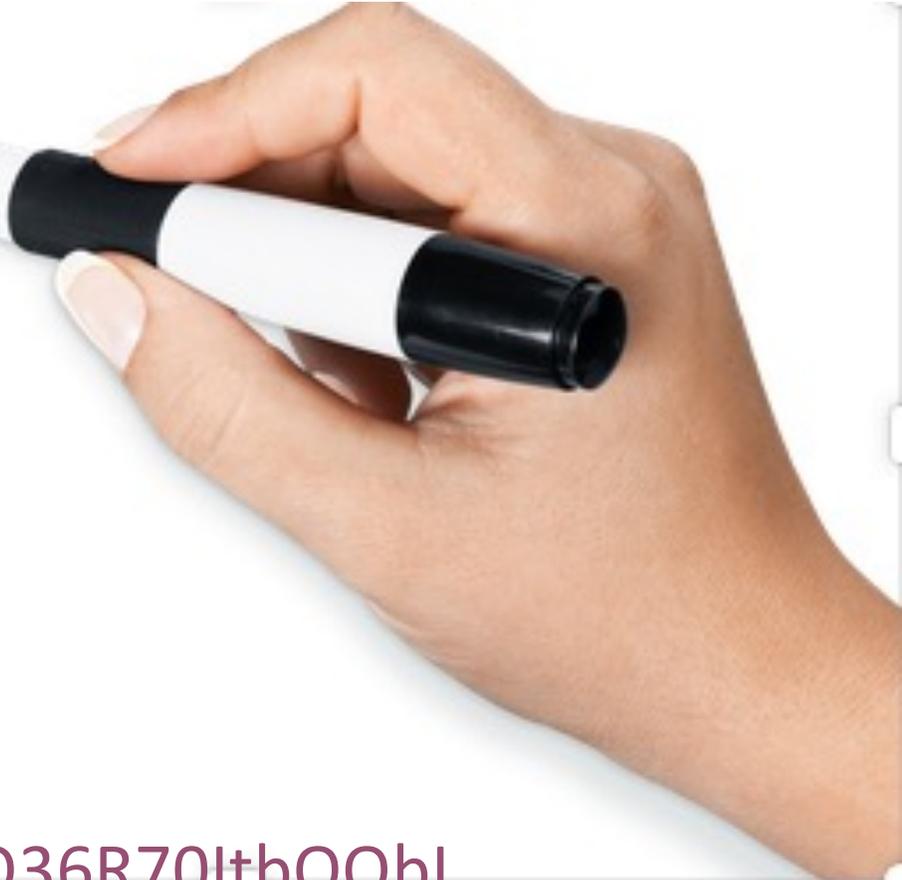
Register for  
the next  
SCRIPT-NC  
webinars!



<b>Date/Time</b>	<b>Topic</b>
August 23, 2022 1:00 – 2:00 PM EST	Environments and Interactions that Foster Inclusion
November 8, 2022 1:00 – 2:00 PM EST	Go SySTEMic: Integrating STEM Learning Opportunities Across Higher Education Courses and Field Experiences

<https://scriptnc.fpg.unc.edu/sign-now-2022-script-nc-webinar-series>

# Give Us Your Feedback



[https://unc.az1.qualtrics.com/jfe/form/SV\\_bNQ36R70ItbOQbl](https://unc.az1.qualtrics.com/jfe/form/SV_bNQ36R70ItbOQbl)

ありがとう OBRIGADO TACK ĎAKUJEM  
HVALA DANKE 고맙습니다 RAHMAT  
KIITOS MAHALO OE THANKS GRAZIE SPAS DIKIM  
ΣΑΣ ΕΥΧΑΡΙΣΤΩ DĚKUJI SAĞOL  
СПАСИБО 謝謝 謝 謝 شکر  
DIOLCH UN FAWR TERIMA KASIH 謝 謝 תודה  
धन्यवाद DANK U WEL MERCI AITÄH  
GRACIAS با تشکر از شما  
KÖSZÖNÖM उगाडा यँनवाँद वै