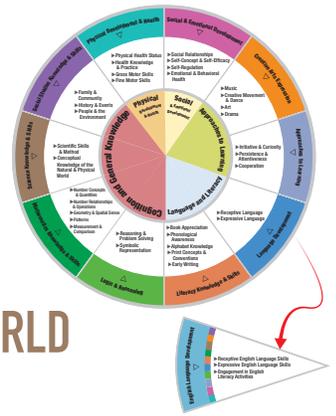


THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

SCIENCE KNOWLEDGE AND SKILLS: CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD



RESOURCES: HIGHLIGHTS FROM ECLKC

TITLE OF RESOURCE	TYPE OF RESOURCE	DESCRIPTION
Marvelous Explorations through Science and Stories (MESS): Introduction to MESS	Page contains links to the webinar, introduction and teacher guide for MESS	Teaching teams can learn how a science process skills approach is an effective way to use science to foster competencies across all domains of development.
The Flowers that Bloom in the Spring	A guided practice from the <i>Learning From Assessment Toolkit</i>	Teaching teams can review this example of a child's series of drawings of a flower and what it reveals about understanding of science and nature, evidence of symbolic representation, fine motor skills, and creative expression.

REFERENCES FOR EVIDENCE-BASED PRACTICES

- Bosse, S., Jacobs, G., & Anderson T. L. (2009). Science in the Air. *Young Children*, 64(6), 10-15.
- Humphries, J. (2000). Exploring nature with children. *Young Children*, 55(2), 16–20.
- McHenry, J. D., & Buerk, K. J. (2008). Infants and toddlers meet the natural world. *Young Children*, 63(1), 40-41.
- Schulz, L. E., & Bonawitz, E. B. (2007). Serious fun: Preschoolers engage in more exploratory play when evidence is confounded. *Developmental Psychology*, 43, 1045-1050.
- Kopriva, R. (2009, Fall). Assessing the skills and abilities in math and science of ELLs with low english proficiency: A promising new method. *National Clearinghouse for English Language Acquisition*, 2, 7-10.
- Nemeth, K. (2009, Fall). Math and science for dual language learners in preschool: The right place to start. *National Clearinghouse for English Language Acquisition*, 2(1), 13.
- Powers, A., & Stansfield, C. (2009, Fall). Developing science literacy for ELLs. *National Clearinghouse for English Language Acquisition*, 2(1), 11-12.

