

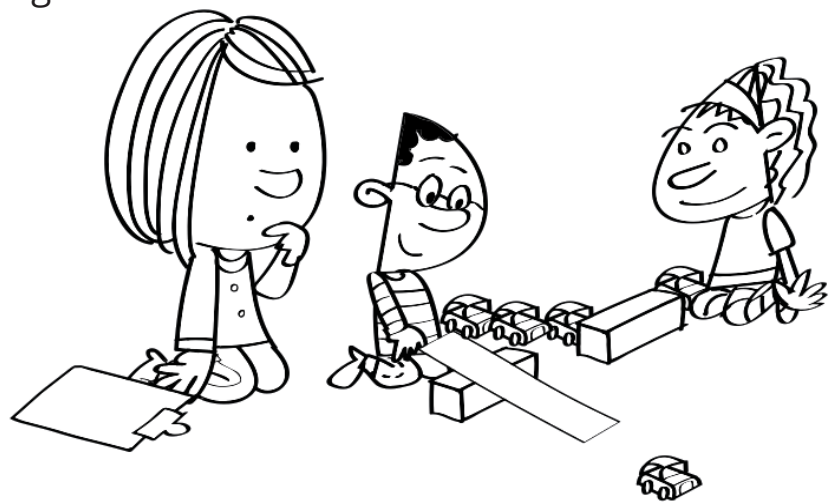
Quality Interactions and Communication: *Teachable Moments*

**WHAT'S IN THIS PD2GO PACK?**

Teachers/providers can make the most of the valuable opportunities for teachable moments that occur throughout the day by having quality interactions with children during free choice time, outdoor play, transitions, and routines. This pack describes three easy steps to identify and take advantage of teachable moments.

**Your Participants Will...**

increase their capacity to identify and take advantage of opportunities for teachable moments throughout the entire day.



**SUPPORTING MATERIALS**

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on Teachable Moments, including an interactive presentation page along with step-by-step presenter's notes.

**Coaching Corner** One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

## HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

### THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

#### ■ Steps

Click on each number icon to begin the section of the presentation — use the presenter's notes in this guide to facilitate each step of the presentation.

### DOWNLOADABLE MATERIALS

#### ■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

#### ■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

### EXPANDING ON THIS PD2GO PACK

This presentation on *Teachable Moments* can be used individually or in conjunction with related packs in the bundle, including *Circles of Communication*, *Conversational Prompts*, and *Scaffolding*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

### MATERIALS

In this pack, you will find:

[Download all \(4.9 MB\)](#)

- [Facilitator's Guide \(5.1 MB\)](#)  
Everything you need to facilitate this PD2GO presentation on Teachable Moments, including an interactive presentation page along with step-by-step presenter's notes.
- [Coaching Corner \(120 KB\)](#)  
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
- [Handout: Making Cars Go Far \(110 KB\)](#)

In this bundle, you will find:

[Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:


- [Digging Deeper \(120 KB\)](#)
- [Resource Links \(130 KB\)](#)
- [Family Connections \(160 KB\)](#)

**STEP 1:**  
**START**



**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**



Step 1




**What does the word “opportunity” mean?**

**Opportunity**  
/o-por-tu-ni-tee/  
1. The chance to do something that could be rewarding or beneficial. Example: Teachers have opportunities for teachable moments throughout the day.

**There are lots of opportunities for teachable moments throughout the day.**



Go to step 2: OBSERVE

[2 min]  **Step 1 - Start**

**Facilitator:** *What does the word “opportunity” mean?*

Pause for responses from the group.

**Facilitator:** *Why are opportunities good?*

Pause for responses from the group.



**Facilitator:** *An opportunity is a chance to do something that could be rewarding or beneficial. As teachers/providers, we have precious daily opportunities for teachable moments. Teachable moments are those opportunities that allow us to support children’s development and learning.*

*Pair up with the person sitting next to you. Spend a few moments discussing examples of teachable moments and when throughout the day these opportunities occur.*

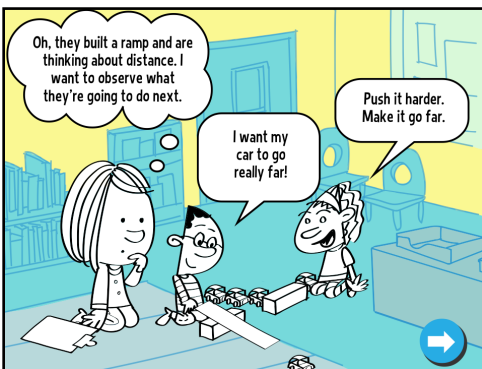
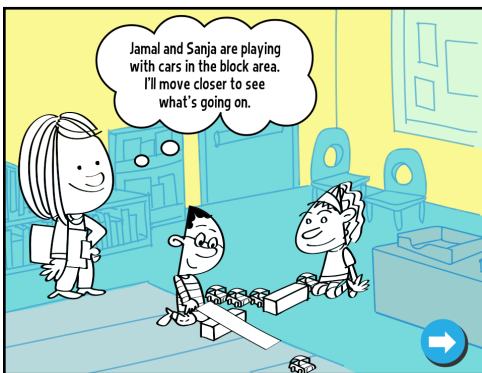
Give participants time to discuss, and invite a few volunteers to share their responses.



**Facilitator:** *As many of you have shared, there are lots of opportunities for teachable moments throughout the day. Today, we’re going to focus on those opportunities during free choice time, outdoor play, transitions, and routines.*

**STEP 2:**  
**OBSERVE**

**PRESENTATION SEQUENCE**



**FACILITATOR'S NOTES**

[2 min]



**Step 2 - Observe**

**Facilitator:** *Let's observe what happens in this preschool classroom during morning free choice time. Children are choosing from different interest areas to engage in play and exploration. One of the teachers, Amber, is filling out the breakfast chart.*



Facilitator reads script aloud while animation plays.

**Facilitator:** *Amber thinks to herself, "Jamal and Sanja are playing with cars in the block area. I'll move closer to see what's going on."*



- *Jamal says, "I want my car to go really far!"*
- *Amber thinks to herself, "Oh, they built a ramp and are thinking about distance. I want to observe what they're going to do next."*
- *Sanja says, "Push it harder. Make it go far."*

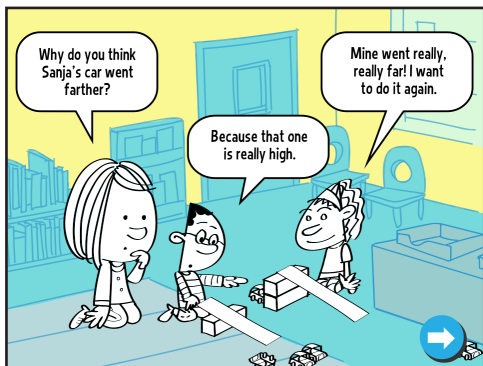
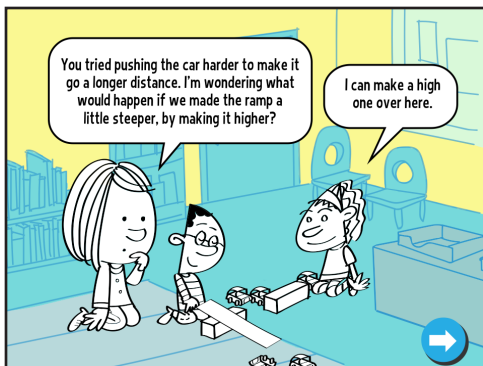


**Facilitator:** *Amber thinks to herself, "Here is an opportunity to extend their learning. Maybe I can help them think about making the ramp steeper."*



## STEP 2: *Continued* OBSERVE

### PRESENTATION SEQUENCE



  
**This teachable moment extended the children's learning.**  
  
[Go to step 3: REFLECT](#)

### FACILITATOR'S NOTES

**Facilitator:**

- Amber says, "You tried pushing the car harder to make it go a longer distance. I'm wondering what would happen if we made the ramp a little steeper by making it higher?"
- Sanja responds, "I can make a high one over here."

CLICK 

**Facilitator:**

Amber says, "Sanja made a steeper ramp. Let's put the cars on top and see which one goes farther."

CLICK 

**Facilitator:**

- Sanja exclaims, "Mine went really, really far! I want to do it again."
- Amber asks, "Why do you think Sanja's car went farther?"
- Jamal says, "Because that one is really high."

CLICK 

**Facilitator:**

This teachable moment extended the children's learning. Let's reflect on what we observed.

**STEP 3:**  
**REFLECT**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

[2 min]



**Step 3 - Reflect**

Step 3



**What stood out for you?**




**Facilitator:** *In this example, what stood out for you?*

Reference handout.

 **"Making Cars Go Far"**


Invite participants to reference the handout, "Making Cars Go Far," if they need to take a second look at the script. Pause for responses from the group.

**Facilitator:** *The teacher took advantage of the opportunity to extend the children's play into a teachable moment. Amber helped the children think about distance and scaffolded their language development by introducing new words like "distance" and "steeper."*



**Facilitator:** *What was the first thing Amber did that allowed this teachable moment to happen?*

What was the first thing the teacher did that allowed this teachable moment to happen?



Pause for responses from the group.

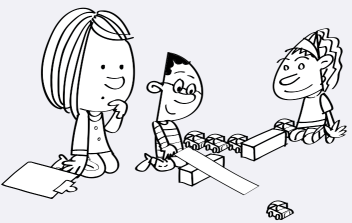

Lead the discussion to focus on the fact that the teacher moved in closer to observe the children's play.



**Facilitator:** *Even though this teacher was busy, she*


- *Noticed the children playing with cars*
- *Moved closer to observe*
- *And looked for an opportunity to extend learning.*

What was the first thing the teacher did that allowed this teachable moment to happen?

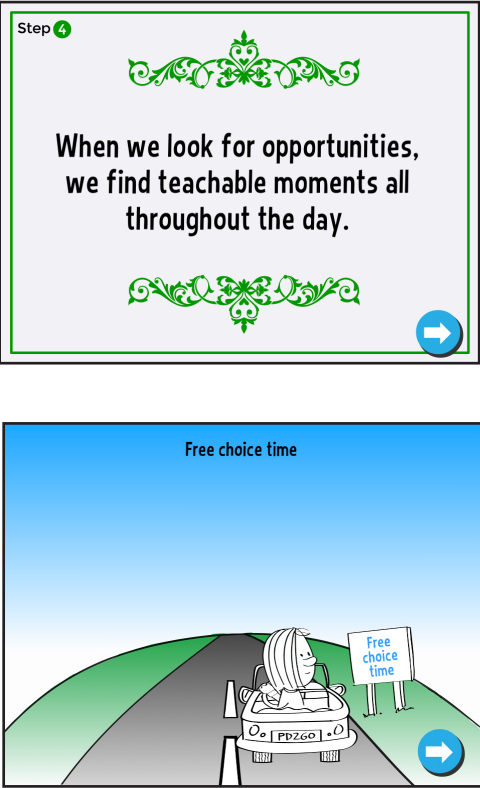






### STEP 3: *Continued* REFLECT

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p><b>Facilitator</b> <i>Teachers/providers identify valuable learning opportunities and turn them into teachable moments.</i></p>

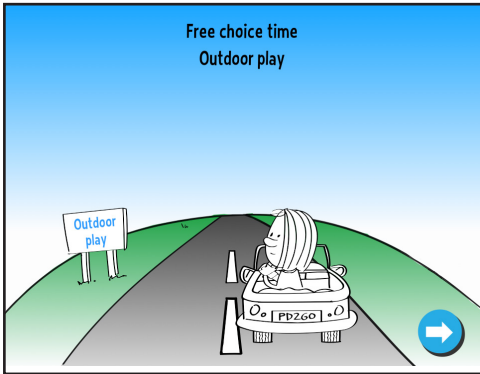
### STEP 4: LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p>[2 min] <input type="button" value="CLICK"/> <b>Step 4 - Learn</b></p> <p><b>Facilitator</b> <i>When we look for opportunities, we find teachable moments all throughout the day.</i></p> <p><input type="button" value="CLICK"/></p> <p><b>Facilitator</b> <i>Teachable moments can occur anytime:</i></p> <ul style="list-style-type: none"> <li>■ <i>Free choice time</i></li> </ul> <p><input type="button" value="CLICK"/></p>

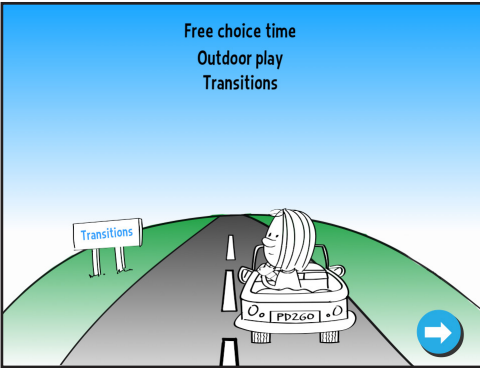
# STEP 4: LEARN *Continued*

## PRESENTATION SEQUENCE

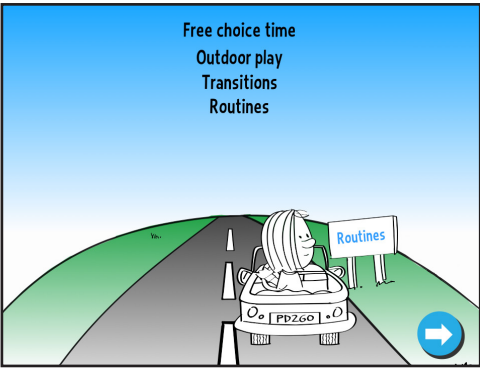
## FACILITATOR'S NOTES



**Facilitator:** ■ *Outdoor play*



**Facilitator:** ■ *Transitions*



**Facilitator:** ■ *Routines*

*Take advantage of teachable moments by following these three steps:*



**Facilitator:** **OBSERVE** to understand what the child is doing.





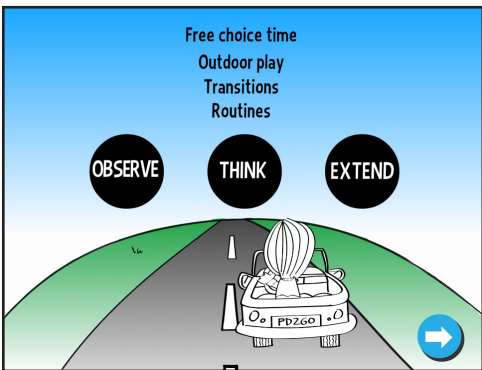
**STEP 4:**  
**LEARN** *Continued*

**PRESENTATION SEQUENCE**

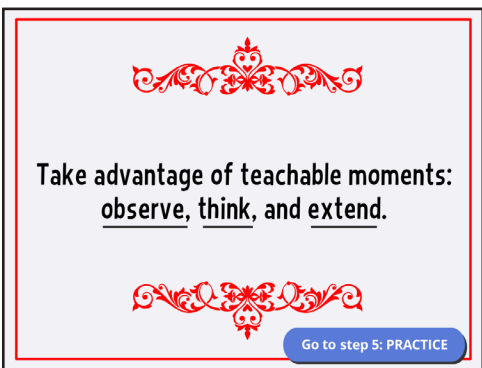
**FACILITATOR'S NOTES**



**Facilitator:** *THINK* about ways to build on the child's experience and when to step in.



**Facilitator:** *EXTEND* learning by using scaffolding strategies. For example, teachers/providers may ask questions, provide information, or model behaviors.



**Facilitator:** *Take advantage of teachable moments: observe, think, and extend.*

For more specific information on scaffolding strategies, see pack 4 *Scaffolding*.



## STEP 5: PRACTICE

### PRESENTATION SEQUENCE

### FACILITATOR'S NOTES

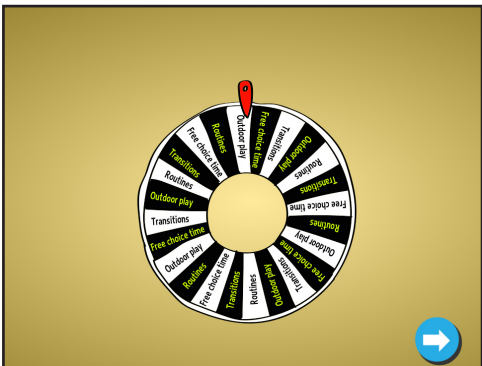


[5 min]



#### Step 5 - Practice

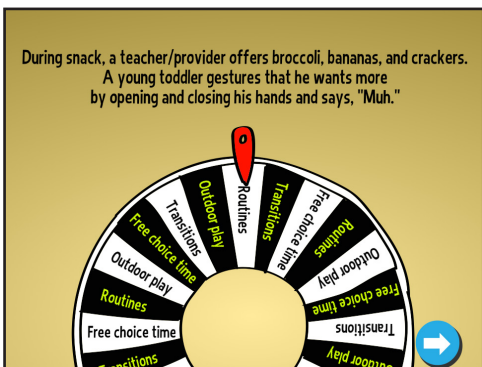
**Facilitator:** *Now, let's practice taking advantage of opportunities for teachable moments throughout the day.*



**Facilitator:** *This wheel has the four different times of day that we have been discussing: free choice time, outdoor play, transitions, and routines. Let's spin our wheel and find a time to practice.*



**Facilitator:** *We landed on routines. Let's read the scenario on the screen.*



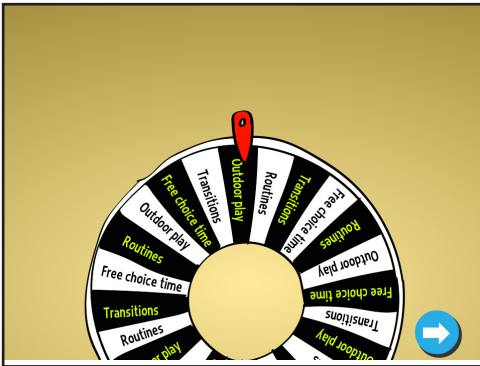
**Facilitator:** *During snack, a teacher/provider offers broccoli, bananas, and crackers. A young toddler gestures that he wants more by opening and closing his hands and says, "Muh." Turn to a partner and share how you could turn this routine into a teachable moment?*

Give participants one minute to discuss the scenario with their partner. Invite one volunteer to share back to the larger group. If you have longer than 15 minutes for this session, allow more volunteers to share.

# STEP 5: PRACTICE *Continued*

## PRESENTATION SEQUENCE

## FACILITATOR'S NOTES



CLICK

**Facilitator:** *We landed on outdoor play. Let's read the scenario.*



CLICK

**Facilitator:** *On a rainy day, preschool children are curious about all of the earthworms on the sidewalk. One child exclaims, "Look at these worms! They're everywhere!" Another child wonders, "How did they get here?" Turn to a partner and share how you could turn this scenario into a teachable moment.*

Give participants one minute to discuss the scenario with their partner. Invite one volunteer to share back to the larger group. If you have longer than 15 minutes for this session, allow more volunteers to share.

CLICK

**Facilitator Debrief:** *The teacher/provider in this scenario has observed the children's interest in earthworms. She may move closer to think about how she could extend their learning. She may ask open-ended questions or share information about earthworms. She also might consider creating future learning opportunities by bringing books about worms into the classroom.*



**OBSERVE  
THINK  
EXTEND**




Go to step 6: EXPAND



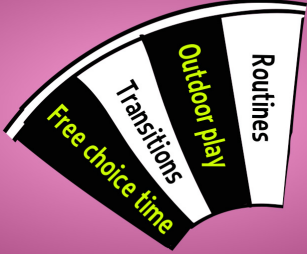


**STEP 6:**  
**EXPAND**

**PRESENTATION SEQUENCE**



Step 6



There are many opportunities throughout the day to extend children's learning.

Teachers/providers make the most of teachable moments when they observe, think, and extend children's learning.

**FACILITATOR'S NOTES**

[1 min]

CLICK 

**Step 6 - Expand**

**Facilitator:** *There are many opportunities throughout the day to extend children's learning, including free choice time, outdoor play, transitions, or routines.*

CLICK 

**Facilitator:** *Choose one time during the day when you will look for teachable moments. Write your answer really big on a piece of paper. Look at me when you're done.*

Wait for participants to write down their idea and look up at you.

**Facilitator:** *Ok, everybody hold up your paper. You've now made a commitment to go back to your program and look for opportunities for teachable moments.*

CLICK 

**Facilitator:** *Teachers/providers make the most of teachable moments when they observe, think, and extend children's learning.*