

## DIGGING DEEPER

### INTENTIONAL INTERACTIONS IN TEACHING



## Supporting Concept Development

Using Resources to Deepen Your Understanding

### DIGGING IN



**Resource:** [California Early Childhood Educator Competencies, Learning Environments and Curriculum](#)

(Follow the link below to access this resource.)

<http://youtu.be/kYavAHgxUJo>

#### ACTIVITY

Watch from 6:36 to 8:58 in the video to see a teacher supporting children's concept development as they think about how to move a bale of hay across the yard. As you watch, notice how the teacher guides the children to explore many creative ideas and solve problems.

#### GUIDING QUESTIONS

- What kinds of materials were discussed and used in solving the problem of how to move the hay?
- What was the teacher's role in exploration and problem solving? When did she actively participate? When did she allow the children to take the lead?
- What were some things the teacher said to spark the children's ideas and extend their thinking?
- In what ways did the teacher support the children's thinking about size and weight?

### KEY CONSIDERATION

- How might you invite children to engage in exploration, problem solving, and creative brainstorming?

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**Resource:** California Preschool Curriculum Framework, Volume 3  
(Follow the link below to access this resource or pull it off your bookshelf!)  
<http://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf>

#### ACTIVITY

Read the vignette on pages 172 and 173 in the chapter called “Science.” As you read, highlight specific examples of the key ideas from this bundle, such as the types of materials provided or multiple opportunities to explore a concept of interest.

#### GUIDING QUESTIONS

- In what ways were the materials and objects open-ended, varied, and relevant to the concept of interest?
- What were some examples of the multiple, hands on opportunities to explore and investigate the squashes over time?
- How did the teacher invite children to communicate their own observations, predictions, and ideas?
- What math and life science concepts were the children exploring? What language or deep-thinking skills might children develop from these learning experiences?
- How did the teacher integrate learning across different domains?

### KEY CONSIDERATIONS

- Thinking about the examples in this vignette, what could you add or change in your learning environment to enhance concept development?
- Thinking about what you’ve learned in this vignette, what is one way you can increase your capacity to help young children explore and investigate a concept that interests them?