

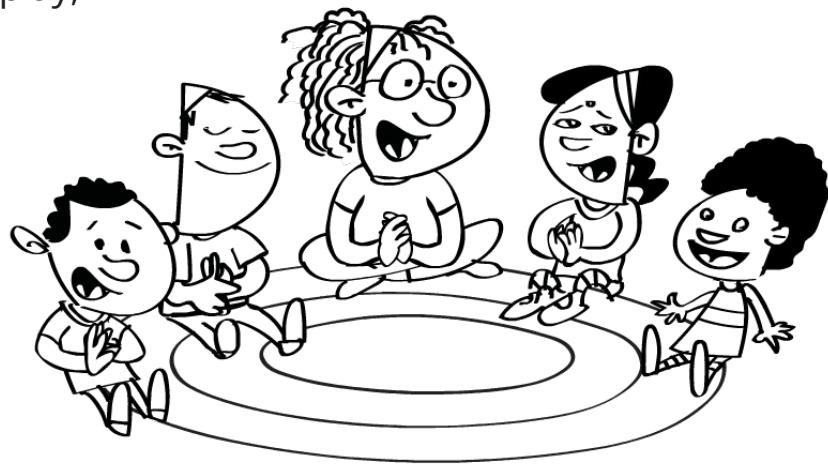
## Supporting Concept Development: *Integrated Learning*

### WHAT'S IN THIS PD2GO PACK?

Learn how to support children's development and learning in multiple domains. This pack provides teachers/providers with examples and offers guidance to help them facilitate integrated learning experiences during play, inquiry, and routines.

#### Your Participants Will...

increase their capacity to facilitate integrated learning experiences that support children's development in multiple domains.



Social-  
Emotional

Physical

Language  
& Literacy

Math

### SUPPORTING MATERIALS

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on *Integrated Learning*, 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

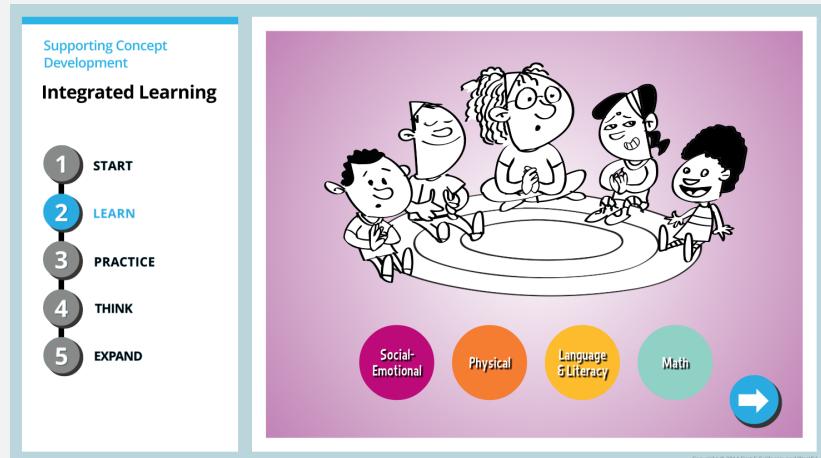
This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

### 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 *Integrated Learning* can be used individually or in conjunction with related packs in the bundle, including *Designing Learning Environments*, *Extending Exploration*, and *Deep Learning*. 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 \(5.8 MB\)](#)

[Facilitator's Guide \(5.8 MB\)](#)

Everything you need to facilitate this PD2GO presentation on Integrated Learning, including an interactive presentation page along with step-by-step presenter's notes.

[Coaching Corner \(160 KB\)](#)

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

[Handout: Integrated Learning in Esteban's Classroom \(140 KB\)](#)

[Handout: Scenarios \(160 KB\)](#)

In this bundle, you will find:

[Download all \(270 KB\)](#)

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

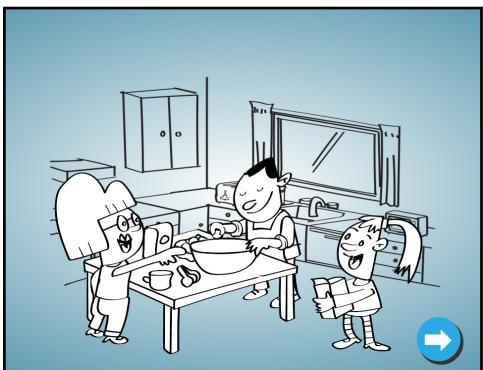
[Digging Deeper \(160 KB\)](#)

[Family Connections \(210 KB\)](#)

[Resource Links \(150 KB\)](#)

## STEP 1: START

### PRESENTATION SEQUENCE



### FACILITATOR'S NOTES

[3 min]



#### Step 1 - Start

**Facilitator:** *Imagine a family baking bread together for a holiday meal.*



**Facilitator:** *The family members take turns reading the recipe and measuring out ingredients. The child uses a whisk to mix the dry and liquid ingredients. They knead the dough, put it in a bread pan, and pop it in the oven.*

*Think about all of the ways this experience supports children's development across a variety of domains.*



**Facilitator:** *What are some of the ways this baking experience supports development?*

Pause for responses from the group. Here are some ideas:

- **Social-emotional**—working together to bake the bread
- **Language and literacy**—reading the recipe
- **Math**—measuring ingredients
- **Science**—transformation of ingredients through mixing and cooking
- **Physical**—stirring and kneading the dough
- **History-social science**—celebrating a cultural holiday



## STEP 1: *Continued*

### START

#### PRESENTATION SEQUENCE



#### FACILITATOR'S NOTES

**Facilitator:** One experience, baking bread, can support development and learning in many domains.

## STEP 2: LEARN

#### PRESENTATION SEQUENCE



#### FACILITATOR'S NOTES

[3 min] Step 2 - Learn

**Facilitator:** *What are integrated learning experiences for children?* Integrated learning experiences allow children to develop skills and knowledge in multiple domains.

*Why are integrated learning experiences important?* Children experience the world in an integrated way. They develop and learn holistically in their day-to-day experiences.



**Facilitator:** For example, when children sing, clap, and stomp to a song during circle time, they:

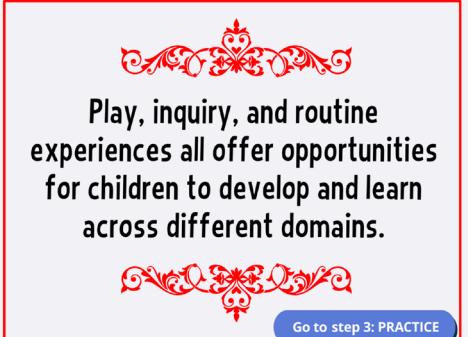
- Practice self-regulation
- Strengthen fine and gross motor skills
- Learn new vocabulary
- Experience patterns

*Integrated learning experiences offer opportunities for children to learn in various ways—through listening, seeing, moving, and so on.*

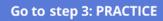
## STEP 2: LEARN *Continued*

### PRESENTATION SEQUENCE

### FACILITATOR'S NOTES



Play, inquiry, and routine experiences all offer opportunities for children to develop and learn across different domains.



**Facilitator:** *How do you provide opportunities for integrated learning experiences?*

- During play, inquiry, and routine experiences, you can intentionally support children's development in multiple domains.
- Even when learning experiences target a specific domain like math, remember that other domains also are part of the experience, for example:
  - Use of language
  - Opportunities for social interaction
  - Use of fine motor skills

 CLICK

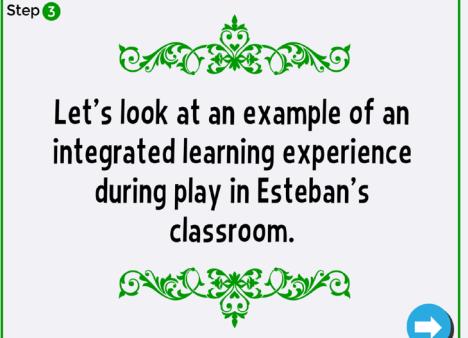


**Facilitator:** Play, inquiry, and routine experiences all offer opportunities for children to develop and learn across different domains.

## STEP 3: PRACTICE

### PRESENTATION SEQUENCE

### FACILITATOR'S NOTES



Step 3

Let's look at an example of an integrated learning experience during play in Esteban's classroom.



[3 min]

 CLICK

### Step 3 - Practice

**Facilitator:** Let's look at an example of a planned, integrated learning experience in Esteban's classroom.

Reference handout.

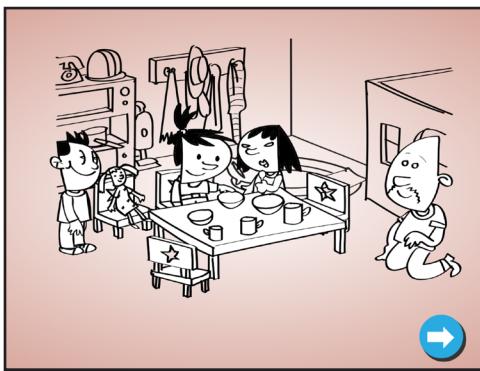
□ **"Integrated Learning in Esteban's Classroom"**

Take on the role of the narrator, and invite three volunteers to come up and read the script on the handout. Pass out the handout to the rest of the participants to follow along.

## STEP 3: PRACTICE *Continued*

### PRESENTATION SEQUENCE

### FACILITATOR'S NOTES



**Facilitator:** As part of their exploration of families, Esteban reads *Goldilocks and the Three Bears* during circle time, and children have been reenacting the story. He notices children's interest and has intentionally provided materials related to this story. For example, he provides different sized plates, cups, and other props. Esteban observes the following interaction.



**Mei:** I'll be the mama.

**Jack:** And I'll be the papa.

**Asha:** I have a grandma at my home.

**Mei:** But we need a baby.

**Facilitator:** Jack picks up a baby doll.

**Jack:** Here's a baby.

**Asha:** And I can be grandma.

**Facilitator:** The three children work together to prepare dinner. Mei sets the table with plates and cups.

**Mei:** One plate for mama. One for papa. One for grandma. One for baby. And one—two—three—four cups!

**Asha:** Here's the big plate for papa. The small plate for baby.

**Facilitator:** Jack pretends to cook the food.

**Jack:** I put carrots in soup. I need noodles.

**Facilitator:** Let's identify some examples of how children can develop and learn in multiple domains from this dramatic play experience. How might this experience support:

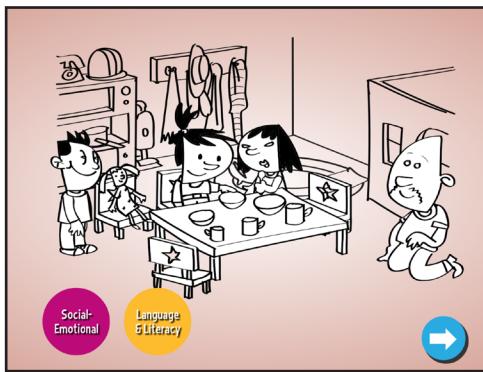
**Facilitator:** Social-emotional development?



### STEP 3: PRACTICE *Continued*

#### PRESENTATION SEQUENCE

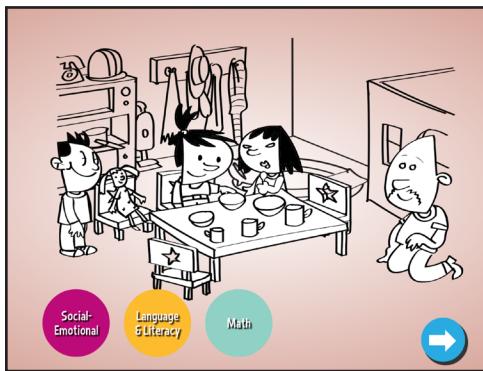
#### FACILITATOR'S NOTES



Pause for responses from the group.

- Example:
- Children negotiating roles

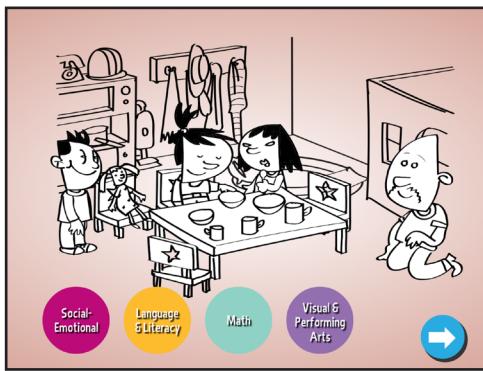
**Facilitator:** *Language and literacy?*



Pause for responses from the group.

- Examples:
- Reading Goldilocks and the Three Bears
- Dialogue during play

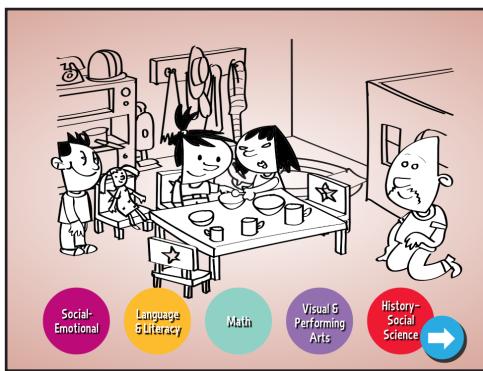
**Facilitator:** *Math?*



Pause for responses from the group.

- Examples:
- One-to-one correspondence of plates
- Counting cups
- Matching size of plates to size of family member

**Facilitator:** *Visual and performing arts?*



Pause for responses from the group.

- Examples:
- Reenacting parts of Goldilocks and the Three Bears

**Facilitator:** *History-social science?*

Pause for responses from the group.

- Examples:
- Exploring family structures
- Taking on roles of family members

## STEP 3: PRACTICE *Continued*

### PRESENTATION SEQUENCE



Dramatic play is an effective way to provide children with rich learning experiences that support development in multiple domains.



[Go to step 4: THINK](#)

### FACILITATOR'S NOTES

**Facilitator:** Dramatic play is an effective way to provide children with rich learning experiences that support development in multiple domains.

## STEP 4: THINK

### PRESENTATION SEQUENCE



Step 4

Let's think about other opportunities for integrated learning experiences.



### FACILITATOR'S NOTES

[4 min]



#### Step 4 - Think

Reference handout.

##### "Scenarios"

**Facilitator:**

*Let's think about other opportunities for integrated learning experiences. On your handout, choose either the routine or inquiry scenario. Pair up with someone who has chosen the same scenario.*

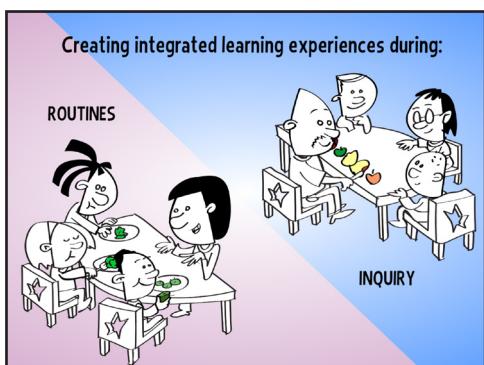


Give participants a few moments to form their pairs. If anyone is alone, the facilitator can pair up with that participant.

Routine Scenario:

At the lunch table, Claire (14 months) picks up peas one by one to eat, and Myrna (18 months) uses her fork to eat broccoli. When Claire finishes her peas, she pushes her hands toward each other to sign for more. Her teacher, Marisa, responds, "You're asking for more peas."

[...Continued on next page]



**STEP 4:** *Continued*  
**THINK****PRESENTATION SEQUENCE****FACILITATOR'S NOTES**

Myrna looks over and repeats, "Pea." Marisa replies, "Myrna, you're noticing Claire's peas. They are green like your broccoli!" Myrna repeats, "Geen." Marisa continues the conversation, "Let's see who else is eating green foods today. Julio's eating green kiwi." Myrna looks over at Julio and points at him.

**Inquiry Scenario:**

As part of their exploration of healthy foods, Esteban facilitates a comparison and contrast activity with a small group of children. He provides a variety of apples, and he and the children discuss how the apples are similar and different in size and color. Esteban scaffolds the children's learning experiences as they group the apples in different ways. After exploring the outsides, he cuts into the apples so the children can see the insides and have an opportunity to compare the tastes of the different apples.

**Facilitator:** *Read the scenario and work with your partner:*

- *Circle the different domains of development and learning that you see happening.*
- *Under each domain, write down which specific skills are being developed or concepts are being learned. For the routine scenario, use the California Infant/Toddler Learning & Development Foundations as a resource. For the inquiry scenario, use the California Preschool Learning Foundations as a resource.*
- *Discuss how the adult intentionally supports development and learning in multiple domains.*

## STEP 4: *Continued*

### THINK

#### PRESENTATION SEQUENCE

#### FACILITATOR'S NOTES

**Adults can intentionally support integrated learning experiences throughout the day, including routines and inquiry.**

[Go to step 5: EXPAND](#)



Encourage participants to pull out their copies of the California Infant/Toddler Learning & Development Foundations and the California Preschool Learning Foundations. If participants do not own copies of these resources, share your own copies with participants. Here are links to the PDF versions:

<http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

<http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

Give participants time to discuss the scenarios with their partners. Ask for volunteers from each scenario to share their ideas. Invite participants to continue filling out their handout with responses from other pairs.



## STEP 5: EXPAND

#### PRESENTATION SEQUENCE

#### FACILITATOR'S NOTES

Step 5



Think about an activity you are planning for next week.

[3 min]



### Step 5 - Expand

**Facilitator:**

*Think about an activity you're planning for next week.*



## STEP 5: *Continued*

### EXPAND

#### PRESENTATION SEQUENCE



#### FACILITATOR'S NOTES

**Facilitator:** *How can you expand this learning experience to support children's development in different domains? Write down your ideas.*

Give participants time to record their ideas, and ask for a few volunteers to share. Here are some examples, if participants need some ideas:

- If you're planning an art activity, think about how you can introduce new vocabulary or science concepts (for example: mixing colors).
- If you're planning an obstacle course, try to add music or a story (for example: We're Going on a Bear Hunt) or ask children to count how long it takes for a peer to go through the obstacle course.

**Facilitator:** *From your brainstormed ideas, identify one or two action steps you need to take to make this integrated learning experience happen.*

Here are some examples, if participants need some ideas:

- Buy or get permission to use materials or equipment (for example, water table, light table).
- Rearrange the furniture to allow space for peer interactions or different gross motor opportunities.
- Rearrange the schedule.
- Make lists of new vocabulary related to the activity.
- Find songs or books related to the activity.

[...Continued on next page]

## STEP 5: *Continued*

### EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
 <p>Stretch yourself to facilitate at least one integrated learning experience each day.</p>	<ul style="list-style-type: none"> <li>■ Change props or furniture in dramatic play area.</li> <li>■ Identify relevant math concepts (for example, counting and patterns).</li> </ul> <p><b>Facilitator:</b> You each have concrete ideas to take back to your programs to facilitate an integrated learning experience.</p> <p><b>Facilitator:</b> Stretch yourself to facilitate at least one integrated learning experience each day. Integrated learning experiences support children's development of concepts and skills in different domains.</p>

### THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

California Department of Education. (2010). *California preschool curriculum framework* (Vol. 1). Sacramento, CA: California Department of Education.

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children birth through age 8*. Washington, DC: National Association for the Education of Young Children.

Rushton, S., & Larkin, E. (2001). Shaping the learning environment: Connecting developmentally appropriate practices to brain research. *Early Childhood Education Journal*, 29(1), 25–33.

Rushton, S., Juola-Rushton, A., & Larkin, E. (2010). Neuroscience, play and early childhood education: Connections, implications and assessment. *Early Childhood Education Journal*, 37(5), 351–361.