

Supporting Concept Development: *Integrated Learning*

INTEGRATED LEARNING IN ESTEBAN'S CLASSROOM

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

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 says: "I'll be the mama."

Jack echoes: "And I'll be the papa."

Asha chimes in: "I have a grandma at my home."

Mei responds: "But we need a baby."

Jack picks up a baby doll.

Jack suggests: "Here's a baby."

Asha decides: "And I can be grandma."

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

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

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

Jack pretends to cook the food.

Jack describes: "I put carrots in soup. I need noodles."

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 development and learning in the following domains?

Social-Emotional: _____

Language and Literacy: _____

Math: _____

Visual and Performing Arts: _____

History-Social Science: _____