Embedded Instruction for Early Learning
Tools for Teachers

Module 2:
What to Teach
&
When to Teach

Ground Rules

- Settle in and be comfortable

- Participate, ask, and reflect

- Parking lot

- Talk or text in the hallway

- Silence phones

- Get to know each other and enjoy…

Tools for Teachers Workshops

Module 1: Overview Module

Module 2: What to Teach & When to Teach

Module 3: How to Teach

Module 4: How to Evaluate

After completing Module 2 you will be able to:

- Identify features of quality activities that are the foundation for embedded instruction

- Conduct activity-focused assessments to identify priority learning targets for embedded instruction

- Break down goals to make them the "right size" priority learning targets for embedded instruction

- Write quality learning targets

- Select activities, routines, or transitions that are logical and appropriate for embedded instruction

- Plan which and how many instructional learning trials to embed across activities, routines, and transitions

- Complete an Activity Matrix

Embedded Instruction for Early Learning
Tools for Teachers

What to Teach
Key Practices

Key Practices: What to Teach

1. Develop and implement <u>activities</u> that are designed to support the engagement and learning of all children.

2. Obtain information about children's skills in activities, routines, and environments (<u>activity-focused assessment</u>) and <u>use it to inform priority instructional learning targets</u>.

3. <u>Break down larger goals</u> to identify the behavior or skill I would like the child to achieve in the next few weeks and ensure alignment with general preschool curricular content.

4. <u>Write</u> developmentally appropriate; functional and aligned; generative; observable and measurable (i.e., conditions and criteria specified) <u>priority learning targets</u>.

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What to Teach
Key Practice 1:
Provide High Quality Activities

High Quality Activities

What are Activities?

- Types of "Activities"

  - Activities

  - Routines

  - Transitions

- Degree of "Structure" Continuum

⟵————————————————————⟶

Teacher-directed…………………..Child-initiated

Teacher-Directed Activities

- Planned and led by the teacher

- Includes large-group and small-group activities

- Often "structured" with more limited opportunities for child choice or free expression

Teacher-
Directed……………... Child-
Initiated

Child-Initiated Activities

- Frequent opportunities for child choice and free expression

- Children initiate and persist in an activity

- Includes free choice, center time, or other activities that the child chooses to do and completes using materials they choose

Teacher-
Directed………….....

Child-
Initiated

Interest Areas

- Dramatic play
- Manipulatives
- Blocks
- Art
- Books/Literacy
- Writing
- Math
- Science
- Motor
- Family display

Routines

Series of behaviors

Include
- **Clean–up**
- **Meal times**
- **Arrival/departure**
- **Toileting**
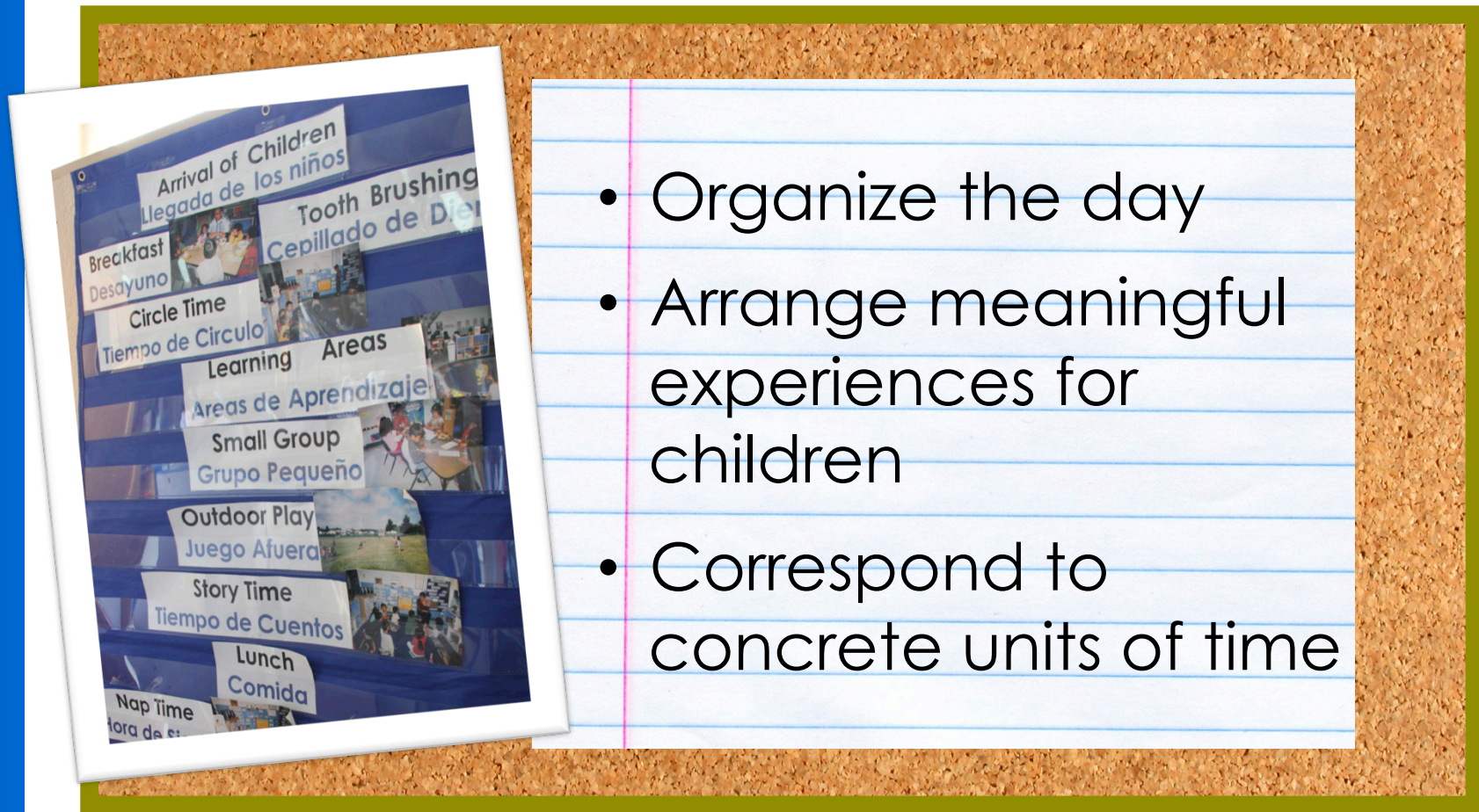- **Hand washing**

Occur regularly

Transitions

- Physical movement of children in the classroom from one "activity" to another

Activities are "Embedded" in Daily Schedules…

- Organize the day

- Arrange meaningful experiences for children

- Correspond to concrete units of time

Components of a Schedule

Blocks
of time

- Group time
  - Large group
  - Small group
- Activity/ center time
- Snacks/Meal time
- Outdoor time

Sequence
of time

- Arrival
- Next Activity
- Next Activity….
- Departure

Schedules and Activities Should Be Designed to Promote Child Engagement

Attention span

Alertness level

Adult availability

Sufficient time

Other Schedule and Activities Considerations

Requirements

Active/Quiet activities
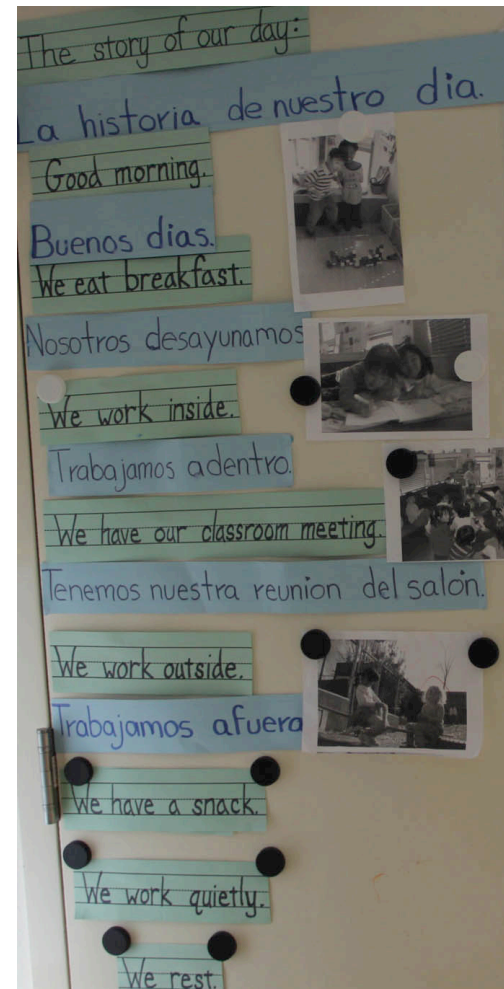
Small/Large groups

Teacher-directed/ Child-initiated

Teaching the Schedule

- Post the schedule

- Follow the schedule consistently

- Teach the schedule so ALL children understand

- Individualize instruction around teaching the schedule

Let's Analyze Your Daily Schedule and Activities

- Program Requirements

  - Scheduled times for lunch, outside, resource

- Active/Quiet Activities

  - Alternate?

- Small/Large Group

  - Mix?

- Teacher-directed vs. child-initiated

  - Balance?

- Location

  - Inside classroom, outdoors

- Number of Staff and children present

- Variation across Days

What's working well?

What might you want to change? Why?

High Quality Activities

- Logical beginning, middle, and end

- Developmentally appropriate materials to support learning

- Materials linked to curriculum and instruction

- Support characteristics of children

- Universal design

- Modifications or adaptations available for those who need them

Logical Beginning, Middle, and End

- What cues the child that an activity, routine, or transition is beginning?

- What occurs during the middle of the activity?

- How does the activity end? What cues the child that an activity, routine, or transition is ending?

- Activity "flow" – for both adults and children?

Developmentally Appropriate Materials Linked to Curriculum and Instruction

Linked To Learning

Meaningful

Culturally Appropriate

Attractive

Support Characteristics of Children

Interests

Experiences

Home Background

Learning Goals

Abilities

Universal Design and Modifications/Adaptations for Activities

Universal Design

Modifications or Adaptations

Naturalistic Instructional Strategies

Prompt/Prompt Fading Strategies

Consequence/Feedback Strategies

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Universal Design FOR Learning

A set of principles for curriculum development and activity planning that gives **all individuals equal opportunities to learn.**

Multiple means of…

Representation

The ***WHAT*** of learning

Different Modalities

Learners differ in the ways that they perceive and comprehend information that is presented to them.

Look

Listen

Touch

Multiple means of…

Action or Expression

The ***HOW*** of learning

Physical Action

Skills

Example – large materials such as paint brushes, crayons, etc.

Tell a story instead of writing.

Multiple means of…

Engagement

The *WHY* of learning

- Learners differ in the ways in which they can be engaged or motivated to learn.

- The same learner will differ over time and circumstance.

- Interests change as children develop and gain new knowledge and skills.

- Optimize choice, relevance, foster collaboration.

Modifications or Adaptations

- Change made to the ongoing classroom activity or materials to achieve or maximize a child's participation (Sandall & Schwartz, 2008)

- Adaptations – special categories of modifications

Examples of Modification: Simplify the Activity

Blocks available to make roads for the bigger cars instead of using the car mat.

Bigger cars for those who do not yet have the fine motor skills to drive the smaller cars on the car mat.

Example of Modification: Environmental Support

This visual support alters the environment and provides choices for how to engage with materials in the art center

In the **ART AREA** I can...

paint	arts & crafts	easel
play dough	finger-paint	water table
drawing	art	colored papers

Visuals, photographs, play strips, are examples of environmental supports.

Categories of Adaptations

1. Augmentative or alternative communication system

Methods of communication other than speech that allow a child who is unable to use spoken language to communicate.
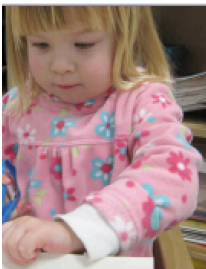
2. Alternative Mode for Written Language

Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil well enough to produce written symbols.
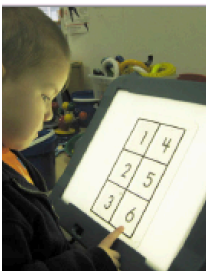
3. Visual Support

Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

4. Assistive Equipment or Device

Tools that make it possible or easier for a child to perform a task.

Categories of Adaptations

5. Functional Positioning

Strategic positioning and postural support that allow a child to have increased control of his body.

6. Sensory Support

Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.
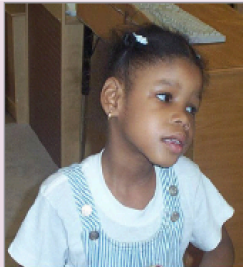
7. Alternative Response Mode

Recognition that a child might demonstrate mastery of a skill in a unique way.

7 types

http://draccess.org/sites/default/files/pdfs/AdaptationsHandout_0.pdf

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Example Activities and Analyses

- Painting a Rainbow

- Animals on the Bus

- Bean Bag Rock

Summary

- High quality activities are the foundation for embedded instruction

- Plan first for high quality activities that are universally designed

- Then, consider what modifications and adaptations might be needed based on children's embedded instruction priority learning targets

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What to Teach

Key Practice 2:
Conduct Activity-Focused Assessment

Why Activity-Focused Assessment?

Obtain information about children's skills in activities, routines, and transitions (and other environments) and use it to inform priority embedded instruction learning targets.

Activity-Focused Assessment: Two Levels

Activity Analysis

- Examine classroom activities to identify characteristics, expectations, and **learning opportunities for <u>all children</u>**

Child-Focused Activity Analysis

- Observe a child while engaged in an activity to help identify **priority skills**

Activity Analysis

- Activity Characteristics

  - Whole group, small group, or individual
  - Structured --- unstructured
  - Teacher-directed --- child-initiated
  - Active --- passive
  - Novel or routine
  - Social --- materials-oriented

- Activity "Expectations"

  - What do children need to know or be able to do to be engaged meaningfully in the activity?

Transition: Clean Up

Clean-Up-Activity Analysis

- ## Characteristics?

  - Routine for small group, children work together to complete task
  - Activity is structured and teacher-directed
  - Children are active

- ## Expectations?

  - Stacking big block (motor)
  - Helping each other (social)
  - Following directions, requesting help (language)
  - Others…

Free Play

Free Play- Activity Analysis

- ## Characteristics?

  - Children are active
  - Children explore with support or with a friend
  - Child-initiated

- ## Expectations?

Large-Group Teacher Directed: Dancing and Singing

Large-Group Activity Analysis

- Characteristics?

- Expectations?

Child-Focused Activity Analysis

- Provide authentic information about child skills in ongoing activities, routines, and transitions

- Observe child strengths and needs within activities

- Use to determine priority learning targets

Transition: Child-Focused Activity Analysis

Skills/Behaviors for Damon

- What is Damon doing well?

- What skills/behaviors might help Damon enhance his engagement, independence, or interaction with adults or peers during the activity?

Free Play: Child-Focused Activity Analysis

Skills/behaviors for Damon

- What is Damon doing well?

- What skills/behaviors might help Damon enhance his engagement, independence, or interaction with his peers during the activity?

Large-Group Teacher Directed: Dancing and Singing – Child Focused

Skills/behaviors for Carmen

- What is Carmen doing well?

- What skills/behaviors might help Carmen enhance her engagement, independence, or interaction with her peers during the activity?

Summary

Activity	Activity Expectations	Child Current Level of Engagement, Independence, Interaction	Child Strengths in Activity	Skills/ Behaviors To Target for Instruction
Transition				
Free Play				
Large Group				
Etc				

Assessment ➡ Priority Learning Target

Think – Pair – Share

- Think about two ways you might use this activity-focused approach in your classroom…

- Pair up with the person next to you

- Share your ideas with one another…

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What to Teach
Key Practice 3:
Identify Priority
Learning Targets

What to Teach: Key Practice 3

Break down larger goals to identify the behavior or skill I would like the child to achieve in the next few weeks and ensure alignment with general preschool curricular content.

Ensuring Alignment when Identifying Priority Learning Targets

Individualized

Universal

Priority Learning Targets

IEP Content

Targeted Curricula
(e.g., early literacy, social emotional)

General Curriculum Commercial

General Curriculum Locally Developed

Preschool Learning Foundations
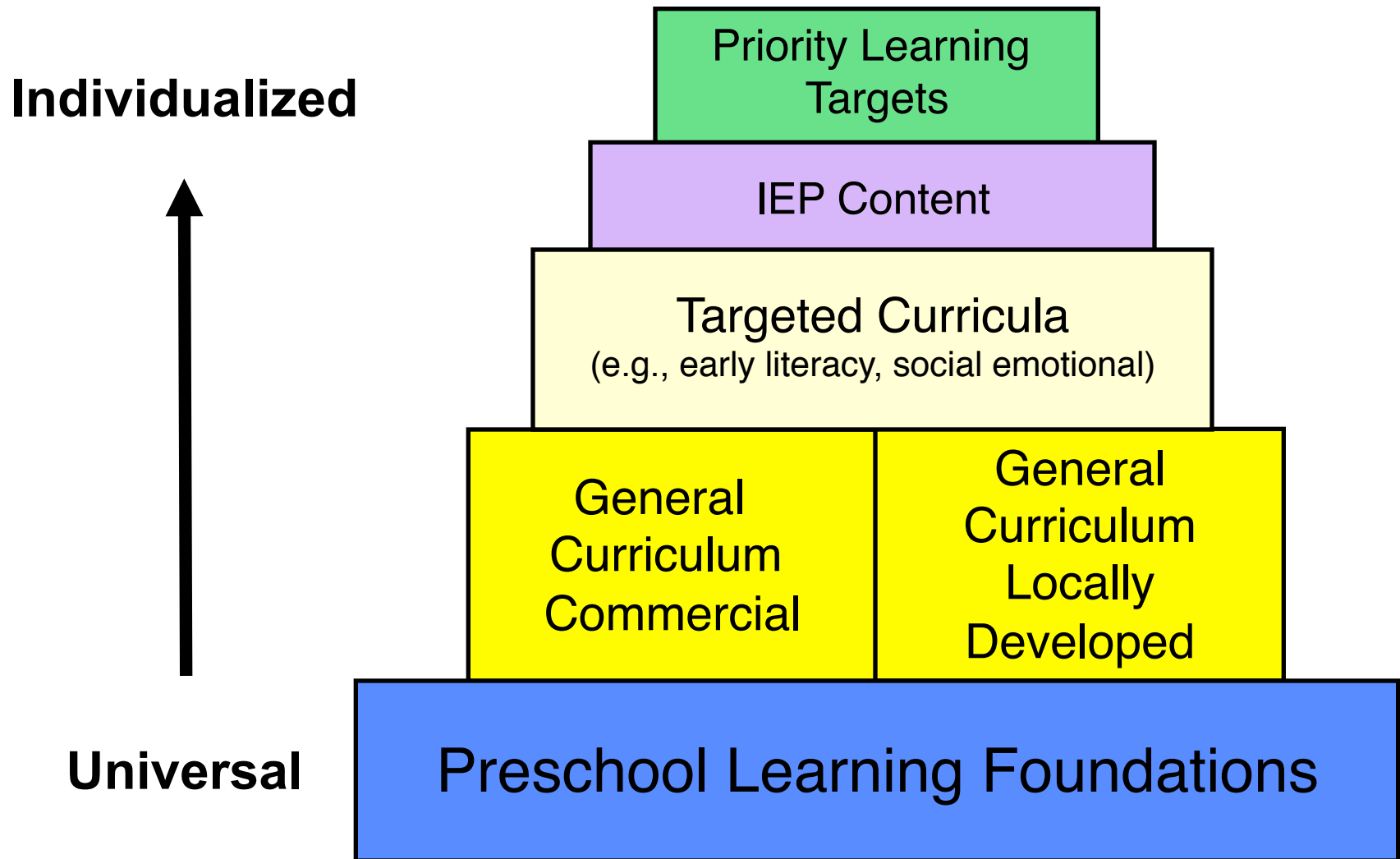
Identifying Learning Targets

Priority Learning Target

"Orients book correctly"

↑

Individualized Goal

"Demonstrates functional use of books"

↑

FL Preschool Foundations
IV: Language, Communication, and Emergent Literacy
F: Emergent Reading
1.b. Child interacts appropriately with books and other materials in a print-rich environment.

Identifying Learning Targets

First Priority Learning Target
"Orients book correctly"

↓

Next Priority Learning Target
"Turns pages one at a time"

↓

Next Priority Learning Target
"Touches and vocalizes or verbalizes at picture"

↓

Individualized Goal
"Demonstrate functional use of books"

↑

FL Preschool Foundations
IV: Language, Communication, and Emergent Literacy
F: Emergent Reading
1.b. Child interacts appropriately with books and other materials in a print-rich environment.

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Remember Mia?

- Mia is 4 years old and has Down Syndrome

- She attends an integrated preschool 5 days a week

- The goals on Mia's IEP focus on:

  - preparing and serving food,
  - demonstrating understanding of concepts such as colors, shapes, and size
  - increasing social interactions with peers
  - using 3-word utterances to request, comment, or label

Mia's Goal

During routine classroom activities, **Mia will spontaneously produce 3-word utterances** to express a variety of communicative intentions including <u>recurrence</u> (more juice please), <u>description</u> (big blue ball), and <u>agent-action-object relations</u> (you push truck) when <u>requesting or labeling</u> with adults or peers. Mia will demonstrate at least 3 examples from each category (recurrence, description, agent-action-object) during a language sample collected over 2 data collection days.

Breaking Down Mia's Goal

Mia will use at least 5 single action words when labeling or requesting during snack, centers, and outside play

⬇

Mia will increase her expressive vocabulary by using single action words and single agent words when labeling or requesting in the classroom (e.g., go, run, push, me, mom, dad, Ms. Sara)

⬇

Mia will spontaneously produce 2-word utterances using either agent-action or action-object relations when labeling or requesting in the classroom (e.g., "me go", "throw ball")

⬇

Mia will spontaneously produce 3-word utterances using agent-action-object relations when commenting and requesting in the classroom (e.g., "you push swing")

3

Different Ways to Break Down Goals to Priority Learning Targets

Break it Down by Smaller Amounts

1 Plays with one toy for 1 minute

↓

2 Plays with one toy for 2 minutes

↓

3 Plays with one toy for 3 minutes

↓

Goal: Plays with one toy for at least 5 minutes

Break it Down by Providing Additional Help at First

> I'll hang up a picture on her cubby and **remind her to hang her backpack**!

> Then I'll just leave the **visual reminder** on her cubby.

> After a few days, I'll **take away the picture** to see if she is ready to hang her backpack up on her own!

Break it Down: Step-by-step

Goal: Washing Hands

TURN ON WATER	TURN OFF WATER
GET SOAP	GET PAPER TOWEL
RUB SOAP INTO HANDS	DRY HANDS
RINSE HANDS	PAPER TOWEL INTO GARBAGE

Break it down by Logical order
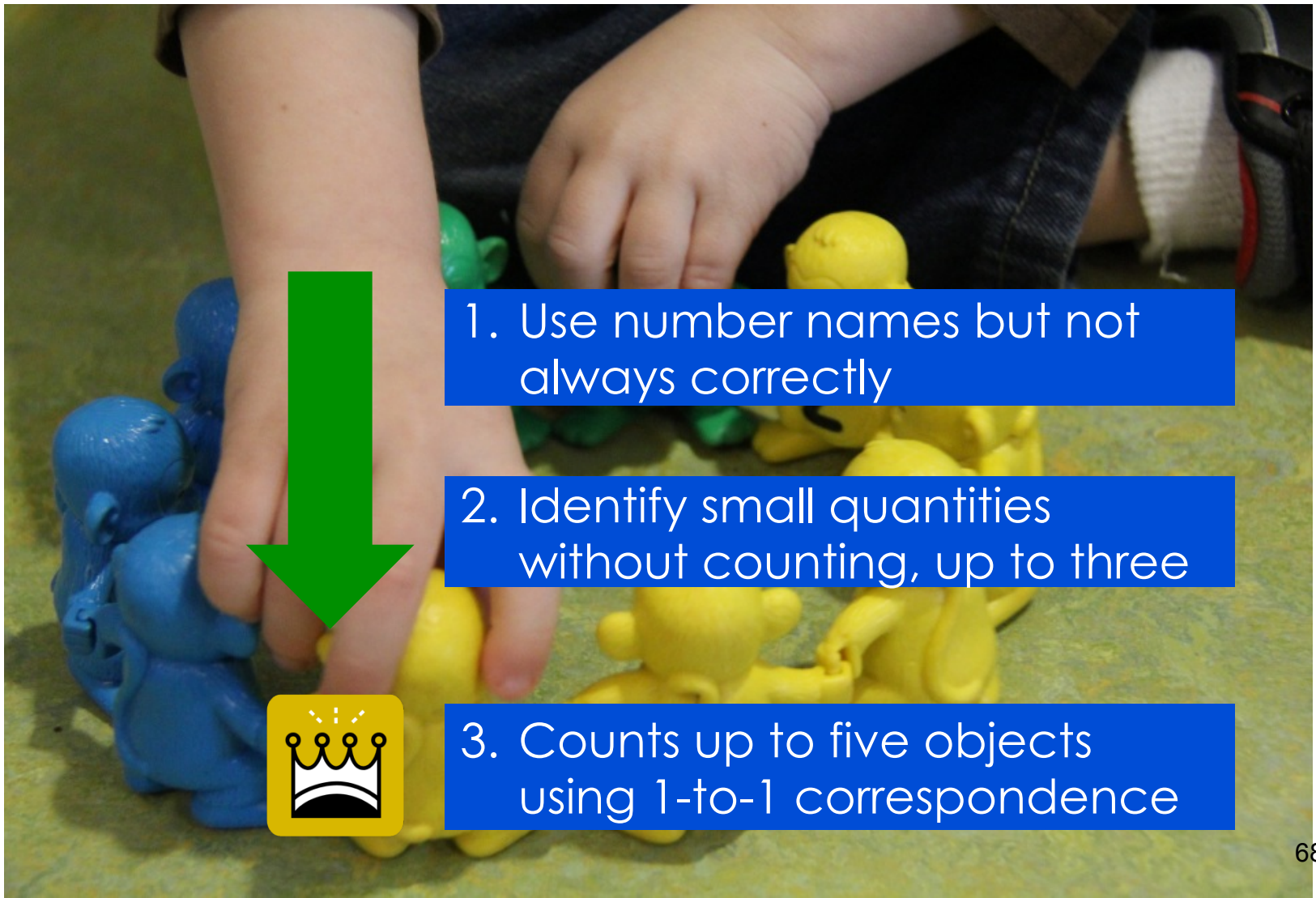
1. Use number names but not always correctly

2. Identify small quantities without counting, up to three

3. Counts up to five objects using 1-to-1 correspondence

Identifying Learning Targets

- Let's look at a few more of Mia's goals

- Let's practice breaking down some of the goals into 3 smaller steps

- Work in pairs

- We will share a few ideas with your peers

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What to Teach Key Practice 4: Write Quality Priority Learning Targets

Writing High-Quality Learning Targets

Target Skill or Behavior (what the child should do or say)

- Developmentally Appropriate

- Functional and Aligned

- Generative

- Observable and Measurable

Writing Learning Targets

(1) Learner   Mia will

(2) Behavior   initiate interactions with peers using 1-2 words (e.g., say peer name, greeting)

(3) Conditions   following a model,

(4) Activities   during arrival, outdoor activities, and play activities

(5) Criterion   on 4 occasions each day for three consecutive days.

Behavior

(1) Learner

(2) Behavior   Focus on skill or behavior that is one or two steps ahead of what the child can currently do

(3) Conditions

(4) Activities

(5) Criterion

Stages of Learning
- *Acquisition*
- *Fluency*
- *Generalization*
- *Maintenance*
- *Adaptation*

Conditions

(1) Learner

(2) Behavior

(3) Conditions   Focus on supports that will help the child do the skill or behavior without "over-helping"

(4) Activities

Type of Assistance
- *People*
- *Materials*
- *Level of support*

(5) Criterion

Activities

(1) Learner

(2) Behavior

(3) Conditions

(4) Activities   Focus on activities in which the child might be expected to use the skill or behavior (natural or logical activities)

(5) Criterion

Criterion

(1) Learner

(2) Behavior

(3) Conditions

(4) Activities

(5) Criterion

I know he/she can do this when…
- *Level of performance*
- *How much, how often, how long*
- *Other*

Focus on information that you could use to say the child can do the skill or behavior

Mia will initiate interactions with peers using 1-2 words (e.g., say peer name, greeting) following a model during arrival, outdoor activities, and play activities on 4 occasions each day for three consecutive days.

- Learner
- Behavior
- Conditions
- Activities
- Criterion

- Developmentally-appropriate
- Functional and aligned
- Generative
- Observable and Measurable

Mia will name colors, give or show colored object, or point to colors (i.e., red, blue, green, and yellow) when asked by an adult or peer *during a variety of classroom activities*; identifying each color correctly twice a day for 3 consecutive days.

- Learner
- Behavior
- Conditions
- Activities
- Criterion

- Developmentally-appropriate
- Functional and aligned
- Generative
- Measurable

Mia will <u>greet peers with 1-2 words</u> (e.g., Hi, good morning, how you?) <u>following a peer or adult model</u> during <u>arrival, outdoor activities, and centers</u> on <u>4 occasions each day for 3 consecutive days</u>.

- Learner
- Behavior
- Conditions
- Activities
- Criterion

- Developmentally-appropriate
- Functional and aligned
- Generative
- Measurable

Practice Writing Learning Targets

- Select a learning target you brought to the workshop

- See if the learning target needs to be broken down to create smaller learning targets

- Write one learning target using the Learning Target Planning Form

- Indicate how the target aligns with preschool standards and Creative/ TS Gold

- Make sure the learning target meets the quality indicators shown on the Learning Target Planning Form

Summary – Key What to Teach Practices!

1. Develop and implement <u>activities</u> that are designed to support the engagement and learning of all children.

2. Obtain information about children's skills in activities, routines, and environments (<u>activity-focused assessment</u>) and <u>use it to inform priority instructional learning targets</u>.

3. <u>Break down larger goals</u> to identify the behavior or skill I would like the child to achieve in the next few weeks and ensure alignment with general preschool curricular content.

4. <u>Write</u> developmentally appropriate; functional and aligned; generative; observable and measurable (i.e., conditions and criteria specified) <u>priority learning targets</u>.

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When to Teach

Key Practices: When to Teach

5. <u>Select</u> which <u>activities, routines, and transitions</u> are <u>logical and appropriate</u> for embedded instruction given a specified instructional target.

6. <u>Plan which and how many</u> instructional learning <u>trials to embed</u> within and across activities, routines, and transitions.

7. <u>Develop an activity matrix</u> to record when I plan to embed instructional learning trials for individual children.

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When to Teach

Key Practice 5:
Select Logical and
Appropriate Activities
for Embedded
Instruction

Find the "Fit"

Learning Target

(Consider child's abilities, priority skills, preferences, & support needs)

Activity, Routine, or Transition

(Characteristics & "demands")

High-Quality Teaching & Embedded Instruction

Learning Target
(Consider child's abilities, priority skills, preferences, & support needs)

Activity, Routine, or Transition
(Characteristics & "demands")

Fit

Ask a peer to pass the juice

Snack

Natural

Name Color Objects

Snack

Logical

Point to objects in books

Snack
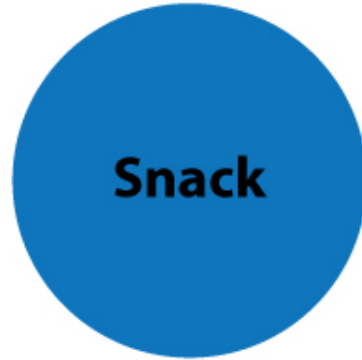
Might not be a good fit

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When to Teach
Key Practice 6:
Plan Which and How Many
Trials to Embed

Ensuring a "Sufficient" Number of Learning Trials

Learning trials can be distributed, massed, or spaced **within** or **across** activities

Distributed   Massed   Spaced

Learning trials
should occur in a
context that is meaningful for the child

Embedded-Distributed Trial

Embedded-distributed

- Learning trials are underlined inserted into underlined activities or routines and underlined distributed throughout the day
- underlined Time between learning trials to perform other skills or participate in other activities

Promotes Mastery

- Might be helpful to support the underlined maintenance and underlined generalization of a learned skill

Embedded-Massed Trial

Embedded-massed

- Learning trials inserted into everyday activities and routines and delivered very closely together in time
- Focus on one behavior with repeated practice

Promotes Learning

- Might be helpful when child is acquiring a skill or becoming fluent in using a skill

Embedded-Spaced Trial

Embedded-spaced

- Learning trials inserted into everyday activities and routines and pauses between trials

- Practice on target behavior spaced between another behavior

Promotes Learning and Mastery

- Might be helpful when child is acquiring a skill or becoming fluent in using the skill
- Might be helpful to support the maintenance and generalization of a learned skill

Embedded Instruction for Early Learning
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When to Teach
Key Practice 7:
Develop an Activity Matrix

Activity Matrix

An **Activity Matrix** helps to ensure teaching occurs. It reminds teachers of:

- the planned activities,
- the number of children and number of activities in the day, and
- the number of adults who are able to assist

Making an Activity Matrix

Step 1: List a predictable, balanced classroom schedule of activities – list the activities and times of day in the left-hand column of the chart

Step 2: Create columns to the right for particular children

	Mia	Matthew
Arrival		
Free Play		
Circle		
Outside		
Snack		
Class Activity		
Departure		
Transitions		

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Activity Matrix: Example

	Mia	Matthew
Arrival	2-word combination for recurrence	Follow a two-step direction relating to the immediate context
Free Play	Verbally name at least 3 different colors	Follow a two-step direction relating to the immediate context
Circle	Imitate at least one action performed by a peer	Will move objects or himself in relation to another object or location
Outside	2-word combination for recurrence Imitate at least one action performed by a peer	Will move objects or himself in relation to another object or location
Snack	2-word combination for recurrence	Follow a two-step direction relating to the immediate context
Class Activity	2-word combination for recurrence	Hold adapted paint brush and make markings
Departure		Will move objects or himself in relation to another object or location
Transitions	Verbally name at least 3 different colors	Follow a two-step direction relating to the immediate context

A Well-Planned Activity Matrix

Things to think about:

- Match the child's learning target to the activity

- Consider natural locations in which behavior occurs

- Be aware of staff who are available during daily activities

- Identify the number of opportunities needed for practice

- Includes sufficient numbers of trials for the child to learn the learning target skills

Activity Matrix: The Key for Embedding

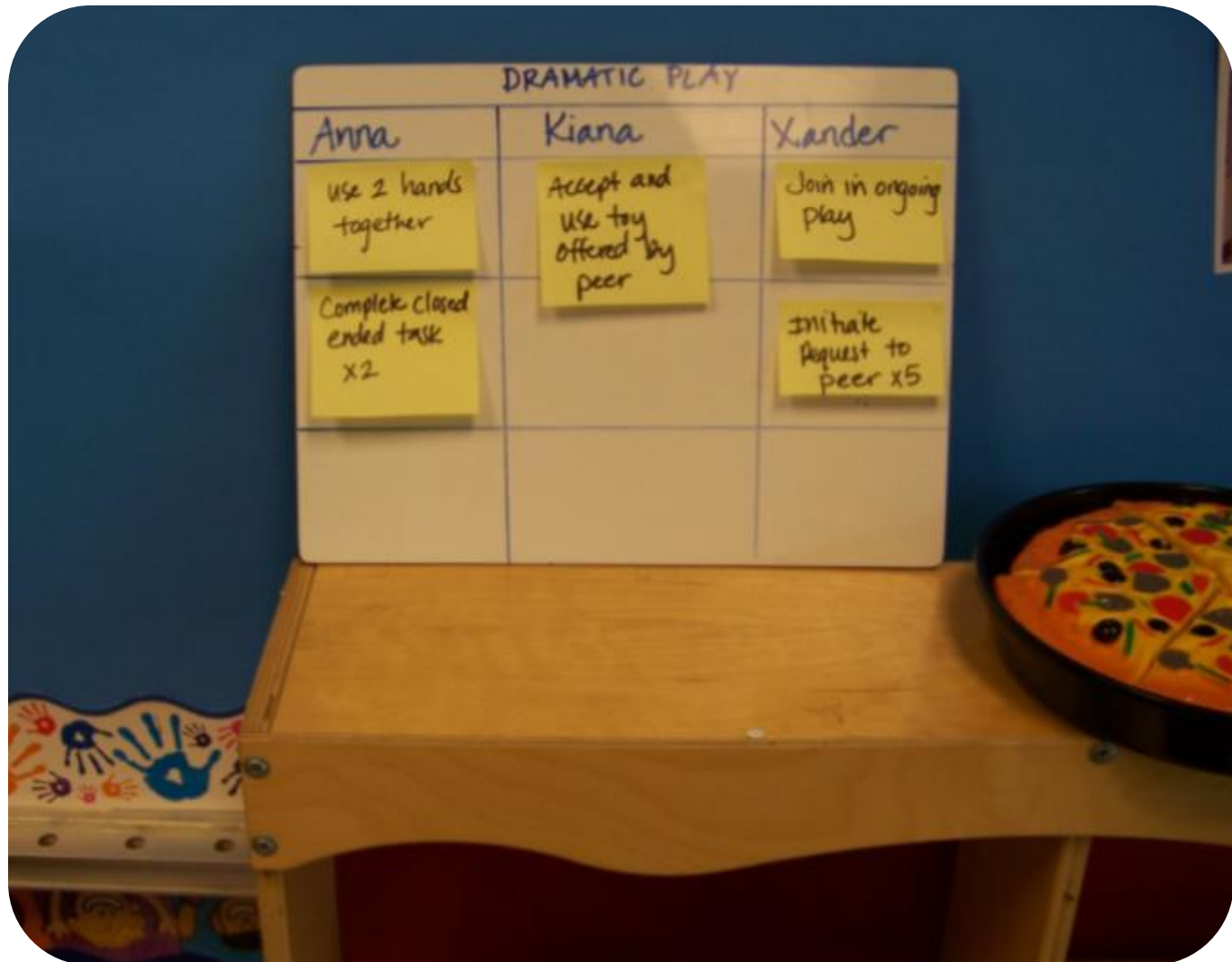|	Mia	Matthew	Leo
Arrival	2-word combination for recurrence - 5	Follow a two-step direction relating to the immediate context - 2	Move up and down stairs without assistance - 2
Free Play	Verbally name at least 3 different colors - 6	Follow a two-step direction relating to the immediate context - 4	Use a chair or table to stand up from the floor without adult support - 5
Circle	Imitate at least one action performed by a peer - 5	Move objects or himself in relation to another object or location - 3	Will express his needs to adults and peers using 2-3 word sentences - 2
Outside	2-word combination for recurrence - 3 Imitate at least one action performed by a peer - 5	Move objects or himself in relation to another object or location - 5	Move up and down stairs without assistance - 2
Snack	2-word combination for recurrence - 4	Follow a two-step direction relating to the immediate context - 2	Will express his needs to adults and peers using 2-3 word sentences - 3
Class Activity	2-word combination for recurrence - 3	Hold adapted paint brush and make markings - 4	Use a chair or table to stand up from the floor without adult support - 2
Departure		Move objects or himself in relation to another object or location - 2	Move up and down stairs without assistance - 2
Transitions	Verbally name at least 3 different colors - 4	Follow a two-step direction relating to the immediate context - 2	Use a chair or table to stand up from the floor without adult support - 4

Activity Matrices in the Classroom

We can use activity matrices in a variety
of ways to support embedded instruction

Class Activity Matrix

	Anna	Kiana	Xander	
Arrival	Remove Coat	Respond to Greeting x3		
Free Play	Complete Closed ended task x2	Accept and use toy offered by peer	Initiate Request to Peer x2	Join in ongoing play
Circle	Jump up with 2 feet together x3	Imitate Gross Motor Actions	Answer "where" question	
Outside	2 word phrase with 1 descriptive x2	Follow 1-Step Directions x3	Catch and throw for 3 cycles	
Snack	2 word phrase with 1 descriptive x3	Drink from open cup x4	Respond to peer request x3	
...ee Play	Complete Closed ended task x2	Use 2 hands together	Initiate Request to Peer x3	

Specific Area of Classroom Matrix

Scheduled Activity and Associated Activity Types Matrix

Specific Time of Day Matrix

Individual Child Activity Matrix

Activity Matrix for **Mia**	Verbally name at least 3 different colors	Imitate one action of peer	2-word combinations for recurrence
Arrival	x		
Free Play	x	x	x
Circle	x	x	
Outside		x	x
Snack			x
Class Activity	x		x
Departure			
Transitions	x	x	

Building the Class Activity Matrix

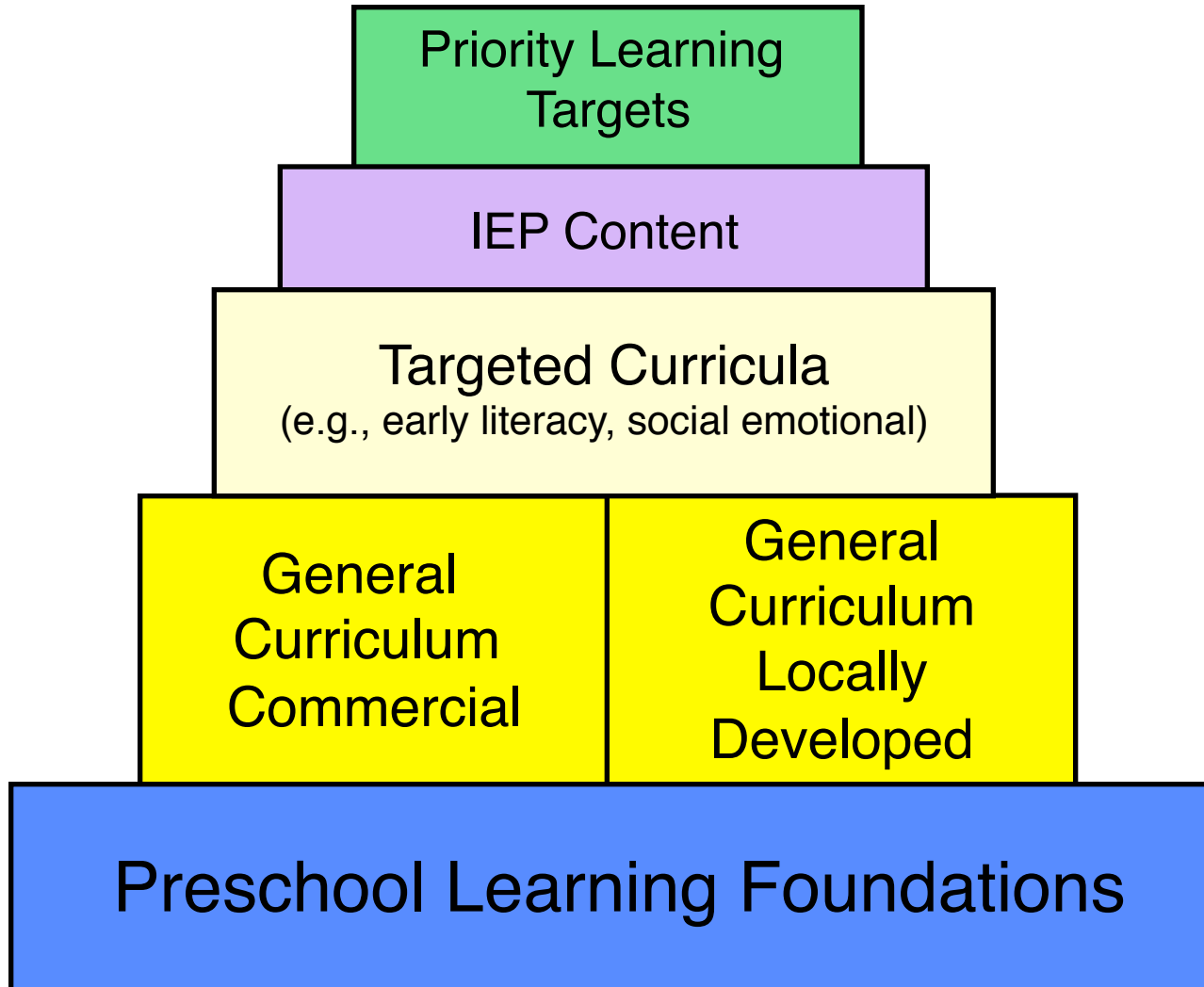|	Mia	Matthew	Leo	Amos	Carla
Arrival		Follow a two-step direction 2	Move up and down stairs 2		
Free Play		Follow a two-step direction 4	Use a chair or table to stand up from the floor 5	Verbally name 5 shapes 5	Use both hands pour without spilling 5
Circle		Move objects/ himself in relation to other objects or location 3	Will express his needs using 2-3 word sentences 2		Stay with large group for 10 min 1
Outside		Move objects or himself in relation to other objects or location **5**	Move up and down stairs 2	Jump over small obj. w/ two feet 5	Use 1 word to request preferred item 5
Snack		Follow a two-step direction 2	Will express his needs using 2-3 word sentences 3	Use 1 word to request more 5	Use both hands pour without spilling 5
Class Activity		Hold adapted paint brush and make markings 4		Use 1 word to request more 5	Use 1 word to request preferred item 5
Departure			Move up and down stairs 2	Jump over small obj. w/ two feet 2	
Transitions		Follow a two-step direction 2	Use a chair or table to stand up from the floor 4		Stay with large group 6

Class Activity Matrix

	Mia	Matthew	Leo	Amos	Carla
Arrival		Follow a two-step direction 2	Move up and down stairs 2		
Free Play	Verbally name at least 3 different colors 6	Follow a two-step direction 5	Use a chair or table to stand up from the floor 4	Verbally name 5 shapes 6	Use both hands pour without spilling 5
Circle	Imitate at least one action performed by a peer 5	Move objects/ himself in relation to other objects or location 3	Will express his needs using 2-3 word sentences 2		Stay with large group for 10 min 1
Outside	2-word combination for recurrence 3	Move objects or himself in relation to other objects or location 5	Move up and down stairs 2	Jump over small obj. w/ two feet 5	Use 1 word to request preferred item 5
Snack	2-word combination for recurrence 4	Follow a two-step direction 2	Will express his needs using 2-3 word sentences 3	Use 1 word to request more 5	Use both hands pour without spilling 5
Class Activity	2-word combination for recurrence 3	Hold adapted paint brush and make markings 4		Use 1 word to request more 5	Use 1 word to request preferred item 5
Departure			Move up and down stairs 2	Jump over small obj. w/ two feet 2	
Transitions	Verbally name at least 3 different colors 4	Follow a two-step direction 2	Use a chair or table to stand up from the floor 4		Stay with large group 6

Class Activity Matrix – Free Play

Free Play	Mia	Matthew	Leo	Amos	Carla
Blocks	**Verbally name at least 3 different colors** 3		**Use a chair or table to stand up from the floor** 2	**Verbally name 5 shapes** 3	
House			**Use a chair or table to stand up from the floor** 1		**Use both hands to pour without spilling** 2
Table Toys	**Verbally name at least 3 different colors** 3				
Art				**Verbally name 5 shapes** 3	
Sand/Water		**Follow a two-step direction relating to the activity** 2			**Use both hands to pour without spilling** 3
Books		**Follow a two-step direction relating to the activity** 3	**Use a chair or table to stand up from the floor** 1		

General Preschool Curriculum

Priority Learning Targets

IEP Content

Targeted Curricula
(e.g., early literacy, social emotional)

General Curriculum Commercial

General Curriculum Locally Developed

Preschool Learning Foundations

Linking to General Preschool Curriculum & Activities

Free Play	Mia	Matthew	Leo	Amos	Carla
Blocks	**Verbally name at least 3 different colors** 3		**Use a chair or table to stand up from the floor** 2	**Verbally name 5 shapes** 3	
House			**Use a chair or table to stand up from the floor** 1		**Use both hands to pour without spilling** 2
Table Toys	**Verbally name at least 3 different colors** 3				
Art				**Verbally name 5 shapes** 3	
Sand/Water		**Follow a two-step direction relating to the activity** 2			**Use both hands to pour without spilling** 3
Books		**Follow a two-step direction relating to the activity** 3	**Use a chair or table to stand up from the floor** 1		

General Preschool Activities

Weekly Topic: BUGS	Free Play
Blocks	Models of bugs built from blocks (add duplo)
House	Ant farm
Table Toys	Bug and butterfly puzzles; lotto game with bug stickers;
Art	Build a bug (build bugs from craft leftovers –top rolls, buttons, boxes, string)
Sand/Water	Plastic bugs for counting and sorting
Books	<u>The Bugliest Bug</u>, <u>The Little Squeegy Bug</u>, <u>I Love Bugs</u>, <u>Everything Bug: What Kids Really Want to Know about Bugs (Kids' FAQ's)</u> Photograph album with photos of insects from our nature walk; Word and picture matching on felt board (grasshopper, ladybug, spider, ant, firefly, etc.)

Embedded Instruction for Early Learning
Tools for Teachers

Putting the practices together:
<u>What</u> to teach
<u>When</u> to teach

Review and Wrap up

- Analyze schedule and design high quality activities

- Conduct activity-focused assessment

- Identify and write the learning target

- Select times and activities

- Construct and use an activity matrix

Preparing for Module 3

1. Use the target from your classroom that we worked with during this module

2. Create an individual child matrix and fill in the times you plan to implement trials for the target you chose

3. Share your plan and matrix with a partner

4. Give each other feedback about whether you have chosen natural or logical times to embed instruction on the learning target

Embedded Instruction for Early Learning
Tools for Teachers

Thank You!

Next Up

Module 3:

How to Teach