



## **Practice Brief: Practice 3**

### **To help use high-quality activities to provide embedded learning opportunities it is useful to...**

Develop and implement activities that are designed to support the engagement and learning of all children.

#### **Practice description:**

High-quality early learning activities support children's learning and engagement. High-quality activities captivate children's interest and support children to learn and practice an integrated set of skills in the context of play-based, routine-based, or activity-focused learning. For example, while building a bridge with peers, using an assortment of blocks, children can learn about concepts related to shape, size, symmetry, and balance. They can also practice skills related to language, peer interaction, and fine motor manipulation. Learning can be extended if the teacher provides opportunities for children to draw and plan their bridge before-hand or take a picture of the final product for students to write their name or dictate a caption. In this example, children are engaged in emergent literacy activities, self-expression, and approaches to learning as they make and execute a plan. In addition, there might be opportunities to problem-solve along the way. High-quality activities use a range of materials that support different ways and types of participation and engagement. Interesting, varied, and adapted materials can be used to build on children's interests and make activities more accessible to all children.

#### **Why is it important for embedded instruction?**

Embedded instruction is implemented in the context of ongoing activities, routines, and transitions. When activities are dynamic and support children to use a variety of skills, they also create natural and meaningful opportunities to target skills that you have identified for specific children. Thus, complete learning trials can be implemented in the ongoing activity without significant alteration or interruption to the child's engagement.

#### **Tips for using this practice:**

- Plan the intended learning outcomes for the activity but be flexible when children take the learning in a different direction.
- Integrate a variety of skills as part of the planned activity.
- Build on children's interests and ideas.
- Be aware of timing and children's attention span for the activity (not too long or too short).
- Rotate relevant materials and themes to keep it interesting.
- Allow children to have different ways of engaging or participating in an activity.
- Support children to be successful as well as challenged by different activities (not too hard and not too easy).