The integrated learning experiences which follow are a sample of many activities submitted by early elementary teachers from across the State. These experiences are presented as examples of how students may achieve learning standards in two or more content areas through a specific topic or theme. This is just a beginning. The Resource Guide will continue to grow as new activities are developed. We invite teachers to submit additional integrated learning experiences that have worked well in their classrooms.
**Samples of Integrated Learning Experience**

The Early Elementary Resource Guide to Integrated Learning invites teachers to consider an integrated curriculum as one approach to strengthening teaching and learning in prekindergarten-fourth grade. For the purpose of this guide, integrated curriculum is defined as:

**Learning experiences organized around developmentally appropriate topics, themes or concepts which provide opportunities for students to draw on standards from more than one subject.**

The examples of integrated learning experiences in this part may be used to guide teachers as they plan, prepare and provide for the individual and group needs of their students. Each example contains the following elements:

- **Learning Context:** Provides information that may be based on the observations, discoveries, questions, and ideas of students which teachers may use to introduce and prepare for the learning experiences (e.g., materials, interest areas, field trips).

- **Planning Checklist:** Provides strategies which teachers may want to consider in planning and preparing for the learning experiences.

- **Student Activity:** Describes what students will do to carry out the learning experiences. Additional steps may be incorporated as new information or questions emerge.

- **How Learning Experience Supports Standards:** Provides examples of behaviors which reflect student understanding of concepts and competencies in two or more content areas.

- **Knowledge Guiding Practice:** Connects current understanding of how early elementary students learn and develop to the integrated learning experience.

- **Assessment Tools and Evidence:** Describes various tools and techniques teachers may use to observe, record and evaluate students’ progress towards meeting the learning standards.

- **Resources and Materials:** Provides suggested resources and materials which may be used to implement and enrich the learning experiences.

Teachers are encouraged to review the sample learning experiences and tailor them to the needs and interests of the students, as well as their own knowledge and resources. Teachers may use the following techniques to evaluate students’ knowledge of a particular topic before and after its implementation:

- **KWL Chart:** Records what students
  - Know about a topic
  - Want to know (or have questions about), and
  - What they have Learned about a particular topic.

- **Concept Map:** (Web)
  Visual representation of relationships between and among concepts and topics (e.g., weather).

  Students share what they know and then use lines or arrows to show relationships.

- **Plan-Do-Review:**
  Students select, organize, engage in, and evaluate their learning experiences—usually begins and ends during a class meeting time.

  Gives students a sense of responsibility and self-esteem.

  Gives teachers insight into students' interests and abilities.
Animals in Winter: Habits and Habitats

Learning Context:

• Teacher introduces topic using books, pictures, posters, audio and video tapes, and a variety of stuffed, plastic and clay animals, as well as real animals.

• Teacher plans hands-on experiences for students to observe and investigate the characteristics and behaviors of animals and individuals who work with animals (e.g., a field trip to a zoo, farm, bird sanctuary).

• Teacher asks parents and others from the community to collect and provide materials students may use to make habitats; (e.g., bark, twigs, stones, leaves, shells, nuts, berries, dirt). Shoe boxes and clear plastic jars with lids may be used as containers.

Student Activity:

• Discuss and record what they already know about animals in winter, what they want to know, and what they have learned. (KWL chart)

• Discuss seasonal behavior of people and animals, including such topics as:
  • eating habits
  • migration/hibernation
  • dress/body protection
  • activities as seasons change, and
  • how living arrangements change with the seasons.

• Interview persons who work with animals (e.g., zookeeper, farmer, park ranger, veterinarian), and share what they learned with the class.

• Work in pairs or teams to create an animal habitat.

• Create picture books and dictate stories about animals in winter and those who care for them. Students label animal names in languages other than

Planning Checklist

- Research topic prior to activity
- Provide extended work time
- Reserve space for student work
- Arrange student work in pairs or teams
- Allow student choice
- Invite family and community participation
- Support with reading and writing materials
How Learning Experience Supports Standards:

English Language Arts
• Read and listen to stories; expand vocabulary.
• Listen and follow directions.
• Dictate stories and keep journals.
• Interact with peers to write descriptions of habitats.

Mathematics, Science, and Technology
• Pose questions and seek answers.
• Describe appropriate habitats for different animals.
• Compare differences between natural and man-made shelters and habitats, particularly regarding design and materials.

Social Studies
• Work cooperatively with peers to complete projects (e.g., diorama of persons working with animals).
• Conduct interviews regarding how jobs related to animal care change with the seasons.
• Compare human and animal habitats.

The Arts
• Create animal habitats using art materials and environmental resources.
• Use voice, gesture, and body movement to portray different animals.

Languages Other Than English
• Label the animals in the habitat in a language other than English.
• Identify individuals who work with animals in a language other than English.
• Name the four seasons in a language other than English.

Knowledge Guiding Practice:
• Cooperation and communication skills are developed through peer interaction.

• Eye-hand coordination and fine motor skills are refined through manipulation of tools and materials.

• Scientific concepts (e.g., seasons, temperature, environment) are expanded through active exploration and investigation.

• Language and literacy are developed through opportunities to use languages other than English.

Assessment Tools & Evidence:
• KWL Chart to evaluate students’ knowledge and planning ability.

• Student journals, including parent comments on their writing.

• Anecdotal notes of teacher.

• Parent feedback on students’ questions and activities.

• Students’ picture books and descriptions of habitats and related jobs.

• Completed habitat constructions.

Resources & Materials

Video: Animals in Winter
Movie: Frederick
Books: Animals in Winter, H. Bancroft, R. VanGilder
How do Bears Sleep?, E.J.Bird
Keep Looking, S. J. Hunt
The Mailbox (Jan. 94-95, Animals in Winter)
Froggy Gets Dressed, J. London
Animal Architecture, J. O. Dewey
The Mitten, J. Brett
Animals in Winter, S. Riha
Banking

Learning Context:

- The teacher sets up interest areas to include bank related props such as automatic teller machines (ATM’s), coins, paper money, computer, electronic calculator, safe, camera, credit cards and cash drawers.

- Literacy props include checks, deposit slips, withdrawal slips, ATM cards, and electronic fund transfer forms. Books related to a bank are displayed.

- The teacher initiates a discussion of the functions of a bank or an ATM, sets up props in the dramatic play area, and facilitates a group discussion.

- The teacher invites a bank employee to speak with the class about daily operations in a bank.

- The teacher leads a discussion about electronic banking services.

Student Activity:

- Discuss the functions of a bank and make a list of jobs people perform in banks.

- Assemble a Big Book of Banks including descriptions of jobs, drawings, magazine pictures or tapes of individuals talking about their jobs.

- Develop a pictorial chart of vocabulary words related to banking (e.g., loan, check, saving, deposit, withdrawal, teller, vault, interest). Place a real object or picture beside each word.

- Listen to and record a discussion with someone who works in a bank.

- Role play the jobs of bank employees in the dramatic play area.

- Visit a bank and photograph or tape the visit.

- Develop and discuss a list of skills required of individuals who work in banks.

Planning Checklist

- Provide extended work time
- Reserve space for student work
- Allow student choice
- Invite family participation
- Support with reading and writing materials
- Schedule field trip to a bank
How Learning Experience Supports Standards:

**English Language Arts**
- Listen to stories and discussion, share ideas, read notes, write messages, follow instructions, ask questions.
- Discuss vocabulary and concepts related to banking.
- Pose questions and seek answers regarding the functions of various types of banks.

**Mathematics, Science, and Technology**
- Create a realistic banking environment.
- Apply basic number concepts in observation of banking operations and role playing.

**The Arts**
- Create classroom props using a variety of materials and tools.

**Career Development and Occupational Studies**
- Compare banking to other jobs.
- Describe the kinds of work people do in specific settings, and the skills and tools they need to perform their jobs.

**Languages Other Than English**
- Examine the monetary units of the target language countries.
- Role play exchanging American currency to that of a target language country.

Knowledge Guiding Practice:

- Students apply what they learn about banking through role-play activities.
- Collaborative play is enhanced as students act out the jobs of bank employees.
- Vocabulary is developed through the creation of a banking chart.
- Listening and writing skills are strengthened as students talk with bank employees and record information.
- Information about careers and workplace skills is learned through exposure to real jobs.

Assessment Tools & Evidence:

- Big Book about what happens in a bank.
- Vocabulary chart of bank-related words.
- Teacher anecdotal notes.
- Photos or video of visit to a bank.
- Chart of tools used in a bank.
- List of banking jobs and related skills.

Resources & Materials

Classroom props for a bank

Books:
- A Chair for My Mother, V. Williams
- Eating Fractions, B. McMillan
- Alexander Who Used to be Rich Last Sunday, J. Viorst
- Five Minutes Peace, J. Murphy
- Seven Blind Mice, E. Young
- Ten for Dinner, J. E. Bogart
- Pig Pig Gets a Job, D. McPhail
- If You Made a Million, D. M. Schwartz
**Beach Day**

**Learning Context:**

- The classroom is transformed into a beach. Teachers, students, and parents may contribute materials such as sand boxes or pools, water and sand toys, life preservers, goggles, sea shells, stones, flippers, post cards, photographs or beach posters, books and magazines, identifying people at work in a beach or seashore setting.

- The teacher secures permission from principal and parents for students to wear beach clothes and sunglasses.

- The teacher may, with student assistance, assemble and display books, games, music and poetry related to the theme.

- Family members may be invited to share their beach experiences with the students or other experiences on or near water (e.g., fishing, sailing, boating).

- Teacher may read the book, Tar Beach.

- The teacher may develop a KWL Chart to document student responses.

**Student Activity:**

- Read and discuss books about the beach.

- Describe the jobs of persons who work at the beach (e.g., life guard, lighthouse keeper).

- Use seashells for counting.

- Identify various kinds of shells.

- Describe shells in journals.

- Use the water table to investigate which objects sink or float.

- Build sand castles or other structures.

- Listen to music related to sounds of the beach or sea.

- Draw pictures or make videotapes of persons who work at a beach and describe the skills they use to do the job.

**Planning Checklist**

- Provide extended work time
- Reserve space for student work
- Review health & safety rules
- Invite family and community participation
- Support with reading & writing materials
**How Learning Experience Supports Standards:**

**English Language Arts**  
- Read and respond to a variety of literature, develop vocabulary related to topic.  
- Listen and respond to poetry related to the topic.  
- Describe and write about or draw examples of beach activities.

**Mathematics, Science, and Technology**  
- Construct beach environment using a variety of tools, materials, and equipment (e.g., lighthouse).  
- Explore, question and investigate the physical aspects of the beach.  
- Describe plants and animals which live at the beach.  
- Classify sea shells according to shape, size, color, etc.

**Career Development & Occupational Studies**  
- Describe jobs of persons who work at a beach (e.g., lifeguard, lighthouse keeper, food vendor) and how these occupations benefit others.

**The Arts**  
- Collect photographs and videotapes which portray the beach.  
- Express their experience through drawing, painting, writing, etc.  
- Create a sound composition to represent a beach.

**Health, Physical Education, and Home Economics**  
- Discuss water safety rules.  
- Discuss physical activities which are appropriate at the beach.

**Social Studies**  
- Discuss the environmental impact of a beach on the community.  
- Compare recreational and economical uses of a beach.

**Languages Other Than English**  
- Identify the items and activities associated with the beach in a language other than English.  
- Describe, count, and classify seashells by color and size in a language other than English.  
- Identify the location of various beaches in countries in which a language other than English is spoken.

**Knowledge Guiding Practice:**

- Critical thinking skills are developed as children explore, inquire, construct and test out their ideas.  
- Decision-making skills are developed as students work with teacher to plan the day.  
- Natural curiosity of young children builds interest in exploring water, sand, and sea life.  
- An open-ended environment provides opportunities for students to “test” their ideas and draw conclusions about them.

**Assessment Tools & Evidence:**

- Anecdotal notes of teacher.  
- Student journals recording the activity from start to finish.  
- Videotape of students engaged in activities.  
- Display of shell collections sorted by color, size, pattern, etc.  
- Chart showing classifications of sea animals found near the beach, (e.g., crabs and starfish).  
- Photo journal with names and activities labeled by students.

**Resources & Materials**

**Music:**  
- Free Willy  
- Bubble the Fish  
- Five Little Seashells  
- The Whale Song

**Poetry:**  
- The Sea  
- Waters Edge  
- Sea Gull  
- Until I Saw the Sea

**Book:** Is This a House for a Hermit Crab?, M. McDonald
Ducklings

Learning Context:

- The teacher prepares learning centers with books, pictures, posters and puppets about ducks. Plastic or sponge ducks are placed in the water table or science/discovery area.

- The teacher reads Make Way for Ducklings to begin a conversation about ducks, raising such questions as:
  - What do ducks eat?
  - How do ducks swim? breathe? sound?
  - What do ducks’ feet look like?
  - Where do ducks sleep?

- The teacher and some parents take the students on a walk or field trip to a duck pond.

Student Activity:

- Explore and describe the pond environment and record observations on chart paper (e.g., vegetation, water temperature, food).

- Write a journal entry or use a variety of media to describe their experience at a duck pond.

- Generate a list of vocabulary words related to ducks and research their meanings:
  - duckling
  - hatch
  - shell
  - embryo
  - web
  - preen
  - temperature
  - incubator
  - gestation

- Prepare an environment to hatch duck eggs in an incubator. Make predictions, pose questions and make observations about how long it will take the eggs to hatch, what they will look like, etc.

- Keep a journal describing the development of the eggs (e.g., time, color, texture, candling).

- Design an indoor environment that will support the ducklings after they hatch.

- Photograph or draw various stages of the incubation and hatching processes.

- Develop a plan to care for the ducklings during school vacations.

- Share responsibility for taking care of the ducklings (e.g., food, water, incubator maintenance).

Planning Checklist

- Research topic prior to activity
- Provide extended work time
- Reserve space for student work
- Review health and safety rules
- Invite family participation
- Support with reading and writing materials
How Learning Experience Supports Standards:

**English Language Arts**
- Gather information, facts and ideas.
- Record data on charts.
- Maintain a journal to record observations.
- Collaborate with peers to complete hatching project.

**Mathematics, Science, and Technology**
- Pose questions, make predictions and draw conclusions based on hatching project.
- Make observations about other animals, insects or plant life in or near a pond.
- Weigh and measure ducklings and record daily.

**Social Studies**
- Observe and record the behavior of ducks in the pond environment, as well as in the incubator.

**The Arts**
- Express an understanding of how ducks live through a variety of art media.

**Health, Physical Education, and Home Economics**
- Discuss how to be safe around a pond.
- Research place of ducklings in the food chain.

**Career Development and Occupational Studies**
- Explore careers related to caring for wildlife, foul, birds.

**Languages Other Than English**
- Recognize the main vocabulary words related to the topic in a language other than English.
- Gather information on the existence of ducks in the target countries.
- Label the drawings of the various stages of incubation in a language other than English.

Knowledge Guiding Practice:
- Collaborative learning will be developed through sharing observations, predictions and questions.
- Scientific inquiry will be demonstrated through recording data over time, observations and comparisons.
- An understanding of growth and development will be acquired through the hatching project.
- Students will learn to make choices and assume responsibility through caring for ducklings.

Assessment Tools & Evidence:
- Journal writing recording pond trips.
- Student interviews of persons who care for ducks, chickens and other fowl.
- Results of data gathering for both activities.
- Photographs, drawings, and videos.
- Anecdotal notes of teacher.
- Portfolio of projects.

**Resources & Materials**

Records  Tapes  Finger plays
Incubator  Camera  Poems
Videotapes and camcorder

Books:
The Story of Ping, M. Flack
Make Way for Ducklings, R. McCloskey
Duck, A. Royston
Ducks Don’t Get Wet, A. Goldin
**Family Quilt**

**Learning Context:**

- Teacher introduces topic by reading books, such as:
  - Clifford’s Family, Norman Bridwell
  - The Keeping Quilt, Patricia Polacco
  - I’ll Love You Forever, Robert Munsch

- Family member(s) bring in a quilt and demonstrate how the designs were cut and sewn onto the fabric.

- A variety of shapes, blocks, tangrams, puzzles, and fabrics with designs will be available for exploration.

- Teacher arranges trips to a library, museum or historical society to see a variety of quilts in different settings or to observe a quilt being made.

**Planning Checklist**

- Research topic prior to activity
- Provide extended work time
- Reserve space for student work
- Arrange student work in pairs or teams
- Allow student choice
- Invite family participation
- Support with reading and writing materials

**Student Activity:**

- Write about their experiences with quilts or use various media to represent the quilts they have observed.

- Construct a wallpaper or fabric quilt, with each square representing family members, important persons, an event in their lives, or a career possibility.

- Present their quilts (e.g., individual students, pairs or teams) to the class, explaining how they were made, whom they represent, and why they were selected for inclusion.

- Bring in pictures, family memorabilia, and other items to enrich their presentations.

- Develop a chart or graph showing family members (e.g., family tree).

- Videotape interviews with special people.
How Learning Experience Supports Standards:

**English Language Arts**
- Write descriptions of family members.
- Respond to books about families.
- Work with peers to compare and contrast quilts.

**Mathematics, Science, and Technology**
- Collect information from museums, libraries and other sources; display this information on a chart.
- Construct quilts using simple measuring, cutting, pasting and sewing skills.

**Social Studies**
- Compare quilts from different sources.
- Describe how quilts have been made throughout history.
- Describe related family activities.

**The Arts**
- Use a variety of materials and themes to design quilts.

**Health, Physical Education, and Home Economics**
- Demonstrate simple sewing skills.
- Explain functional uses of quilts (e.g., decoration, warmth).

**Career Development and Occupational Studies**
- Demonstrate an awareness of resources & materials needed to complete a task.
- Interact as a team to develop workplace skills.

**Languages Other Than English**
- Identify family members in a language other than English.
- Describe the shapes and colors of the quilt in a language other than English.

Knowledge Guiding Practice:

- Self concept strengthened as students share information about their families.
- Concept of “family” expanded as students discuss similarities and differences.
- Everyday experiences help student connect learning.
- Students’ work is acknowledged when it is discussed and displayed for public viewing.
- Applying simple concepts and skills helps students understand more complex tasks.
- Setting goals, making decisions, and solving problems together helps students experience a team approach to learning.

Assessment Tools & Evidence:

- Journal entries about the quiltmaking process.
- Photo journal of students working on quilts.
- Anecdotal notes of teachers.
- Presentation of completed quilts.
- Students’ graphs of family members.
- Videotaped interviews of special people.
- Self/team assessment.

Resources & Materials:

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Books:
- The Rag Coat; L. Mills
- Eight Hands Round: A Patchwork Alphabet, A.W. Paul
- Just Plain Fancy, P. Polacco
- The Quilt Story, T. Johnson
- The Patchwork Quilt, V. Flournoy
Feely Bugs

Learning Context:

• The classroom becomes the laboratory for observation and investigation of insects as the teacher assembles pictures, posters, puzzles, games, creative and language arts materials related to the topic. Clear jars with covers or aquariums can be used to display insects.

• The teacher may generate a list of questions about bugs from the students and record on a language experience chart.

• The teacher may invite a parent or someone from the school or community to talk about their experiences with bugs and other insects (e.g., gardening, camping, farming).

Student Activity:

• Discuss where and how insects live and what they eat.

• Collect and identify a variety of insects after discussing where they can be found.

• Keep a log or journal to record characteristics and behaviors of insects.

• Classify insects using resource books.

• Make puppets, drawings and replicas of insects (e.g., with clay).

Discuss health and environmental information about insects, including:
  • which bugs can be handled safely,
  • first aid procedures for various insect bites and stings, and
  • what exterminators do to create healthy environments.

• Create a Bug Book using interesting and creative word combinations to describe insects (e.g., active ant, greedy grasshopper, creepy crickets).

• Develop a list of products and advertisements that relate to control of insect populations.

Planning Checklist

- Research topic prior to activity
- Provide extended work time
- Reserve space for student work
- Review health and safety rules
- Allow student choice
- Support with reading, writing, and videotaped materials