

This is a checklist of questions for making meaningful and appropriate early childhood tech integrated play and lesson plans.

MAKE A COPY IN GOOGLE Add in pictures and links that will be helpful to other early childhood professionals as you plan! Link to this checklist: <http://bit.ly/TECPlan> Refer to TEC Center's blog post for questions to ask as you plan: bit.ly/TECQPlan

Getting Started w/TEC Integrated Play and Lesson Planning

scan QR code to be taken to this doc in Google



Your Name: ___Janet Kusinski

Class or Grade you teach: __KDG_

Name of School: _ St. Eugene School_____

How many years have you been teaching? _30

Play or Lesson Plan Title: Carpet Time Coding

City and State: ___Chicago, IL_____

District Name or #: ___Arch of Chicago_____

How long have you been using tech w/children? ___2-3 years_

<p>Play or Lesson Focus</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy <input type="checkbox"/> Science <input type="checkbox"/> Technology or Media Literacy (how to use tech or make tech) <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input checked="" type="checkbox"/> Math
<p>Play or Lesson Objective</p> <ul style="list-style-type: none"> ○ Is this really one play or lesson plan? ○ Or does it need to be divided into several different plans with their own objectives? 	<p>To begin to understand and use the basic steps of coding</p> <p>This lesson can be repeated multiple times to reinforce the concept.</p>
<p>Standards your plan meets (State, Head Start, ECERS, ISTE, etc.) NOT NECESSARY BUT FOR SOME PROGRAMS IT IS IMPORTANT TO LIST WHAT STANDARDS YOU ARE MEETING</p>	

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<p>Where will this lesson or play experience take place?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Circle Time <input type="checkbox"/> Centers <input type="checkbox"/> Block area <input type="checkbox"/> Pretend Play area <input type="checkbox"/> Desks or Group Tables <input type="checkbox"/> Gym/Large indoor area or Hallway <input type="checkbox"/> Outdoors <p>Will children design the space with you?</p>	<p>The lesson takes place during center time in the classroom. Students rotate in groups of 4-5 for approximately 15 minutes per center.</p>
<p>What previous experience do children have with technology tools?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are their digital skills? <ul style="list-style-type: none"> <input type="checkbox"/> Are they in exploring stage i.e. learning the functions and how they respond? <input type="checkbox"/> Are they in early integration stage i.e. documentation? Have they mastered the tool yet? <input type="checkbox"/> Are they able to innovate yet? i.e. create and make or fully integrate into pretend play? 	<p>Technology tools are not required for this lesson. Background knowledge is gained through the "If this/then that" type of discussions that took place in other academic settings. We begin this lesson by reviewing these situations. The objective was explained to the students.... Using only straight lines, how can you get from Point A to Point B with the fewest number of moves?</p> <p>The students will become part of a "game" that involves them looking for a pot of gold.</p>
<p>How much facilitation do you want to have in your play and learning experience?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the facilitation need to be with an adult? <input type="checkbox"/> Does the facilitation need be with a more experienced peer? <input type="checkbox"/> Does the facilitation need to be with an older child? 	<p>An adult needs to supervise the initial experience or two in order to control the setting if needed. I.e. don't let one student dominate the activity, supervise to make sure that the objective is being followed.</p>

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<p>How much of your time will be technology how-to focused and how much will be play or hands-on focused?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What materials do you need to prep or have nearby? <input type="checkbox"/> What new vocabulary has to be introduced? <input type="checkbox"/> What materials can the children create or make with tech tools or art materials? <input type="checkbox"/> What type of sensory experience are you creating? 	<p>Directions will be quickly explained with the majority of the time spent on hands-on play.</p>
<p>What materials do I need? Examples include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> tech tools (including apps, robots, tangible tech, circuits, websites or software)? <input type="checkbox"/> tablet stand or tripod? <input type="checkbox"/> green screen materials? <input type="checkbox"/> writing and notetaking? <ul style="list-style-type: none"> <input type="checkbox"/> do students need to draw or take notes on paper? <input type="checkbox"/> markers, pens, pencil, tablet styluses? <input type="checkbox"/> whiteboards? <input type="checkbox"/> pretend play materials? <input type="checkbox"/> engineering materials? <ul style="list-style-type: none"> <input type="checkbox"/> blocks? <input type="checkbox"/> good junk? <input type="checkbox"/> pulleys? <input type="checkbox"/> ramps <input type="checkbox"/> measuring tools? <ul style="list-style-type: none"> <input type="checkbox"/> rulers, measuring tape, yarn, tape, blocks? <input type="checkbox"/> natural materials? <ul style="list-style-type: none"> <input type="checkbox"/> found objects from nature? <input type="checkbox"/> literacy materials? 	<p>List or post pics of your materials here</p> <p>Classroom carpet that has squares/rectangles on it, laminated arrows</p>

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<ul style="list-style-type: none"> <input type="checkbox"/> books or mentor texts, including digital mentor texts? <input type="checkbox"/> are the materials you are using culturally appropriate? <ul style="list-style-type: none"> <input type="checkbox"/> do the images reflect the diversity of the children you work with? what about gender and stereotypes? <input type="checkbox"/> are they available in several languages for dual-language learners? And do the images match the words? i.e.: if it says el gato is there a picture of a cat not ice cream? 	
<p>What hardware, website, apps, robots, tangible tech or software are you using?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What parts of the tech tool(s) do you anticipate causing your students trouble? <input type="checkbox"/> What needs to be charged or updated before you use your tech tools with students? 	<p>N/A</p>
<p>What resources will you use? (insert links to online handouts, videos,</p>	<p>N/A</p>

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websites)	
<p>How much time do you think you'll need to introduce the students to the technology tool(s)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will children learn how to use the tool through open exploration time or through guided practice/facilitation? <input type="checkbox"/> What parts of the hardware and/or software do you anticipate causing your students trouble? <input type="checkbox"/> What new tech terms do you need to introduce? 	N/A
<p>How much time do you think you'll need to introduce the students to the concept you want them to learn?</p> <ul style="list-style-type: none"> <input type="checkbox"/> In what contexts (whole group, small group, individually) might you need to roll out specific parts of your plan? 	5 minutes will be used to introduce the objective and materials to the students. The objective and materials are explained in a whole group setting.
<p>Are there any students who may need additional supports, instructions, etc.?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can you meet these children where they're at? <input type="checkbox"/> Can the technology (hardware or software) be manipulated or adapted in any way to meet these needs? 	Students who struggle with sharing and taking turns may need extra support from the adults in the room. At this time of the school year, the students know who in the room needs extra support and they try to help out their fellow classmates.
<p>How can you use cooperative grouping/roles to manage the activities?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do I need a helper if I am working with another group of children? <input type="checkbox"/> Do I need visual supports or a QR code that can take children to a tutorial? 	The students were put into groups of two to complete the task. Two students set up the path and two students tested the path.
<p>What language/vocabulary might be helpful for children as they describe their processes for play/work/learning?</p> <p>Will children need to be introduced to any new vocabulary or terms?</p>	"Diagonal moves" might need to be introduced. These types of moves are not allowed in this lesson. This vocabulary was introduced when the directions were explained.

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<input type="checkbox"/> If so, when should you introduce these new words and how?	
Will there be a parent engagement or parent education piece?	N/A
How will I document my students work or how will my students? How will we reflect on our work?	Documentation was done through photographs and the testing completed by the students. Discussions took place during the experience to figure out why a path did or did not work. Corrections were made during the experience.

Describe your play or lesson plan activity so another teacher can understand what you did:

The students were put into groups of 4. Two students discussed where to place the arrows on the carpet to show a path from Point A to Point B. We used cardboard bricks to indicate where to start and stop. (The yellow brick was a pot of gold.) The other two students had to physically walk the path according to the arrows to see if the path was correct and if they were able to get the pot of gold. Diagonal lines were not allowed. The two groups then switched roles and the second group had to plan out a different path.

Additional Planning notes, description of play or lesson plan, pictures, links to helpful resources:

The students loved being a physical part of the “game.” For fun, I did allow them to each create one “crazy” path for their friends to follow at the end of class.