

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: Gabrielle Rounbehr

Class or Grade you teach: Kindergarten

Name of School: Academy of Saint Benedict the African

How many years have you been teaching? Three

Play or Lesson Plan Title: Introduction to Research

City and State: Chicago, IL

District Name or #: Archdiocese of Chicago

How long have you been using tech w/children? 2 years

<p>Play or Lesson Focus</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy <input type="checkbox"/> Science <input checked="" type="checkbox"/> Technology or Media Literacy (how to use tech or make tech) <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math
<p>Play or Lesson Objective</p> <ul style="list-style-type: none"> o Is this really one play or lesson plan? o Or does it need to be divided into several different plans with their own objectives? 	<p>Students will use ask and answer questions about their topic using Kiddle.co</p>
<p>Standards your plan meets (State, Head Start, ECERS, ISTE, etc.)</p> <p>NOT NECESSARY BUT FOR SOME PROGRAMS IT IS IMPORTANT TO LIST WHAT STANDARDS YOU ARE MEETING</p>	<p>CCSS.ELA-LITERACY.SL.K.3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>

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	<p>CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<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 checked="" 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>This lesson will take place in buddy groups with the eighth grade class. Kindergarteners will orally produce questions about the topic of their choice. For example, a student studying lizards may ask, "Where do lizards live?"</p> <p>Eighth grade buddies will take dictation of the Kindergarteners questions and help the students to answer these questions by using Kiddle.co</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 checked="" 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>Students are in the early integration stage. They have experience navigating a number of iPad applications and tools; however, their emergent literacy skills can provide a challenge when conducting independent research. Therefore, the eighth grade buddy provides assistance in keeping the research genuine to the questions of the Kindergarteners while also providing accurate spelling to help generate the best results.</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 checked="" type="checkbox"/> Does the facilitation need to be with an older child? 	<p>The facilitation will take place with an older child. This Genius Hour project will be led by the Kindergarten class and guided by their 8th grade peer. The 8th graders have been instructed on developmentally appropriate questions to ask their partner. The Kindergarten students are responsible for generating the topic and topic questions to be explored in their Genius Hour research. The 8th grade students are responsible for asking questions to extend thinking or check</p>

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	<p>for understanding. They will also help with navigating search engines like Kiddle.co but ultimately allowing their K partner to choose the most important information needed to complete the project.</p>
<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>A third of the time will be how-to focused as I introduce students to Kiddle.co and give an example of a topic I want to learn more about. After showing students how to navigate the search bar and how to find a good source (i.e. one with lots of picture explanations or videos) I will release students in their buddy groups to begin their own research for the remaining two-thirds of the period. I will need to have 13 iPads ready for this project. I will need to introduce words like research, search bar, and information. Students will be able to take notes by drawing and writing important information that they discover.</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? 	<p>List or post pics of your materials here</p> 

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<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? <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>We are using iPads and the website Kiddle.co to conduct research for our Genius Hour projects. I anticipate using Safari to get to Kiddle.co may cause students trouble, but with the assistance of their 8th grade peer, the students should be successful. I will need to make sure all of the iPads are updated and fully charge before we begin our day of research.</p>
<p>What resources will you use? (insert links to online handouts, videos, websites)</p>	<p>I will use my classroom SmartBoard to project how students should access Kiddle.co from Safari. I will then show students how to find the search bar to look up information about their topic.</p>
<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? 	<p>Children will have a short period of time to see how the tool can be navigated, but most of the time will be geared toward guided practice and facilitation by myself, my assistant, and the students' more experienced peers. I anticipate getting to Kiddle.co may be difficult for the students at first.</p>

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<ul style="list-style-type: none"> <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? 	
<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? 	<p>I will introduce Kiddle.co as a whole group but then do individual check-ins with students so I can observe their progress. I anticipate doing these observational check-ins for the entire period so I can also answer clarifying questions and extend thinking for the students.</p>
<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? 	<p>A few students will need preferential seating in order to successfully engage with the technology. I will provide this seating to students in order to meet them where they are at.</p>
<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? 	<p>Students will be working in cooperative groups as they are the researchers and their buddy partner is the assistant. I have many students who perform well when they are able to hone their leadership skills.</p>
<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> <ul style="list-style-type: none"> <input type="checkbox"/> If so, when should you introduce these new words and how? 	<p>Children will need to be introduced to vocabulary such as research and information. We will address these vocabulary terms as they arrive because each student is working on a unique project and may have different vocabulary needs.</p>
<p>Will there be a parent engagement or parent education piece?</p>	<p>Yes. Parents will be invited to see the final Genius Hour projects.</p>
<p>How will I document my students work or how will my students? How will we reflect on our work?</p>	<p>I will take pictures and videos. I will also save the work created on Book Creator and using the green screen.</p>

Erikson Institute

Technology in Early Childhood Center

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

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