

Getting Started w/TEC Integrated Play and Lesson Planning

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Your Name: Meghan Cassidy

Class or Grade you teach: PreK 3 and 4 year olds

Name of School: Faith Hope and Charity School

How many years have you been teaching? 4

Play or Lesson Plan Title: Polar Regions (lesson 1 of 3)

City and State: Winnetka, IL

District Name or #: Archdiocese of Chicago

How long have you been using tech w/children? A few months

<p>Play or Lesson Focus</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Art
<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? Series of three lessons. 	<p>Objective: Students will learn about arctic animals and polar regions by researching with digital media through the use of a computer and Promethean Board. Over the course of a week, several engaging videos will be displayed portraying what animals in polar regions are like (for example, what they look like and how they move), as well as what their surroundings look like (the ice, water and barren land). Students will use their new knowledge about the land features of polar regions by using watercolors to create a polar scene. Students will be introduced to vocabulary words that are listed below.</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>	<p><u>Social Studies:</u> PK.17.01 Explore different kinds of landforms and bodies of water. (17A) PK.17.02 Identify types of weather, such as sunny, rainy, cloudy,</p>

	<p>snowy, and windy. (17B)</p> <p><u>Science</u>: P.11.01 Ask an engaging question about objects, organisms, and events in the environment, and discuss how the question can be answered.</p> <p>P.12.02 Make comparisons between materials (e.g., heavier, hotter, shinier, color)</p> <p><u>Fine Arts</u> P.26B.01 Demonstrate the use of imagination when creating an art work.</p> <p><u>Language Arts</u></p> <p>P.01.01 Demonstrate how pictures and symbols have meaning. (1A)</p> <p>P.01.07 Retell information from a story. (1C)</p> <p>P.02.05 Define unfamiliar vocabulary. (2A)</p> <p>P.03.03 Use drawing and writing skills to convey meaning and information. (3C)</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>My students don't have a lot of experience with technology tools in the classroom. We were recently given a few iPads to use. They have experience with a light board and a Promethean Board.</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>The facilitation for the technology portion will be by an adult.</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? 	<p>The technology portion will be viewing a Promethean Board to see what the animals are like in polar regions (for example, what they</p>

<ul style="list-style-type: none"> <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>look like and how they move), as well as what their surroundings look like (the ice, water and barren land). The following vocabulary words will be introduced prior to their watercolor paintings: Arctic, Antarctic, South Pole, North Pole, icebergs, ocean, water, snow, and land. The children will create a watercolor scene after viewing the land features of the polar regions.</p>
<p>What materials do I need? Examples include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> tech tools (including apps 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"/> 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? <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 	<p>Materials: Promethean Board, computer, iPad, watercolor paper, watercolor paint, paint brushes, water cups, books with pictures of the polar regions, word cards with vocab words and pictures about the polar regions.</p>

<p>words? i.e.: if it says el gato is there a picture of a cat not ice cream?</p>	
<p>Where and when will the learning and playing experience occur?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inside or outside? <input type="checkbox"/> Will children design the space with you? 	<p>The learning will take place inside the classroom.</p>
<p>What hardware and software do you currently have access to in your classroom i.e. what tech are you using?</p> <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 needs to be charged or updated before you use your tech tools with students? 	<p>Computer, Promethean Board, iPads, and a light board. The computer and iPads need to be charged. The Promethean Board, computer and iPads need to be updated.</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? <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>The tech tools used in this lesson will be teacher facilitated. The students will not need to be introduced to any new technology.</p>
<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 need several 5-10 minute whole group time frames to show videos about the polar regions and to discuss what the students noticed and introduce vocab words. The watercolor portion will be done in small groups of 4-5 students at a time.</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>The students may look at pictures of the polar regions on an iPad or picture books if they need extra visuals as they paint their watercolors paintings.</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? 	<p>3-5 students will be working next to each other at a table with one adult monitoring. An assistant teacher will be managing the rest of the class.</p>

<input type="checkbox"/> Do I need visual supports or a QR code that can take children to a tutorial?	
<p>What language/vocabulary might be helpful for children as they describe their processes for play/work/learning? Will children need to be introduced to any new vocabulary or terms?</p> <input type="checkbox"/> If so, when should you introduce these new words and how?	<p>The following vocabulary words will be introduced prior to their watercolor paintings: Arctic, Antarctic, South Pole, North Pole, icebergs, ocean, water, snow, and land.</p>
<p>Will there be a parent engagement or parent education piece?</p>	<p>Parents receive a weekly newsletter that describes what we're learning in class.</p>
<p>How will I document my students work or how will my students? How will we reflect on our work?</p>	<p>The students' watercolors and dialogue will be a documentation of their work. Before the student's begin, I will ask what the polar regions look like and after they finish, I will ask them to describe their pictures.</p>

Learning about the Polar Regions through the use of the Promethean Board:



Do you know how to
write in your name?

YES	NO
Benita	
Margaret	
Frankie	
Michael	
Jonathan	
Shelby	
Ellie	
Frank	
Lucy	
Madison	
Anna	
...	



Do you know he
are in your na

yes

Cecelia	I
Margaret	
Frankie	
Hannah	
Christian	
Camelly	
Elise	
Grace	
Lucy	
Henry	
Beauregard	
Amelia	
Julia	