

Getting Started w/TEC

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Your Name: Colleen Wiora

Class or Grade you teach: 1st grade

Name of School: St. Mary of the Woods

How many years have you been teaching? 10

Integrated Play and Lesson Planning

Play or Lesson Plan Title: Research Penguins/QR codes

City and State: Chicago, IL

District Name or #: _____

How long have you been using tech w/children? 7 years

<p>Play or Lesson Focus</p>	<ul style="list-style-type: none"> X Literacy X Science X 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"> ○ Is this really one play or lesson plan? ○ Or does it need to be divided into several different plans with their own objectives? 	<ul style="list-style-type: none"> • Students will learn how to research a given topic using the internet. • Students will use QR codes to help learn more about various types of penguins.
<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>	<ul style="list-style-type: none"> • ISTE Knowledge Constructor 3a, 3b,3c
<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 	<ul style="list-style-type: none"> • This lesson will take place during centers and in small groups.

<ul style="list-style-type: none"> <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>What previous experience do children have with technology tools?</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Students will have previous knowledge of how to open Safari on their iPads. They have been working on a little bit in their technology class on how to use Google and navigate websites. • I will help students find and type in the websites that we will use for our research. • Students are familiar with scanning QR codes and have mastered this skill.
<p>How much facilitation do you want to have in your play and learning experience?</p> <ul style="list-style-type: none"> • Does the facilitation need to be with an adult? • Does the facilitation need be with a more experienced peer? • Does the facilitation need to be with an older child? 	<ul style="list-style-type: none"> • Students that will be researching their penguin will work in a small group with me so I can help facilitate their research. • Students that are working with their QR codes are independent, but can also work with their partners next to them.
<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"> • What materials do you need to prep or have nearby? • What new vocabulary has to be introduced? • What materials can the children create or make with tech tools or art materials? • What type of sensory experience are you creating? 	<ul style="list-style-type: none"> • The whole lesson will be hands on since students will be actively researching and learning about their penguins, while the other students are working on scanning QR codes and deepening their knowledge on penguins. • Vocabulary: the various types of penguins we are learning about, habitat, appearance, predators, diet. • Students will be creating a graphic organizer with their research that will help them create their Chatterpix presentations. • This experience will have visual, auditory and hands on

	components to it.
<p>What materials do I need? Examples include:</p> <ul style="list-style-type: none">• tech tools (including apps, robots, tangible tech, circuits, websites or software)?• tablet stand or tripod?• green screen materials?• 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?• pretend play materials?• 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• measuring tools?<ul style="list-style-type: none"><input type="checkbox"/> rulers, measuring tape, yarn, tape, blocks?• natural materials?<ul style="list-style-type: none"><input type="checkbox"/> found objects from nature?• literacy materials?<ul style="list-style-type: none"><input type="checkbox"/> books or mentor texts, including digital mentor texts?	<ul style="list-style-type: none">• iPads• graphic organizers• QR codes with space to write/draw• Headphones• Pencils/crayons• Websites• Books about penguins

<ul style="list-style-type: none"> • 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"> • What parts of the tech tool(s) do you anticipate causing your students trouble? • What needs to be charged or updated before you use your tech tools with students? 	<ul style="list-style-type: none"> • Websites on penguins • iPads • The only issue we may come across is if the internet goes out. Occasionally this will happen while students are working on their iPads. Students can bring them up to me and I will reset their wifi. • iPads will need to be charged and headphones will need to be readily available.
<p>What resources will you use? (insert links to online handouts, videos, websites)</p>	<p>https://www.penguins-world.com/types-of-penguins/ https://kids.nationalgeographic.com/explore/youtube-playlist-pages/youtube-playlist-penguins/</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? 	<ul style="list-style-type: none"> • For QR scanning, students do not need much instruction. In their literacy block, they use QR codes all the time. • For the research aspect, this will be new for all the students so it might take them longer to explore the websites and write down their Penguin facts. Students will be guided through learning how to research about their penguins.
<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"> • In what contexts (whole group, small group, individually) might you need to roll out specific parts of your plan? 	<ul style="list-style-type: none"> • We will be working in small groups (2-3 kids) to learn how to research and look for specific information. Students will need more time to learn this skill, and it won't be something they master this time around.

	<ul style="list-style-type: none"> • For QR codes, students can work individually or with a partner.
<p>Are there any students who may need additional supports, instructions, etc.?</p> <ul style="list-style-type: none"> • How can you meet these children where they're at? • Can the technology (hardware or software) be manipulated or adapted in any way to meet these needs? 	<ul style="list-style-type: none"> • I have one student who is diagnosed with autism, so I will provide him with more individual help. He will need more help finding the facts that he needs to fill out his graphic organizer. • He loves QR codes and knows how to scan them by himself. He is pretty tech-savvy and loves technology!
<p>How can you use cooperative grouping/roles to manage the activities?</p> <ul style="list-style-type: none"> • Do I need a helper if I am working with another group of children? • Do I need visual supports or a QR code that can take children to a tutorial? 	<ul style="list-style-type: none"> • When I am working with my small group, the students can work together to find facts about their penguins. They can show each other on their iPads and work cooperatively. • For the students who are working on QR codes, they can work together in partners if they would like, and they know to ask a friend for help before bringing it to the teacher. If there are issues with the wifi, students can bring me their iPads.
<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"> • If so, when should you introduce these new words and how? 	<ul style="list-style-type: none"> • Vocabulary: appearance, habitat, diet, predators • Students have been introduced to these words throughout our penguin unit. We will discuss them further when working in our small groups.
<p>Will there be a parent engagement or parent education piece?</p>	<ul style="list-style-type: none"> • Students can bring home their QR codes to show their parents what they learned about those types of penguins.
<p>How will I document my students work or how will my students?</p> <p>How will we reflect on our work?</p>	<ul style="list-style-type: none"> • Students will add their QR codes and writing to their penguin folders that we have been creating. They will hold onto their graphic organizer with all their penguin facts on it for a cumulative project at the end of the unit. • I will be observing students throughout their QR codes and research to document their understanding. I will give students time to explore on the penguin websites that I

	show them to see how well they are understanding how to look up information online.
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Describe your play or lesson plan activity so another teacher can understand what you did:

- Throughout the past couple of weeks, we have been learning all about the 17 different types of penguins. We have been learning about where they live, what they eat, what they look like and their predators.
- Each student picked from a bag to see what type of penguin they would focus on and research. Their choices were Emperor, King, Little Blue, Rockhopper, Macaroni, Gentoo, Adelie and Chinstrap penguins. There will be at least 2-3 kids working on the same penguin.
- Once every child has their penguin picked out, we will split up into groups. We will borrow the iPad cart from the technology teacher so that all students will have their own iPad to work on.
- We will rotate the small groups that will come to me. When the students come to my group, we will practice looking and locating specific information that we need. Students will have a graphic organizer to help them understand what they are looking for and what they need to know.
- We will practice using their iPads and opening up to the penguin websites that I have for the students. We will go through our graphic organizer, so we know what information we are looking for. We will use the website, <http://www.penguinworld.com/types/index.html> to find our information. Students can work cooperatively to find their research information. I will facilitate and show students how to navigate through the website, and help them if they get stuck.
- The other students will work on their QR code packet. There are 6 QR codes for the students to scan and watch the videos. There is space on each paper for the students to write a fact or something they learned from that video. Students can also draw a picture of the penguin. If they finished all that, there are a few QR codes with fun videos and songs about penguins.
- Students will save their graphic organizers and QR codes and put them inside their penguin folders. We will use this information to create our cumulative projects using Chatterpix.

Erikson Institute

Technology in Early Childhood Center

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

