

**Erikson Institute**

Technology in Early Childhood Center

**Webinar Learning Series:**  
**New School Year Transitions:**  
**Supporting Children and Families**  
*Starting at 3pm CST*

**While waiting for the session to start:**

- Introduce yourself in the chat:
  - Town/State, Ages/Grades you work with

**Erikson Institute**

Technology in Early Childhood Center

# New School Year Transitions: Supporting Children and Families

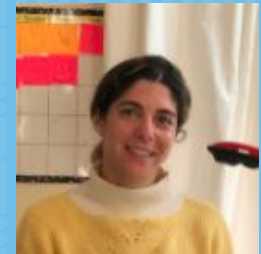
*Presented by:*



**Nadia Jaboneta**  
PreSchool Educator



**Erin Stanfill**  
Kindergarten Educator



**Rachel Warach**  
1st Grade Educator

# Zoom Logistics & Details

- You will receive these slides, as well as the recording
- Feel free to take notes
- Please use the Q&A function for your questions
- Opportunity for Q&A at the end
- No audio or video for attendees
- No CEUs or CPDUs for these webinars
  - upcoming **paid** webinars will provide CPDUs for attendance! Stay tuned for more information!

# About Technology in Early Childhood (TEC) Center at Erikson Institute



# Erikson Institute

## Technology in Early Childhood Center



**Alexis Lauricella, PhD**  
Associate Professor &  
Director



**Jenna Herdzina, MS**  
Program Manager



**Missi Jacobson, MSW**  
PhD Student &  
Research Assistant



**Morgan Russo**  
Graduate Student,  
Intern

# Erikson Institute

## Technology in Early Childhood Center

### Research



### Practice



### Leadership



*Connecting theory, policy and research to practice*

# Erikson Institute

Erikson Institute is a graduate school in child development, early education, and social work



## Mission

Erikson Institute educates, inspires, and promotes leadership to serve the needs of children and families so that all can achieve optimal education, social, emotional, and physical well-being

# Webinar Agenda

- Transitioning into a new year
- Nadia Jaboneta: Preschool, San Francisco
- Erin Stanfill: Kindergarten, Chicago
- Rachel Warach: 1st Grade, Chicago
- Q&A

# Objectives

- Reflect on what has gone well with remote teaching and learning in early childhood education
- Understand how to talk about COVID-19 with young students in a developmentally appropriate way
- Walk away with ideas for developing new relationships with children and families during transitions into the new year

# Poll 1

# Poll 2

# Transitioning into a new year



# Transitions right now

- These transitions are going to be especially challenging this year
- Children need their basic needs, like safety, met first before we can expect anything else
- Prioritize social emotional development



Image courtesy of [www.closingthegap.com/teach-speech-apps/](http://www.closingthegap.com/teach-speech-apps/)

# Transitions right now

- Technology can be one tool, among many others to:
  - Develop new relationships with students and their families
  - Talking about health, safety, and COVID-19
  - Remote teach and learn, connect, document and share



# Developing New Relationships

- Video library of introductions for yourself and students (or a photo album of new classmates)
  - With and without a face mask
- Social stories
  - “A day in the remote classroom”
  - “What we do for circle time”
- Virtual tour of classroom

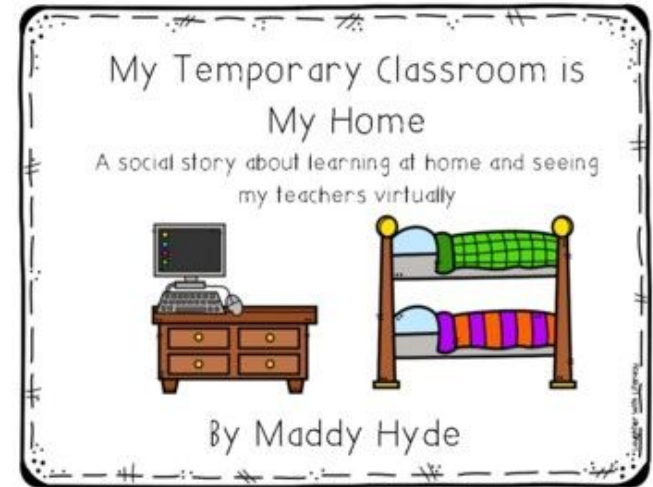


Image courtesy of Teacherpayteachers via Maddy Hyde

# Establishing Family Engagement

- Getting to know new families
  - Send questionnaire about families' technology situation
  - Provide opportunities for families to share what **THEY** want and expect
- Establish expectations
  - Be flexible with varying levels of engagement
  - Offer multiple options for communication
  - Be clear about when you'd like family feedback

## Tech Access Questionnaire

Thank you for taking the time to fill out this questionnaire- it will inform me on how to best support each and every family! Please let me know if you have any questions

In your home, adults have access to how many smartphones and tablets?

- ☐ None
- ☐ 1
- ☐ 2-3
- ☐ 4 or more

**Nadia Jaboneta**  
**Preschool, Pacific Primary School**  
**San Francisco, California**

# Nadia Jaboneta

Pacific Primary School  
San Francisco, California

Babies' brains are wired to be in relationships from birth. Interactions with people and the environment cause connections in the brain to form and strengthen.

(National Scientific Council on the Developing Child, 2004)





Children are born eager to make connections, belong and make a contribution to the group. They have innate skills and dispositions to cultivate relationships. When teachers and children interact with one another, it is an opportunity to develop positive relationships.

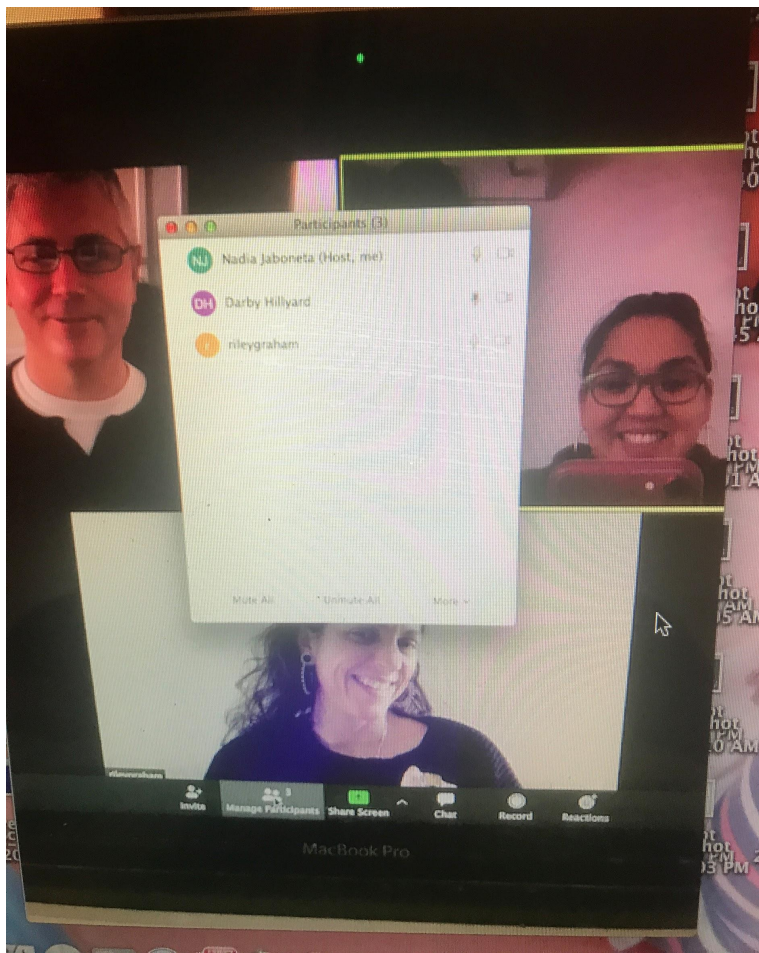




In what seemed like overnight, we were asked to transform our way of teaching. Along with teachers around the world, we jumped into this new & unknown world of virtual circle times with very little experience and not much time to prepare.

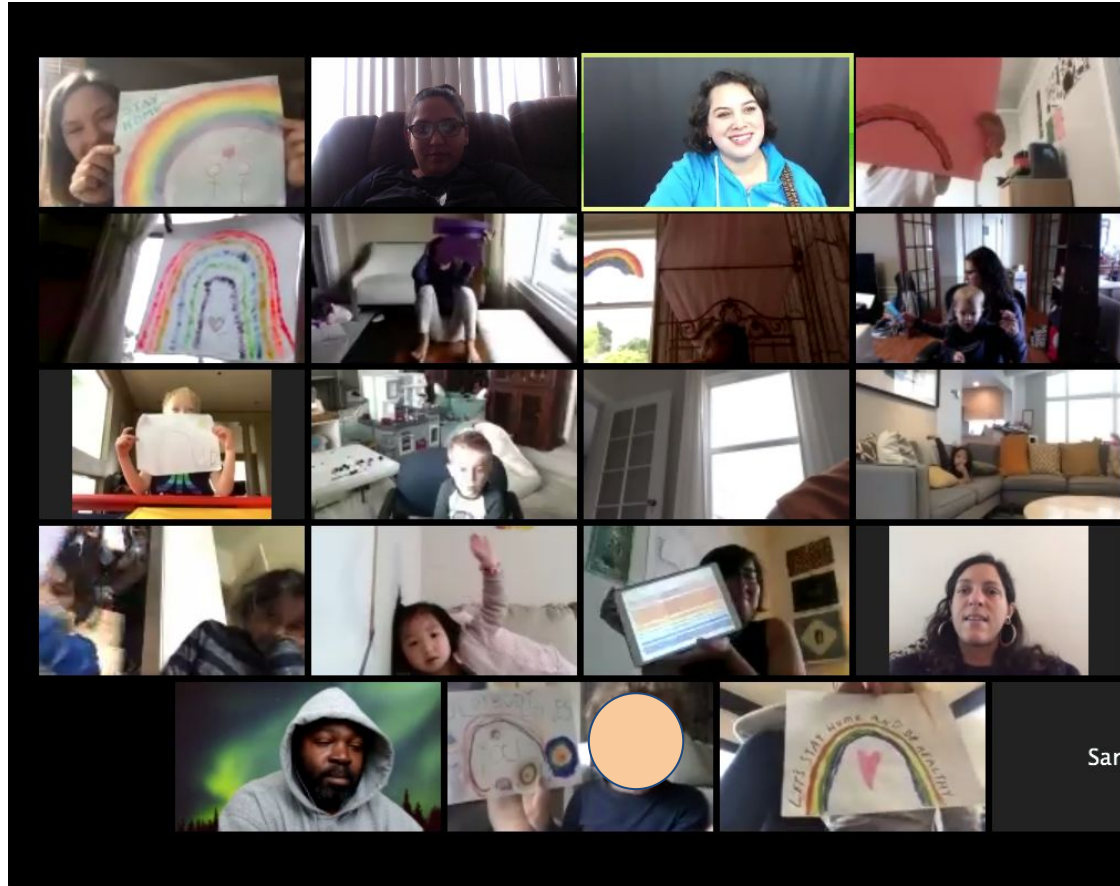






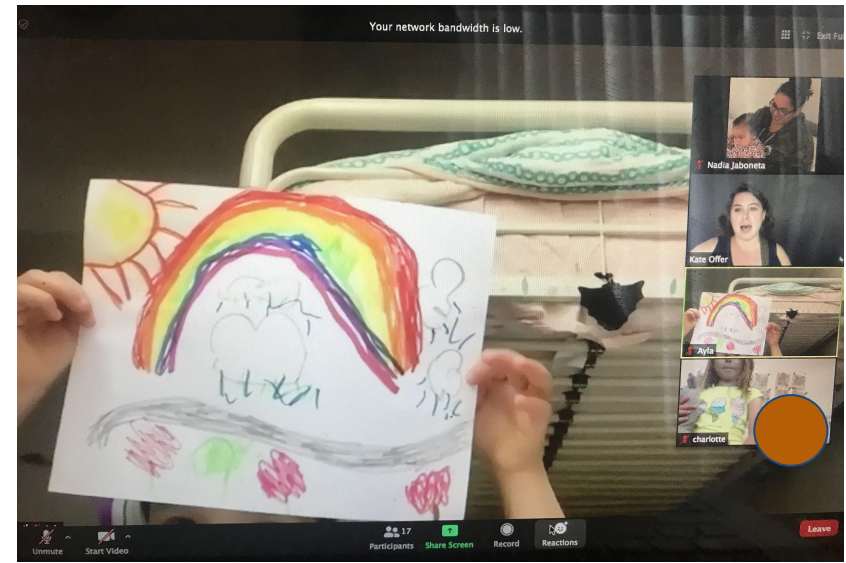
Our main goal in planning these circle times was to maintain connections with the children and families and deepen our relationships during this challenging time in our world. We invited parents to participate in as little or as much as they could. We emphasized this message to families: “None of us have lived through a pandemic before. Whatever you are doing is great and it is enough!”

Our hope was to plan circle times that were meaningful, engaging, and helped normalize the children's time with their teachers as much as possible in these not so normal times. The following are some examples of the curriculum we implemented during these virtual circle times.



# Community Project

“You are all invited to join us in a community project. Draw a rainbow to hang on a window in your home for your neighbors to see. If your window doesn't face the street, hang it outside your building! The idea is that when your neighbors take a walk, they will see your rainbow and it will bring them joy as we all safely shelter in place! Bring your rainbow to circle time tomorrow.”







## Puppet Shows

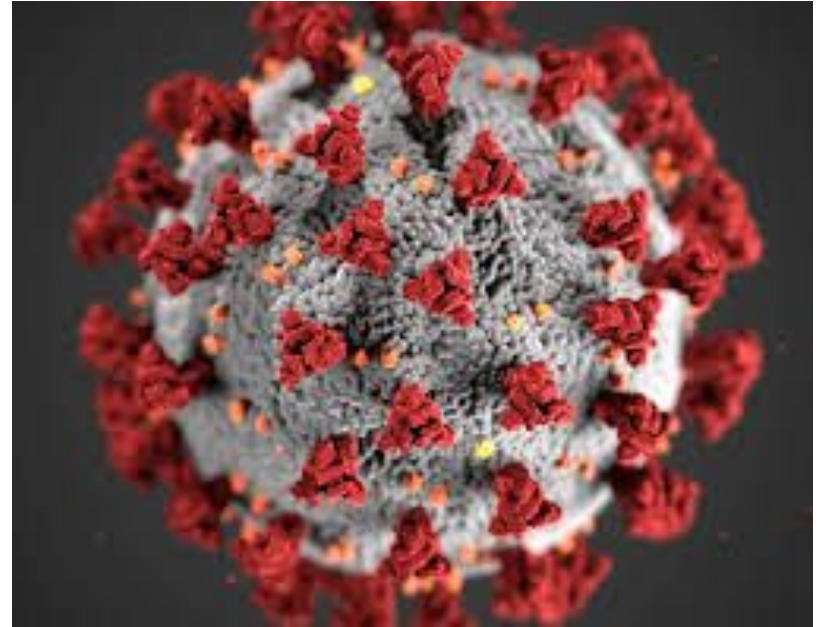
Teachers used puppets and stuffed animals as tools to help children grow their social emotional skills.

The puppets also helped the teachers and children think about topics such as the Coronavirus and why we should wear masks.



**Some people are getting sick from a virus called the coronavirus. Have you heard of it?**

This is what the Coronavirus looks like.



We prepared the children for seeing their teachers and people in their community with masks on.

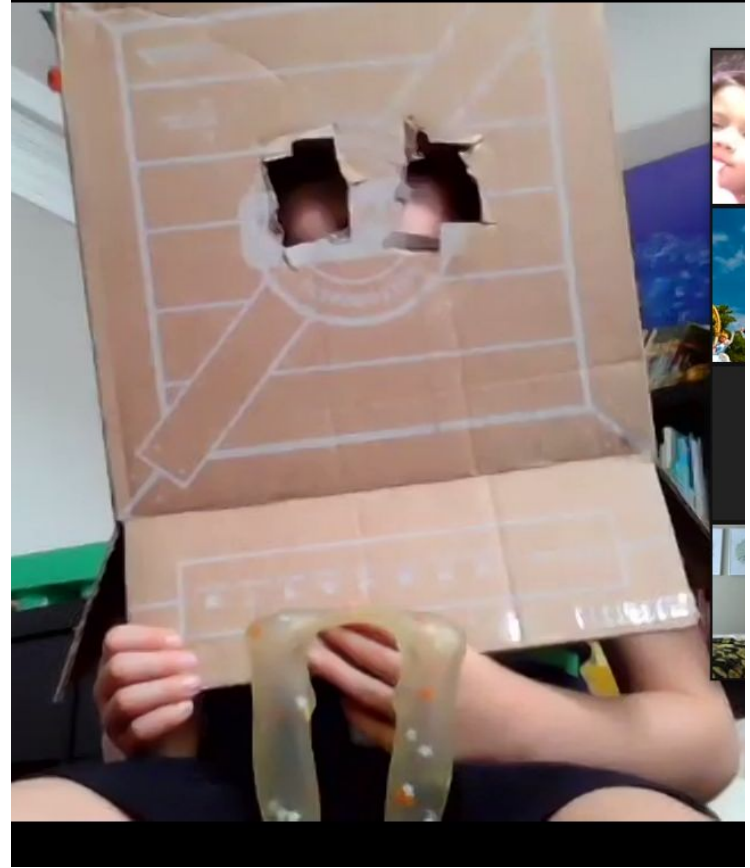


The children and teachers were invited to bring their masks to our morning meeting.



Children used humor as a way to connect with each other and make these difficult topics easier to talk about.

**Is this the kind of mask we are going to learn about?**





Is this the kind of mask  
we are going to learn  
about?





Wearing a mask is different,  
but it will be okay!



We love you Coyotes!  
We can't wait to be  
with you again!  
Love,  
Your Teachers



Wash your hands for at least 20 seconds. Make lots of bubbles!

What are some songs we can sing while we wash our hands?

**What are some other things that we can do  
to stay healthy and safe?**



## "Coyote Classroom Research Homework":

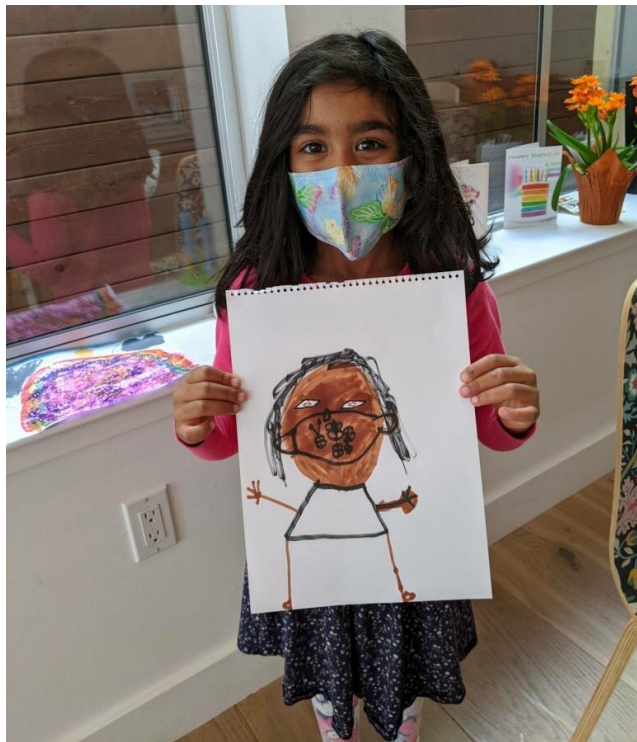
***How can you tell how someone is feeling when they are wearing a mask?***

Here are some tips for good research:

- Study people's eyes and body language.
- What do you notice?
- What are you wondering about?
- Take some notes down. Have a grown-up help you.
- Draw a picture.
- Take some photos and ask your grown-up to share with your teachers.



Children studied themselves wearing masks and created self-portraits.





## David and his Mom did research with Octopus:

Hi, Coyote teachers,

David, Octopus, and I enjoyed exploring emotions behind the mask. First, Octopus tried on the mask. David noticed that Octopus was upset about putting it on and he comforted him. See the picture to the right of David being a great friend.

Then, I tried on the mask and did facial expressions that reflect various feelings I experience throughout the day -- happy, sad, frustrated. And David was able to identify ALL of them. When I asked what he noticed, he pointed out the wrinkles around my eyes when I smile. He also noticed that my ears twitched when I am frustrated (this is news to me!).





Then, David tried on the mask and had me guess. "Sad"? "Nope," he said, "I feel conflicted." Then the next one. "Angry," I asked? "Nope, disgusted." I learned that emotions can be tricky to spot and I learned that David has complex feelings and a rich vocabulary to name them. Thanks Pacific Primary :)

Thanks for the fun activity and for the care package. It made David so happy to see Teacher Darby and receive a gift from his teachers.

Love,  
Erica



Taking the children's lead, we incorporated more humor and planned fun themes such as “silly sock day.”





Facilitating a group of young children via a screen started out quite challenging because, ultimately, there is really no such thing as online preschool. Despite the challenges of connectivity issues, glitches and learning curves, we have been resilient and stayed strong! Each teacher found their unique strengths as they explored this new way of being a community together. I applaud all the teachers out there who have been so brave!

**“Being together in real life is so much better!” -Hazel, 5 year-old**

**Erin Stanfill**  
**Kindergarten, Burley Elementary**  
**Chicago, Illinois**

# Erin Stanfill

Burley Elementary (CPS)  
Chicago, IL

"There is something of  
yourself that you leave  
at every meeting with  
another person."

-Fred Rogers





# Establishing School-Wide Norms

1

## Morning Announcements

Archive of past announcements

Thursday, June 18  
Last day of school!

It's our final Morning Announcements video!  
Thanks to everyone who contributed.



You can still be part of the celebration! Record videos to congratulate individual 8th graders at [burley.cps.edu/classof2020](http://burley.cps.edu/classof2020).

**microclubs**  
fun and friendship for Burley students

There's one more Microclub today!

What can  
students count  
on each day?

2

## Grade Level Blue Pages

Looking for the old Blue Pages? Those are archived on [Burley's Learning Enrichment Page](#).



Kindergarten



1st grade



2nd grade



3rd grade

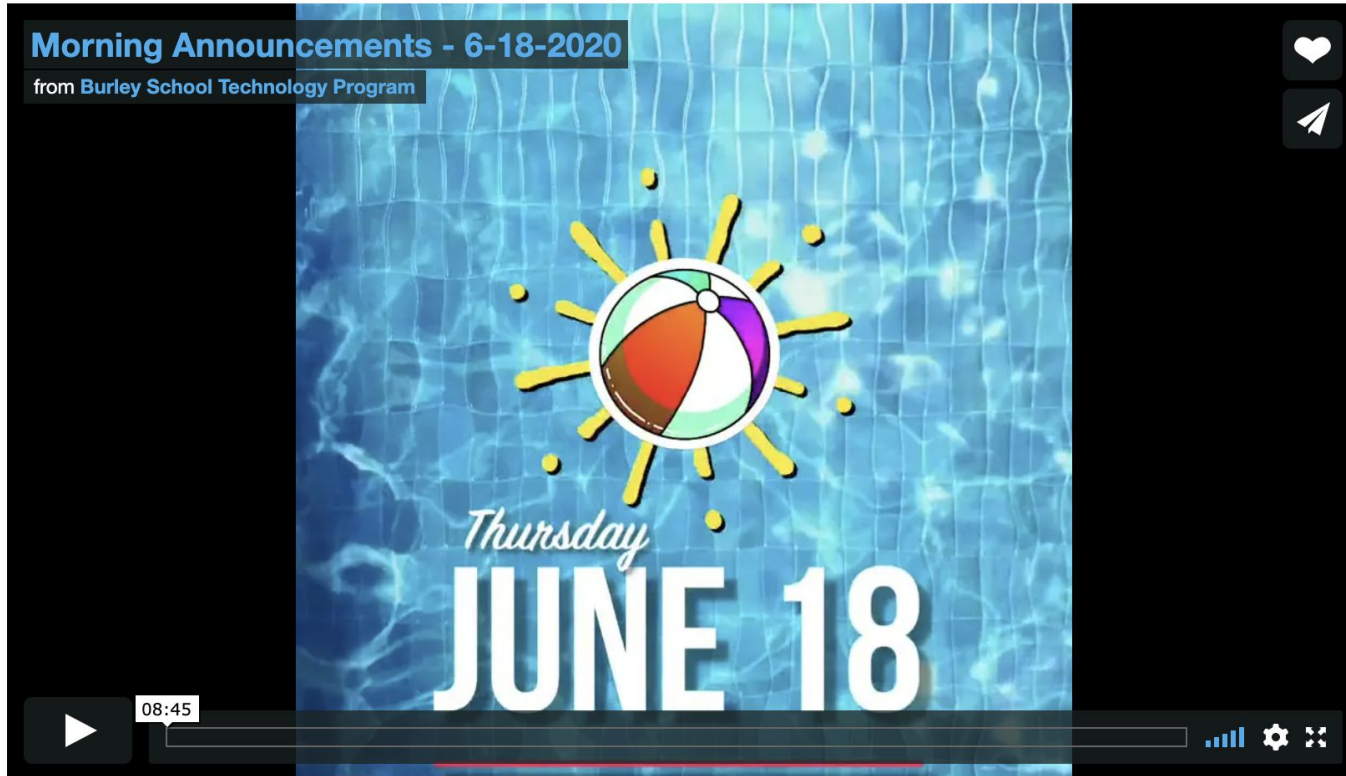


4th grade



5th grade

# Morning Announcements

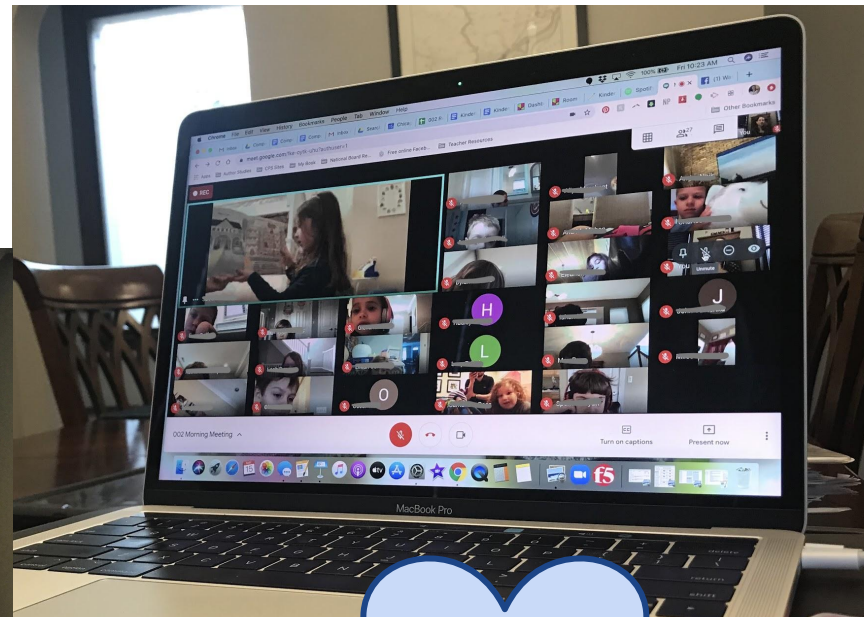
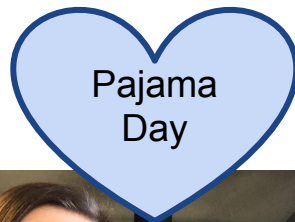




# Keeping Traditions Established in the Classroom



Dress  
Up



Secret  
Reader

# Creating Opportunities for Students to Connect beyond live meetings



padlet

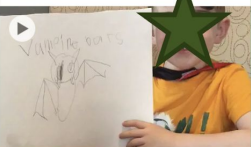
Erin Stanfill + 85 • 1m

## Kindergarten Inquiry: Pollinators

Today marks the end of our Kindergarten plant unit, but there is still so much to learn! Today you will take a close look at pollinators. Pollinators come in all shapes and sizes and are very important in supporting our food supply. Read through our Pollinators collection on GetEpic. Use these questions as a guide to help you learn more about this topic: What is pollen? Who are the pollinators? What do pollinators do? How does pollination work? What might happen if our pollinators disappear? How can we help pollinators? What other interesting information and facts did you learn? Share your new learning using illustrations, labels, and complete sentences on our Inquiry Padlet. Focus on sharing at least 3 pieces of new learning.

Anonymous 1mo

### MR inquiry on vampire bats



5B53E154-470A-4EA3-BA18-1971C884FB78  
00:59 video  
padlet drive

Add comment

Anonymous 1mo

### D.A's Pollination Inquiry Response

After D.A had read some of the epic selected book and watched Mystery Doug, he was able to share his work and understanding in this way; using Pages to perform his work and share.

What is pollen?  
What are the pollinators?  
What do pollinators do?  
How does pollination work?  
What might happen if our pollinators disappear?  
How can we help pollinators?  
What other interesting information and facts did you learn?

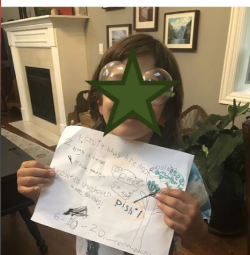
Share your new learning using illustrations, labels, and complete sentences on our Inquiry Padlet. Focus on sharing at least 3 pieces of new learning.

Blank PAGES document  
padlet drive

Anonymous 1mo

### Flower B. (Disguised as a Pollinator!) 002

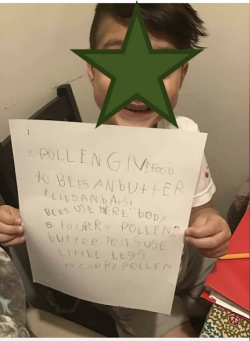
1. Fruit bats are also pollinators. 2. Pollen is a fine yellow powder. 3. Flowers use pollen to make seeds.



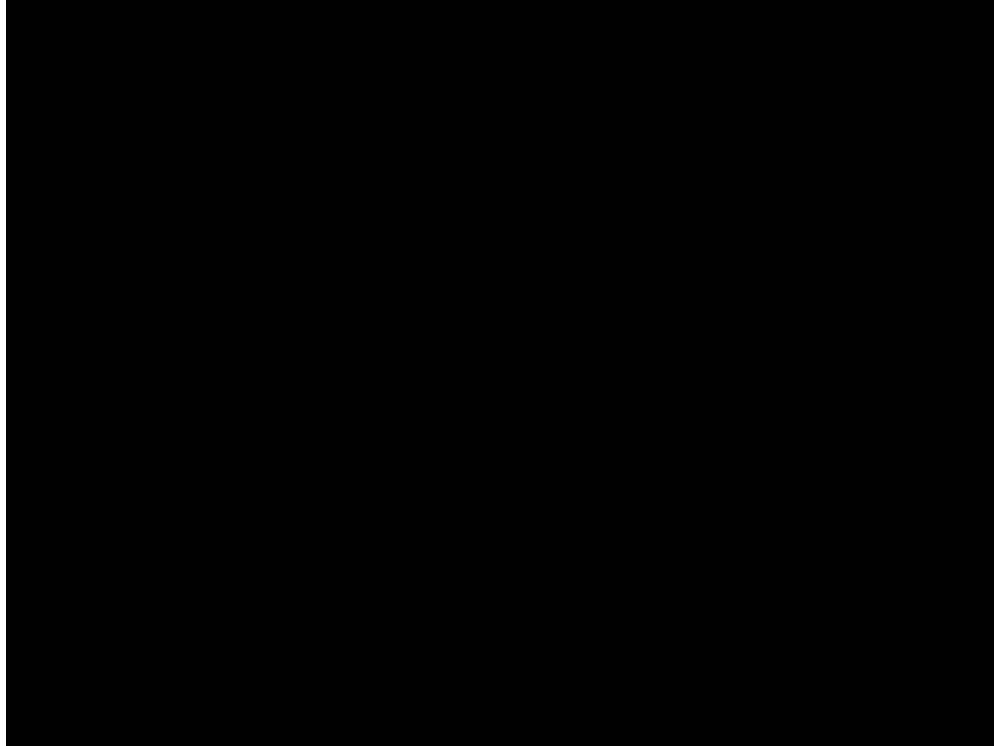
Anonymous 1mo

### Flower B. 001

Flower B. 001



# Share the Load: Using a Mix of Live Meetings and Recorded Lessons with Your Grade Level Team





# Holding onto Face-to-Face Interactions Whenever Possible

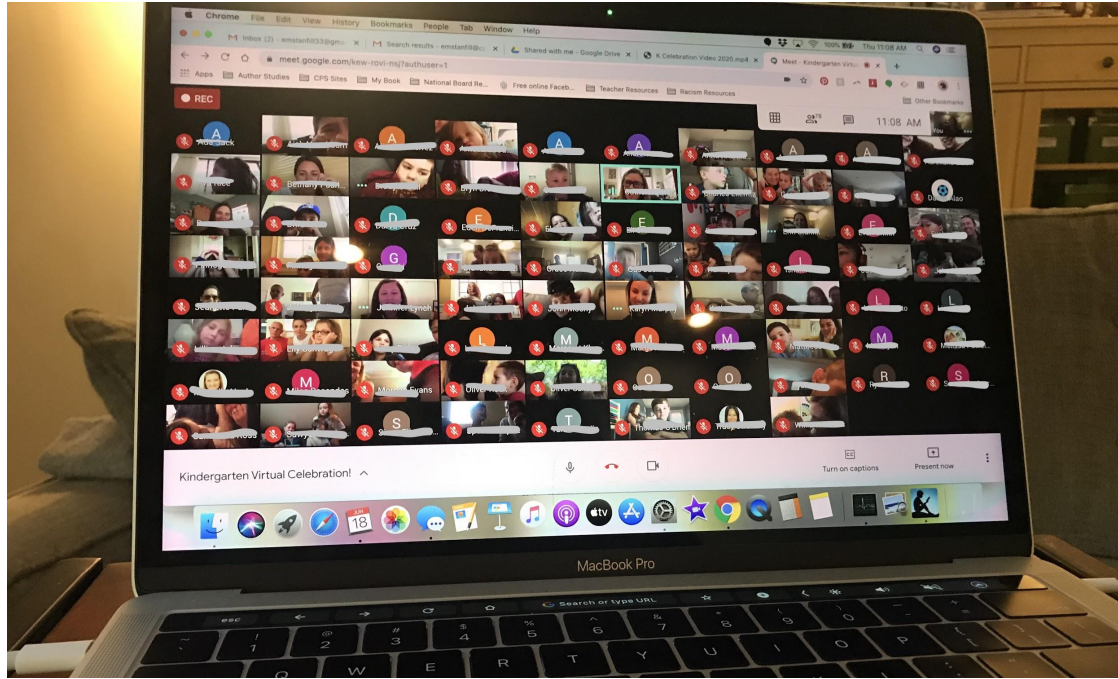


Parade of Neighborhood



End of Year Parade at School

# Maintaining Celebrations



We usually end the year with a Kindergarten celebration and picnic. This year, we invited all three K classrooms to a combined Google Meet. At the end, we watched a video slideshow together of photos from the whole school year and reflected on all our accomplishments.

**Rachel Warach**  
**1st Grade, Chicago Jewish Day School**  
**Chicago, Illinois**





בית הספר הקהילתי בשיקגו

**Chicago Jewish Day School**

- Independent school in Chicago, IL
- approximately 235 students in grades Junior Kindergarten through Grade Eight
- classes are small; from 10-20 students per class
- Students spend approximately  $\frac{2}{3}$  of their time in General Studies subjects (including “specials” like art, music and PE) and  $\frac{1}{3}$  in Hebrew and Judaic studies

- I’ve been teaching for about fourteen years -- seven of which have been at CJDS
- I have taught K-3, but the bulk of my career has been spent in Grades One and Two
- Since March, I have felt like a first year teacher all over again!



# Maintaining consistent and familiar schedules

- our eLearning schedule mirrored, as much as possible, our in-person schedule
- students signed into their teacher's "Zoom Room" at the assigned time for their online learning
- during eLearning, each period was only half-an-hour, to account for the stamina young children have for sitting in front of a computer
- we were all surprised at how savvy these first graders became at navigating from one Zoom Room to another and how many of the different functions they began to utilize!

Chicago Jewish Day School ELearning Schedule 2020  
Warach -- Grade One

(updated 4/19/20)

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Work 9:30-9:45	Password and Math Box NO Zoom	Password and Math Box NO Zoom	Password and Math Box NO Zoom	Password and Math Box NO Zoom	Password and Math Box NO Zoom
T-Filsh 9:50-10:10	Handallah Penina 750-575-6554 PW: lgbl	T-Filsh Penina 290-084-7211 PW: shalom	T-Filsh Community Room 750-575-6554 PW: lgbl	T-Filsh Penina 290-084-7211 PW: shalom	DEAR Drop Everything and Read NO Zoom
Period 1 10:10-10:40	M.M. Rachel W. 914-159-2908 PW: fish	HJS Penina 290-084-7211 PW: shalom	M.M. Rachel W. 914-159-2908 PW: fish	HJS Penina 290-084-7211 PW: shalom	M.M. Rachel W. 914-159-2908 PW: fish
Period 2 10:45-11:15	GS	M.M. Rachel W. 914-159-2908 PW: fish	GS	M.M. Rachel W. 914-159-2908 PW: fish	GS
Period 3 11:20-11:45	ART Rachel T. 803-645-8492 PW: art	PE Eric 402-960-4453 PW: CJDSPF	ART Rachel T. 803-645-8492 PW: art	PE Eric 402-960-4453 PW: CJDSPF	PE Eric 402-960-4453 PW: CJDSPF
Lunch/Recess 11:45-1:00	Lunch/Recess 11:45-1:00	Lunch/Recess 11:45-1:00	Lunch/Recess 11:45-1:00	Lunch/Recess 11:45-1:00	Lunch/Recess 11:45-1:00
Period 4 1:00-1:30	HJS Penina 290-084-7211 PW: shalom	Music Rachel J. 803-601-2143 PW: birds	HJS Penina 290-084-7211 PW: shalom	Music Rachel J. 803-601-2143 PW: birds	HJS Penina 290-084-7211 PW: shalom
Period 5 1:35-2:05	GS Hannah 304-923-7921 PW: birds	GS Hannah 304-923-7921 PW: birds	GS Hannah 304-923-7921 PW: birds	GS Hannah 304-923-7921 PW: birds	GS Hannah 304-923-7921 PW: birds
Period 6 2:10-2:50	GS	GS	2:15-2:30 Jewish Music Sara G. 484-095-1437 PW: R2D2	GS	2:10-2:25 Mishpachot/ Challenge Share
Closing Circle/ 2:55-3:00	GS	GS	GS Hannah 304-923-7921 PW: birds	GS	2:30-3:00 Kab Shab Community Room 750-575-6554 PW: lgbl



# Morning Meetings and Closing Circles

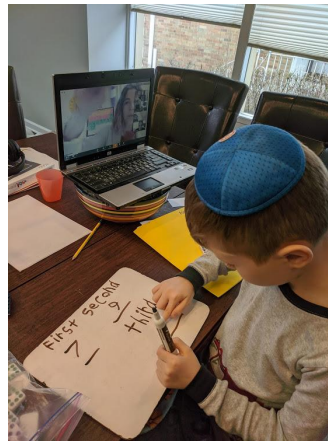
Tuesday, March 24, 2020  
3-24-20

Good Morning First Grade Fish,  
Today is Tuesday. Today we will have music and  
PE. It will be a stupendous day!  
Have a tip-top Tuesday!  
Morah Rachel

$6 + ? = 10$   
Write the answer on your white board!



# Continuing our routines and traditions -- and beginning new ones!

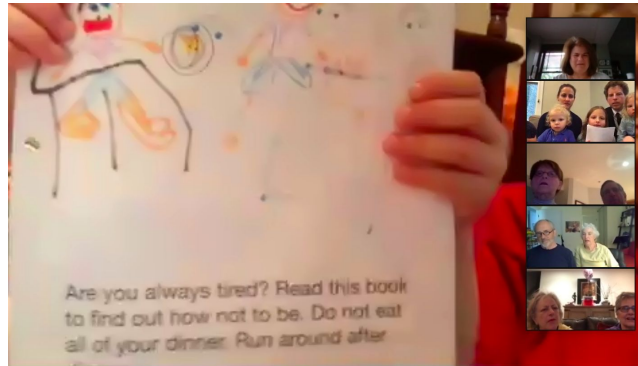
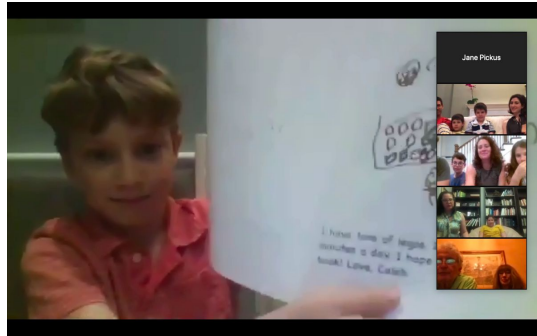


- “Fish” of the Week
- math games
- bring your stuffy to school day
- GoNoodle!
- “Good Morning Your Majesty”
- Rasheed and Mabel
- LOTS of movement!





# Celebrations, Culminations and Performances!



# Q&A



**Google Survey:**

**<https://forms.gle/wuSDNd3eJ1npZfQd8>**

# Erikson Institute

Technology in Early Childhood Center

## Thank you for joining us!

teccenter.erikson.edu



teccenter.erikson



@TEC\_Center



**Nadia Jaboneta**  
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