Erikson Institute
Technology in Early Childhood Center

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: Cindy Adamson

Class or Grade you teach: Grade 2

Name of School: St. Eugene

How many years have you been teaching? 21

Play or Lesson Plan Title: _Forms of Communication - Morse Code

City and State: Chicago, IL

District Name or #: Archdiocese of Chicago

How long have you been using tech w/children? 18 yrs

Play or Lesson Focus	❏ Literacy ❏ X Science ❏ X Technology or Media Literacy (how to use tech or make tech) ❏ Engineering ❏ Art ❏ Math
Play or Lesson Objective ○ **Is this really one play or lesson plan?** ○ Or does it need to be divided into several different plans with their own objectives?	Student will identify ways to communicate & how Morse Code is one type of communication. This is two separate lessons.
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	

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Where will this lesson or play experience take place? ❏ Circle Time ❏ Centers ❏ Block area ❏ Pretend Play area ❏ Desks or Group Tables ❏ Gym/Large indoor area or Hallway ❏ Outdoors **Will children design the space with you?**	Students divided into groups & provided with paper to brainstorm the forms of communication they know. They presented their lists to the class. We then watched Invention Of Morse Code | The Dr. Binocs Show video followed by discussion & Morse Code decoding worksheet. Part 2 of this lesson use iPad and Light Up app to create a circuit to perform a Morse Code - SOS
What previous experience do children have with technology tools? ❏ What are their digital skills? 　❏ Are they in exploring stage i.e. learning the functions and how they respond? 　❏ Are they in early integration stage i.e. documentation? Have they mastered the tool yet? 　❏ Are they able to innovate yet? i.e. create and make or fully integrate into pretend play?	Students are at the exploring stage of using this iPad app in classroom.
How much facilitation do you want to have in your play and learning experience? ❏ 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?	This was a student facilitated activity working in groups to understand how to use the app. Adult was there as support & to address questions.

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How much of your time will be technology how-to focused and how much will be play or hands-on focused?	Most of the time is hands-on focused. Need to have worksheets, iPads, & Light Ups nearby. Introduce the terms morse code & circuits.
❏ 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?	

What materials do I need?
Examples include:
❏ tech tools (including apps, robots, tangible tech, circuits, websites or software)?
❏ tablet stand or tripod?
❏ green screen materials?
❏ writing and notetaking?
    ❏ do students need to draw or take notes on paper?
    ❏ markers, pens, pencil, tablet styluses?
    ❏ whiteboards?
❏ pretend play materials?
❏ engineering materials?
    ❏ blocks?
    ❏ good junk?
    ❏ pulleys?
    ❏ ramps
❏ measuring tools?
    ❏ rulers, measuring tape, yarn, tape, blocks?
❏ natural materials?
    ❏ found objects from nature?
❏ literacy materials?
	List or post pics of your materials here
	
	Paper & markers
	Computer/projector
	Dr. Binocs Morse Code Video
	Morse Code worksheet https://bit.ly/2q1koED
	iPads with Light Ups app
	Light Ups

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❏ books or mentor texts, including digital mentor texts? ❏ are the materials you are using culturally appropriate? ❏ do the images reflect the diversity of the children you work with? what about gender and stereotypes? ❏ 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?	
What hardware, website, apps, robots, tangible tech or software are you using? ❏ 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?	Light Ups & Light Ups app. Be sure app is setup with username & that the Light Ups are charged.
What resources will you use? (insert links to online handouts, videos, websites)	Link to Dr. Binocs video: https://youtu.be/ORIDAmGf_yQ
How much time do you think you'll need to introduce the students to the technology tool(s)? ❏ Will children learn how to use the tool through open exploration time or through guided practice/facilitation? ❏ What parts of the hardware and/or software do you anticipate causing your students trouble? ❏ What new tech terms do you need to introduce?	Students learn through open exploration of the app. Terms: Circuits, positive & negative
How much time do you think you'll need to introduce the students to the concept you want them to learn?	5-10 minutes of lesson time to describe how we use technology to communicate now and in the past.

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❏ In what contexts (whole group, small group, individually) might you need to roll out specific parts of your plan?	
Are there any students who may need additional supports, instructions, etc.? ❏ 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?	The apps gives visual cues to help them build the circuit.
How can you use cooperative grouping/roles to manage the activities? ❏ 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?	Students help each other & work together to create the circuits presented to them.
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?** ❏ If so, when should you introduce these new words and how?	Terms: morse code, & circuits
Will there be a parent engagement or parent education piece?	Website post of photos
How will I document my students work or how will my students? **How will we reflect on our work?**	Photographs. Discussion at the end of class

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: