

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

scan QR code to be taken to this doc in Google



Your Name: Agnieszka Lutow

Class or Grade you teach: PreK 4

Name of School: Pope John XIII

How many years have you been teaching? 5

Integrated Play and Lesson Planning

Play or Lesson Plan Title: What makes a good story-Book Creator-

New version of 'Snowmen at night'

City and State: Evanston IL, 60202

District Name or #: Chicago Archdiocese

How long have you been using tech w/children? 5 years 1 year
with this new tech

<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"> ○ Is this really one play or lesson plan? ○ Or does it need to be divided into several different plans with their own objectives? 	<p>This is a series of lessons-We will spend 2 weeks reading the story and creating their snowman and 1 week creating their own versions.</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>2.B.ECa-with assistance ask and answer questions about a book 2.B.Ecb- with assistance retell familiar stories with 3 or more events 2.B.Ecc- with assistance identify main characters of story</p>

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<p>Where will this lesson or play experience take place?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Circle Time <input checked="" type="checkbox"/> Centers <input type="checkbox"/> Block area <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>The class will be been reading the story ‘Snowmen at Night’ We will be discussing characters, setting and problem in the story. We will also be discussing beginning/middle/end.</p> <p>This will start as a whole group lesson where we as a class describe what made a good story. We also as a class will gave examples of what characters, the setting, action could be in a story. The students will then be broken up into groups to create their very own snowman at night. They will dictate what their snowman would do at night time. Depending on students ability some will write independently and others will trace.</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>Students are in the exploring stages-We will use book creator at the very end to put the students stories together. A teacher has to be present at the time of recording.</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>A teacher will walk around to help students write their dictation. I took a picture of their page to later import into Book Creator.</p>

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<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>The first week and a half we will use very minimal technology. We will use a projector to brainstormed 'What makes a good story'</p> <p>The second part we will use Book Creator to record the students words which should talk about half a week to a week.</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? <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? 	<p>List or post pics of your materials here</p> <p>Materials-</p> <ul style="list-style-type: none"> • paper • crayons • projector • ipad-app book creator • Sentence prompted If I were a snowman at night, I would...

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<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>Book Creator-my students might have a hard time taking a picture of their piece of paper and since taking a good picture is not the main focus of this lesson I will up take the pictures and have the student press the record button to record their voice.</p>
<p>What resources will you use? (insert links to online handouts, videos, websites)</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>We will spend about 2 weeks on the theme 'Snowman at night' We will compare the different stories and activities a snowman can do at night. After we would explore the app and I would demonstrate how to record. It should not take a long time for the students to understand how to press and record on the Book creator app.</p> <p>The students will learn about the Book Creator app with guided instruction.</p>

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<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>2 weeks- This will start as whole group and then small group with each child contributing an independent page to the story.</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>I might have some students who cannot think of an idea for their specific page. I will have these students pick out of my action picture jars to help these students focus on one subject.</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>I will group students in small groups. I will work with each group in making their snowman as well as taking a picture of their page and recording their dictation.</p>
<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> <ul style="list-style-type: none"> <input type="checkbox"/> If so, when should you introduce these new words and how? 	<p>We will practice using lots of words to describe what actions are in a story. This is something that we are continuing to work on with our daily routines. Describing things with lots or describing words will help students create pictures with lots of details.</p>
<p>Will there be a parent engagement or parent education piece?</p>	<p>I will have 1 other teacher helping during small group time. This will help write the students words down more efficiently.</p>
<p>How will I document my students work or how will my students? How will we reflect on our work?</p>	<p>Book creator as well as the hardcopies of the students stories.</p>

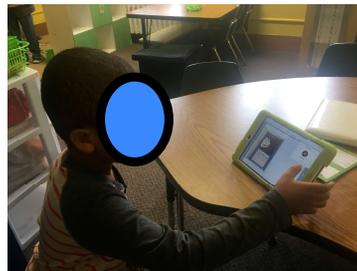
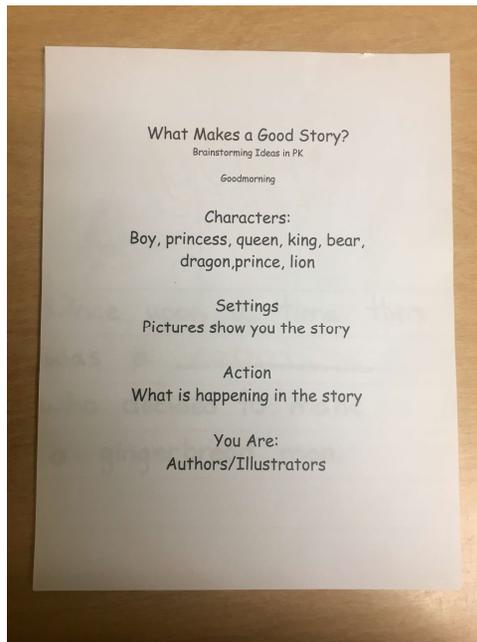
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Describe your play or lesson plan activity so another teacher can understand what you did:

The first 2 weeks the students read and reread the story 'Snowmen at night' We discussed the different parts of a story; Beginning, Middle, and end. We also as a class discussed what the actives or actions a character can do. The students then created their own snowman by ripping up paper and forming it into a circle. After their snowman was done, the students finished the prompted sentence, "If I were a snowman at night I would..." I helped students write there words and then depending on the students abilities I either had students trace my words or rewrite the words completely. Together, the student and I took a picture of their snowman page and imported it into book creator. The students later recorded themselves reading their page on Book creator. The students enjoyed being creative and making up their own versions of the story.

The List generated by the class on What makes a good story?



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Final Book-

If the Butterfly Class were snowmen at night

Based off the story of Snowmen at night

