

### Getting Started w/TEC

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Your Name: Colleen Wiora

Class or Grade you teach: 1<sup>st</sup> 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: Virtual Field Trip-Shedd Aquarium

City and State: Chicago,IL

District Name or #: \_\_\_\_\_

How long have you been using tech w/children?\_7 years

<p><b>Play or Lesson Focus:</b></p> <p><b>This lesson will focus on students learning more about penguins, how to ask meaningful questions and interact with trainers/experts through Skype.</b></p>	<ul style="list-style-type: none"> <li>X Literacy</li> <li>X Science</li> <li>X Technology or Media Literacy (how to use tech or make tech)</li> <li><input type="checkbox"/> Engineering</li> <li><input type="checkbox"/> Art</li> <li><input type="checkbox"/> Math</li> </ul>
<p><b>Play or Lesson Objectives:</b></p>	<ul style="list-style-type: none"> <li>○ Students will interact with penguin trainers and experts to learn more about penguins and their habitats.</li> <li>○ Students will come up with questions to ask the trainers about penguins.</li> </ul>
<p><b>Standards your plan meets (State, <a href="#">Head Start</a>, ECERS, <a href="#">ISTE</a>, etc.)</b>  <b>NOT NECESSARY BUT FOR SOME PROGRAMS IT IS IMPORTANT TO LIST WHAT STANDARDS YOU ARE MEETING</b></p>	<ul style="list-style-type: none"> <li>• ISTE Knowledge Constructor             <ul style="list-style-type: none"> <li>○ 3a</li> <li>○ 3d</li> </ul> </li> <li>• ISTE Global Collaborator             <ul style="list-style-type: none"> <li>○ 7a</li> <li>○ 7b</li> </ul> </li> </ul>
<p><b>Where will this lesson or play experience take place?</b></p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Circle Time</li> <li><input type="checkbox"/> Centers</li> <li><input type="checkbox"/> Block area</li> <li><input type="checkbox"/> Pretend Play area</li> <li><input type="checkbox"/> Desks or Group Tables</li> <li><input type="checkbox"/> Gym/Large indoor area or Hallway</li> <li><input type="checkbox"/> Outdoors</li> </ul> <p><b>Will children design the space with you?</b></p>	<ul style="list-style-type: none"> <li>• This lesson will take place in the classroom at their desks/group tables. We will do this whole class since we will be talking and interacting with the trainers from the Shedd Aquarium.</li> </ul>
<p><b>What previous experience do children have with technology tools?</b></p> <ul style="list-style-type: none"> <li>• What are their digital skills?             <ul style="list-style-type: none"> <li><input type="checkbox"/> Are they in exploring stage i.e. learning the functions and how they respond?</li> <li><input type="checkbox"/> Are they in early integration stage i.e. documentation? Have they mastered the tool yet?</li> <li><input type="checkbox"/> Are they able to innovate yet? i.e. create and make or fully integrate into pretend play?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The students did not have previous experience in the classroom with skyping or interacting with people through webcams. However, many students did say they have had similar experiences at home through facetime and other messaging services.</li> <li>• Students did know that they had to have a quieter voice and couldn't all ask questions at once since it was not an in person experience.</li> </ul>
<p><b>How much facilitation do you want to have in your play and learning experience?</b></p> <ul style="list-style-type: none"> <li>• Does the facilitation need to be with an adult?</li> <li>• Does the facilitation need be with a more experienced peer?</li> <li>• Does the facilitation need to be with an older child?</li> </ul>	<ul style="list-style-type: none"> <li>• This particular activity needed to be facilitated by an adult since we had to set up the computer and make sure the volume/projector were working fine. We had to do a test run the week before to make sure everything went smoothly when we did our virtual field trip.</li> </ul>

<p><b>How much of your time will be technology how-to focused and how much will be play or hands-on focused?</b></p> <ul style="list-style-type: none"><li>• What materials do you need to prep or have nearby?</li><li>• What new vocabulary has to be introduced?</li><li>• What materials can the children create or make with tech tools or art materials?</li><li>• What type of sensory experience are you creating?</li></ul>	<ul style="list-style-type: none"><li>• In terms of materials, we did not need much except for a computer, and our projector/white board. The Shedd Aquarium did give us two worksheets that the students would work on during/after the virtual field trip that we had ready to go.</li><li>• The vocabulary that was introduced beforehand were the types of penguins that the students would see which was Magellanic and Rockhopper penguins. Other vocabulary was: habitat, adaptations, enrichment and behavior.</li><li>• After the virtual lesson, students would use what they learned to help come up with an “enrichment” activity/toy for the penguins.</li><li>• I hope to create a sensory experience that the students can see, hear and feel like they are in the penguin habitat with the penguins.</li></ul>
<p><b>What materials do I need?</b> <b>Examples include:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> tech tools (including apps, robots, tangible tech, circuits, websites or software)?</li><li><input type="checkbox"/> tablet stand or tripod?</li><li><input type="checkbox"/> green screen materials?</li><li><input type="checkbox"/> writing and notetaking?<ul style="list-style-type: none"><li><input type="checkbox"/> do students need to draw or take notes on paper?</li><li><input type="checkbox"/> markers, pens, pencil, tablet styluses?</li><li><input type="checkbox"/> whiteboards?</li></ul></li><li><input type="checkbox"/> pretend play materials?</li><li><input type="checkbox"/> engineering materials?<ul style="list-style-type: none"><li><input type="checkbox"/> blocks?</li><li><input type="checkbox"/> good junk?</li><li><input type="checkbox"/> pulleys?</li><li><input type="checkbox"/> ramps</li></ul></li></ul>	<p><b>List or post pics of your materials here</b></p> <ul style="list-style-type: none"><li>• computer with a webcam</li><li>• projector</li><li>• white board</li><li>• two worksheets to go along with the virtual field trip (one about the life cycle and another about enrichment for penguins)</li><li>• crayons/pencils</li></ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> measuring tools?             <ul style="list-style-type: none"> <li><input type="checkbox"/> rulers, measuring tape, yarn, tape, blocks?</li> </ul> </li> <li><input type="checkbox"/> natural materials?             <ul style="list-style-type: none"> <li><input type="checkbox"/> found objects from nature?</li> </ul> </li> <li><input type="checkbox"/> literacy materials?             <ul style="list-style-type: none"> <li><input type="checkbox"/> books or mentor texts, including digital mentor texts?</li> </ul> </li> <li><input type="checkbox"/> are the materials you are using culturally appropriate?             <ul style="list-style-type: none"> <li><input type="checkbox"/> do the images reflect the diversity of the children you work with? what about gender and stereotypes?</li> <li><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?</li> </ul> </li> </ul>	
<p><b>What hardware, website, apps, robots, tangible tech or software are you using?</b></p> <ul style="list-style-type: none"> <li>• What parts of the tech tool(s) do you anticipate causing your students trouble?</li> <li>• What needs to be charged or updated before you use your tech tools with students?</li> </ul>	<ul style="list-style-type: none"> <li>• Computer with a webcam, projector and white board</li> <li>• We will need to do a test run with the Shedd Aquarium a week before to make sure all the technology and equipment is working properly. We will need to check on volume and making sure we can hear the trainers.</li> <li>• I think that the sound can sometimes give the students trouble because they need to be very quiet in order to hear the trainers and the penguins.</li> </ul>
<p><b>What resources will you use? (insert links to online handouts, videos, websites)</b></p>	<ul style="list-style-type: none"> <li>• The Shedd Aquarium website has great resources on penguins <a href="https://www.sheddaquarium.org/Animals--Care/Animal-Facts/Penguins/">https://www.sheddaquarium.org/Animals--Care/Animal-Facts/Penguins/</a></li> <li>• Handouts from the Shedd Aquarium to go along with their lesson</li> </ul>
<p><b>How much time do you think you'll need to introduce the students to the technology tool(s)?</b></p>	<ul style="list-style-type: none"> <li>• Since the adults are handling the tech aspect of this lesson, they do not need much time to learn about it. Many of them already understand how webcams work.</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Will children learn how to use the tool through open exploration time or through guided practice/facilitation?</li> <li><input type="checkbox"/> What parts of the hardware and/or software do you anticipate causing your students trouble?</li> <li><input type="checkbox"/> What new tech terms do you need to introduce?</li> </ul>	<ul style="list-style-type: none"> <li>• Having a large group of students to be quiet during the session will be the hardest thing for them, and understanding that they need to talk directly into the microphone when asking a question is the most difficult aspect.</li> </ul>
<p><b>How much time do you think you'll need to introduce the students to the concept you want them to learn?</b></p> <ul style="list-style-type: none"> <li>• In what contexts (whole group, small group, individually) might you need to roll out specific parts of your plan?</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the virtual field trip, we have spent at least two or three weeks learning as much as we can on penguins. I wanted them to have a strong foundation before they went into the virtual field trip. We read numerous fiction and non-fiction texts, watched online videos, looked at websites and researched their own penguin. They could have easily went into this field trip without any prior knowledge, but I wanted them to know a fair amount before.</li> </ul>
<p><b>Are there any students who may need additional supports, instructions, etc.?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can you meet these children where they're at?</li> <li><input type="checkbox"/> Can the technology (hardware or software) be manipulated or adapted in any way to meet these needs?</li> </ul>	<ul style="list-style-type: none"> <li>• I do have one student who has been diagnosed with autism, so I just made sure to put him in an area where he could move if needed and not disturb the virtual field trip. I also made sure the noise level was not loud for him. He functions fine in the classroom, but just might need a little more space to get up and move if needed.</li> </ul>
<p><b>How can you use cooperative grouping/roles to manage the activities?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do I need a helper if I am working with another group of children?</li> <li><input type="checkbox"/> Do I need visual supports or a QR code that can take children to a tutorial?</li> </ul>	<ul style="list-style-type: none"> <li>• We will have certain children who are in charge of holding onto the worksheets for their groups. They will pass out the papers when the trainers ask them to.</li> </ul>
<p><b>What language/vocabulary might be helpful for children as they describe their processes for play/work/learning?</b></p> <p><b>Will children need to be introduced to any new vocabulary or terms?</b></p> <ul style="list-style-type: none"> <li>• If so, when should you introduce these new words and how?</li> </ul>	<ul style="list-style-type: none"> <li>• We will go over the vocabulary that they might hear throughout the virtual field trip like enrichment, habitat, adaptations, etc. Knowing these words will help them understand more of the content that they are trying to teach the students.</li> </ul>

<p>Will there be a parent engagement or parent education piece?</p>	<ul style="list-style-type: none"><li>• There is not a specific parent engagement piece, however we do encourage the students to take home their handouts to share with their parents what they learned about. I will also post about it in our monthly update on the school website. Students also receive a free pass to the Shedd Aquarium so hopefully they will go with their parents to see the penguins up close and personal!</li></ul>
<p>How will I document my students work or how will my students? How will we reflect on our work?</p>	<ul style="list-style-type: none"><li>• Students will complete their handouts that go along with the virtual field trip, so that will be their way of documenting what they learned.</li><li>• I will take pictures of the students during this field trip so we can have class documentation of our learning experience.</li></ul>

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

- For a few weeks prior to our virtual field trip, the students have been immersed in learning about the different types of penguins. We have been reading books, watching videos, researching and doing many projects on penguins.
- I will prep the students and let them know that we are going on a virtual field trip, which means we get to interact with people through a webcam. We will get to see the penguin trainers and the penguins in their habitat at the Shedd Aquarium.
- Before we start our virtual field trip, we will work together as a class to come up with meaningful, important questions that we have about Magellanic and Rockhopper penguins. We will pick four or five of the best questions that they come up with and I will model with the students how to ask the question into the microphone. The other questions we will leave on the board so we can discuss and see if they were answered after the field trip.
- A week before our virtual field trip, we will do a test run with the Shedd Aquarium to make sure the technical side works well and runs smoothly.
- During the field trip, students will be engaged with the penguin experts and trainers. They will work on a worksheet that shows the life cycle of a penguin. Students will get to see the penguins interact in their habitats, and students will get to ask their questions at the end of the field trip.
- I will take notes of any vocabulary words or concepts so we can discuss as a class afterwards to make sure students are understanding the material.

- After the virtual field trip, students can work on creating and inventing an enrichment activity/toy for the penguins. The trainers explained examples of an enrichment item, and students can be creative with this.
- As a follow up activity, students will write thank you letters to the penguin trainer and they will include some facts that they learned throughout this experience.

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