

# INTEGRATING TECHNOLOGY IN EARLY CHILDHOOD

## CURRICULUM DESIGN

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### **Abstract**

The purpose of this curriculum design was to create a supplemental unit that would integrate technology to enhance, increase and motivate early childhood learning. The curriculum is focused on literacy skills specifically alphabet knowledge and pre-writing. In this curriculum there are a variety of learning activities that integrate technology while also using traditional ways of learning. It is also important to guide parents on how to reinforce technology effectively at home. In addition to the curriculum, a plan for teachers was also designed.

A mentor teacher program and a professional development plan are crucial to ensure that technology is integrated into an early childhood classroom effectively. Teachers must acquire the skills and confidence to use technology in their classroom. They must also receive ongoing support and training throughout the curriculum to create meaningful technology learning experiences for their students. As a result, teachers can use technology as an effective tool by promoting instruction for students that can reach a variety of learning styles and needs.

## Introduction

Students are living in a world focused on technology and there is no surprise that children are being exposed to technology at a very early age. Most of my pre-k students begin school with prior knowledge and experience using technology at home. Since students are using technology at home, teachers should be adapting new and effective ways for learning. This is important because teachers can model for students and teach them how to use technology appropriately. There is also research that suggests that technology can have a positive impact on learning by increasing motivation and engagement (Kopcha, 2020).

Remote teaching made me realize how much we rely on technology and how useful it can be for education. It has also made me understand the importance of professional development and training to ensure that technology is being used correctly. Since I began teaching, I have always been an advocate and user of technology because I believe it enhances my lessons by making them more engaging and interactive. I enjoy using my technology devices during different times of the school day. Technology has also made managing and organizing my own work easier. However, is this enough to ensure that I am using technology effectively for instruction?

This raises the question, can technology be integrated in a developmentally appropriate way that reaches a child's cognitive, social-emotional, and physical needs? These needs must be met in every early childhood curriculum. During my research I discovered how technology can be an effective tool for early childhood, that it can support students with disabilities and that meaningful professional development trainings can guide teachers on how they can implement technology in their classrooms.

Overall, based on my research this is a topic that I believe needs to be explored further. Most of the research suggests that with knowledge, support and preparation teachers can use technology in education. Teachers can learn how to use technology as an educational tool that can promote meaningful, engaging, and interactive learning experiences. I strongly believe that this can be implemented and used in an early childhood setting as long as teachers approach and use technology appropriately.

### **Literature Review**

My experience working with early childhood students and remote teaching inspired my topic on how technology is being used in education. In my classroom I use technology in various learning activities such as morning circle, music, movement, and transitional times. We also use technology for enrichment and center times. During these activities students are working independently or in small groups. As a teacher I find that using technology can also be helpful to organize and manage my own work such as grading, keeping notes, and taking attendance.

Early childhood students need to learn in various ways. Most of their learning is through hands on, and real-life experiences. Learning through play is also important for pre-k students. It is crucial that the learning activities include exploring and discovering new things through their senses. Due to these requirements some teachers might wonder how technology can be used appropriately for early childhood students (Alper, 2011). I believe this is a valid and important concern because at the pre-k level children are developing cognitively, socially, emotionally and physically. All of these aspects must be included and built into an early childhood curriculum.

Some of the main concerns of using technology in early childhood education is that technology might distract students from other activities that are crucial for a child's development, that too much screen time might have a negative effect on a child cognitively, and lastly, that technology may expose children to negative content such as violence at a very young age (Alper, 2011). I believe these points are worth acknowledging but, I also believe that when technology is being used appropriately it can have more positive impacts on students and can be a highly effective learning tool. It might also be beneficial if teachers and parents use a balanced

approach with technology to ensure that students are still experiencing other meaningful experiences that contribute to their development.

It is also important to note that there isn't enough research on how technology in generally impacts early childhood students (Alper, 2011). As teachers we need to look at technology as a tool and think of how we can use it to its fullest potential that will help us promote new learning experiences. (Alper,2011). More and more children are using technology and are being exposed to it at a very early age especially at home. Since students are using different technology daily at home, it is important that students are using them in school (Buchholz, 2020).

There is some research that shows that technology has positive impacts on student learning which is why for my curriculum design my main objective is to create a plan on how teachers can apply technology effectively with early childhood students. Based on my research of technology I have discovered three themes; How technology can be used as an effective teaching tool for early childhood education, how it can be effective for students with disabilities, and how professional development plays an important role on how technology is being implemented in the classroom.

### **How Technology Can be Effective for Early Childhood Education**

In general technology can be used as an effective tool for education. It can be used to enhance learning by increasing motivation and engagement (Kopcha, 2020). Technology should be used for more than just presenting a video or playing a game with students. In the article "*On my Screen, I can Learn*": *YouTube Kids in the Primary Classroom*, Buchholz (2020) discuss that when teachers use the right technology tools correctly students begin to use technology in meaningful ways and understand how it connects to their learning. When teachers model how to

use technology effectively students will become more independent. For example, Buchholz (2020) mentions how students can begin to learn the skills necessary from their teachers and apply those skills on their own. I strongly believe this could be beneficial for my pre-k students because during center time students can work on iPads or computers independently and practice a concept or a skill that we are learning. It could be used as an independent enrichment activity.

There are ways that early childhood students can continue to learn from hands on experiences through technology. The article *iPads as a Literacy Teaching Tool in Early Childhood* focuses on how hands on devices such as iPads can offer new ways on how a child learns early literacy skills (Beschoner & Hutchison, 2013). The authors Beschoner and Hutchinson (2013) also suggest that results from their study show that when technology is being used appropriately it can be used effectively to enhance literacy instruction for early childhood students.

If used in a meaningful and purposeful way students can strengthen their literacy skills at the early childhood level. Fantozzi, Johnson & Scherfen (2018) discuss how using technology devices such as an iPad can be incorporate play and literacy through digital storytelling. Through this learning activity children can learn how to interact and collaborate with their peers. Within this activity alone students are learning literacy while developing their social-emotional skills. For example, in my classroom I would use this strategy for retelling a story with my pre-k students.

Another effective way to promote collaboration, play, and hands-on learning is by using a table size-multi-touch screen (Karno & Hatcher, 2020). In the article, *Building Computer Supported Collaborative Learning Environments in Early Childhood Classrooms*, Karno & Hatcher (2020) conduct research on how teachers can use a table size multi-touch screen to

facilitate collaborative learning. During the study they witnessed the interaction between preschool children using developmentally appropriate applications that were geared for early childhood learners (Karno & Hatcher, 2020). Based on their study, children were engaged on all levels socially, emotionally, physically and cognitively (Karno & Hatcher, 2020). I would personally use this strategy in my own classroom during center times with my pre-k students.

In addition, technology can also promote opportunities for project-based learning and enhance learning centers for early childhood education (Lu, Ottenbreit-Leftwich, Ding, & Glazewski, 2017). For example, Marsh & Vasquez (2012) discuss in their article, *Aligning Instructions to Developmental Needs in Critical and Digital Literacies*, how students used the internet to find out information to solve a water issue that was going on in a community. Based on the student's research they were able to come up with an idea that solved the problem and that also promoted parent and community engagement (Marsh & Vasquez, 2012). Community and parent involvement is essential for pre-k learning. I strongly believe technology can be a great tool to help promote opportunities that involve and engage our student's communities and their families.

In my pre-k classroom, we have center-times which include student-centered activities that promote learning through play. Teachers can use technology to enhance these areas in their classrooms. In the article, *Experienced iPad-Using Early Childhood Teachers: Practices in the One-to-One iPad Classroom*, Lu, et. Al., (2017) discuss the importance of play and student-centered activities and how iPads can assist in learning this way. For example, using apps such as YouTube can also be an effective tool for instruction (Jones & Cuthrell, 2011). In their article, *YouTube educational potentials and pitfalls. Computers in the Schools*, it mentioned using YouTube can differentiate instruction (Jones & Cuthrell, 2011). In my classroom I use

YouTube videos to reinforce a skill or concept we are learning. It is a great way to enhance lessons with music and visuals. I also use it to promote opportunities for my students to get up and move.

Maich & Hall (2015) discuss how iPads can increase learning through enrichment activities where children can engage in research, communication, and collaboration. I strongly believe with this point because iPads can make learning centers more fun and interactive. Some apps can also motivate student learning by providing feedback to students while they are actually learning (Maich & Hall, 2015). I believe this can be very helpful to teachers while encouraging students to be more independent during their learning on technology devices.

Early childhood teachers communicate with parents frequently and technology can be a useful tool in accomplishing that. In early childhood observing and tracking student progress is very important. There are many apps that are available on iPads that can be used to for assessment purposes. There is research that also shows that teachers used iPads to assist in the assessing, sharing work, and used for conferences with parents (Milman, et. Al., 2014). Many pre-k teachers also iPads to take photos of student's work. They can send these photos to their family to keep them involved in what their child is learning in school.

Teachers can also use electronic boards to motivate and increase student engagement (Zhang, 2019). In the article *Investigating K-12 Teachers' Use of Electronic Board in the Classroom in the Central South of The United States*, Zhang (2019) discuss how students can use electronic boards such as smartboards for all subjects. For example, some of my pre-k students find it difficult to sit through an entire story during literacy circle, therefore I will use my smartboard to play e-books to enhance the lesson. Electronic books can make read aloud times more interactive and engaging (Schugar, Smith, Schugar, 2013). Electronic books are easy and

accessible to use on smartboards or on the iPad. There are also different types of e-books that you can pay for that include special features or e-books that are free of charge that provide similar interactive experiences (Parette et. Al., 2015).

### **Technology can be Effective for a Students with Disabilities**

Technology devices can also be used as an effective tool for reaching different learning needs and students with disabilities. In the article *Using iPad tablets for self-modeling with preschoolers: videos versus photos*, McCoy et. Al., (2017) discuss how an iPad can display an image or video that can have a positive impact on student behavior and engagement. I believe this is another example of how technology can be an effective tool and be used in various ways in an early childhood classroom. McCoy et. Al., (2017) study how student's motivation increased when teachers used visuals on iPads to help student complete tasks. This can be helpful for all early childhood students and students with disabilities who need visuals for modeling behavior.

Videos are also used for self-modeling for early childhood students with autism (Mason et. Al., 2016) I believe this can be very helpful because early childhood students especially with autism can gain additional support when teachers use this strategy. Mason et. Al. (2016) mention how the videos are beneficial because based on the social theory people can learn through modeling. Gunderson et. Al., (2017) mention how teachers can use iPads to differentiate general education and provide the tools and support needed for students with disabilities in the classroom.

The research results from the article, *Cognitively Accessible Academic Lessons for Students with Intellectual Disabilities using the iPad*, show how there were positive impacts using the iPads (Gunderson et. Al., 2017). Not only can the iPad videos provide visuals for

children with autism but it can also motivate students to learn new ways on how to manage their own behavior (Xin et. Al., 2017). Using iPads can also be convenient for teachers because since they are mobile devices with touchscreen features, teachers can easily move around their classroom with them (Xin et. Al., 2017).

Parette, et. Al (2014) discusses in the article *Using Flexible Participation in Technology-Supported, Universally Designed Preschool Activities*, how technology can provide students with disabilities flexible learning experiences. In other words, it can support students with disabilities in general education classroom settings. By using technology such as computers and iPads teachers can create a curriculum that fits the needs of the individual student (Parette, et. Al, 2014). Technology can increase engagement and promote opportunities for students with disabilities to be more active in their classroom community (Boyle, et. Al, 2019). I believe this is important because it can help teachers provide students with a custom education instead of a one-size fits all. Not everyone learns the same way and this can promote differentiated instructions for all students.

### **The Importance of Professional Development with Technology**

I believe professional development and technology go hand in hand. In order for teachers to use technology effectively in the classroom they need to be provided with meaningful training experiences. Teachers require knowledge and confidence when working with new technology devices and programs. During my experience remote teaching I was very nervous about using new technology programs mostly because we didn't receive any prior training or knowledge about the platforms we were expected to use. Understanding the basics of technology is not enough to implement meaningful learning experiences.

Frazier and Trekles (2017) studied how teachers use iPads in education during their first year. Throughout the study data was collected based on the experiences teachers had while using iPads during their first year. I found this study to be interesting because it also focused on the personal views of the teachers throughout the entire year of using the iPads. I believe research like this is important because it can give us a better understanding of what teachers need improvement on and what their concerns are when using technology. One of the concerns that teachers experience was how their trainings were too short (Frazier and Trekles, 2017).

Love et. Al, (2020) discuss how ongoing trainings that continue technology education can be beneficial for teachers. Learning a new skill during a one professional development training isn't suitable enough for teachers to display real technology integration (Love et. Al., 2020). I strongly agree with this point because I have personally experienced professional development trainings that were geared to technology that were insignificant. Most of my professional development trainings have been crash courses on a specific skill or program. How can we expect teachers to make real changes after participating in one brief training? Love et. Al, (2020) discuss how teachers should receive training that continues to strengthen the skills previously learned.

Mentoring is also another important factor for successful professional development training. Kopcha (2020) discuss how mentoring should be part of a professional development training for technology. It can provide teachers with immediate support and guidance from their peers (Kopcha, 2020). Experienced teachers who are using technology can also model for their peers. When teachers watch their peers use technology in their classroom, they can learn how they can apply it to their own classroom (Kopcha, 2020). I strongly agree with this approach because whenever there is a technical issue with technology there is rarely anyone there to help.

A mentoring program can solve this issue because it can provide support on location during school hours. I also believe a mentoring program can model for students how teachers need to collaborate and learn from one another.

### **Summary**

After reviewing numerous articles of educational research, it appears that technology does have the potential to impact early childhood learning in a positive way. Depending on how technology is being implemented it can be a useful tool for both students and teachers. It can also provide support and guidance for children with special needs. Overall, with meaningful professional development training I believe technology can have a place in an early childhood curriculum. I believe there are ways for technology to reach the cognitive, social-emotional, and physical needs of an early childhood learner. It can also provide students with additional skills and support that can prepare them for their future as adults.

### **Curriculum Development**

The supplemental 4-week curriculum unit will use technology to instruct Pre-k students in literacy. My main objective for my curriculum is to plan and facilitate meaningful learning activities that use various technology devices and resources to enhance instruction. I believe by using technology effectively and developmentally appropriately I will increase student engagement and learning. By implementing technology, I will be able to differentiate instruction and reach the various learning styles of my students.

In addition to the curriculum, I will also develop a technical support program for teachers. I believe this will help teachers increase their confidence and motivation. It will also provide them with the support they need to use technology in the classroom effectively. Within this program teachers can seek guidance from a peer such as a mentor teacher. This teacher will be appointed based on their knowledge and experience using technology. The technical support mentor teacher will communicate with other teachers through weekly check-ins, and monthly professional development meetings that will allot time for peer collaboration. I believe this can have a positive impact on a teacher's perspective using technology. It can also build a sense of community among the faculty.

The supplemental curriculum will explore technology and how it can be used to instruct early childhood students specifically in literacy. I believe this topic is very important because it relates to my current pre-k class. Throughout the year we focus on alphabet knowledge which includes, letter recognition, phonemic awareness, vocabulary, and handwriting. Pre-k four-year-old students are in the early stages of development. It isn't necessary that pre-k four-year-old students master alphabet knowledge but they are developing beginning knowledge of the alphabet. It is crucial that when learning these concepts that pre-k students are engaged in

meaningful activities that are relatable to their lives. In order for a pre-k student to learn and gain meaning of any concept they need to understand first how this impacts them personally. If students lack prior knowledge of the concept, then the learning could feel meaningless. My goal is to make an impact on my students by creating experiences that will be memorable and influential. As a result, I believe technology can be a useful tool that can make students feel active in the learning process.

## The Curriculum

Alphabet knowledge and pre-writing is a concept my pre-k students learn all year. Based on my experience alphabet knowledge and pre-writing is one of the most difficult concepts for a pre-k student to learn. The inspiration behind this curriculum was to create a thematic unit to supplement what we are learning all year. The supplemental 4- week unit will incorporate technology to teach literacy concepts specifically alphabet knowledge which includes letter recognition, phonemic awareness, vocabulary words, and pre-handwriting skills.

To ensure that my pre-k students are learning in a developmentally appropriate way the curriculum will involve meaningful and engaging activities to promote hands on learning while using technology. All activities will be aligned and designed by following the New York State Pre-Kindergarten ELA Learning Standards. All activities will include accommodations for all learners and will meet the social, emotional and physical needs of pre-k students.

The theme for the 4-week supplemental curriculum unit will focus on the season of fall. We will participate in this curriculum during the months of September/October. I chose the fall theme because I believe it is a theme that my students can relate and connect to. It is an appropriate theme because the season of fall will be occurring during the months of September/October. Throughout the unit students will be able to experience fall as a real-life and hands on experience. These experiences will also be enhanced by using different forms of technology while teaching and reinforcing alphabet and pre-writing concepts.

### **The New York State Pre-Kindergarten Standards**

The 4-week supplemental unit curriculum will include the following standards:

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.SEL.4. Develops positive relationships with their peers
- PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions
- PK.SEL.6. Understands and follows routines and rules
- PK.AC.1. Demonstrates motivation to communicate
- PK.AC.2. Demonstrates they are building background knowledge
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK.AC.6 Demonstrates their ability to represent ideas using a variety of methods
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.6 Retells stories or share information from a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.9 Interacts with a variety of genres
- PK. ELAL.12 Makes connections between self, text, and, the world

- PK. ELAL. 14 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning
- PK. ELAL. 17 Develops questions and participates in shared research and exploration to answer questions and build and share knowledge.
- PK. ELAL. 19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ELAL.23 Creates a visual display
- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences
- PK. MATH. 11 Sorts objects and shapes into categories; count the objects in each category
- PK. MATH. 1 Counts to 20
- PK. SCI. 8 Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about local weather conditions change daily and seasonally.
- PK. SCI.4 Observes familiar plants and animals and describes what they need to survive
- PK. ARTS. 2 Performs dance
- PK. ARTS. 5 Creates media arts
- PK. ARTS. 6 Produces media arts
- PK. ARTS. 7 Responds and connects to media arts
- PK. ARTS. 9 Performs to music

- PK. ARTS. 11 Connects to music
- PK. ARTS. 16 Creates visual arts
- PK. ARTS. 17 Presents visual arts

### **Technology Integration**

For the 4-week supplemental curriculum unit, we will use various forms of technology to teach beginning alphabet knowledge to pre-k four-year-old students. Students will learn in large/small groups and independently. Technology will be used as an effective tool to increase student motivation in a pre-k classroom. It will also help students become more engaged in their learning. Within this curriculum, technology will also be used to assist in differentiating instruction for all learning styles and disabilities. For example, a phonics YouTube video will enhance the lesson by meeting the needs for visual, auditory, reading/writing and hands-on learners. Center time technology activities will also promote collaboration and build relationships among peers to reach the social and emotional needs of the pre-k students.

#### **The following technology devices and resources will be used:**

- (5) iPads
- (5) apple pencils
- (1) laptop computer
- (1) smartboard
- (1) Bluetooth Speaker
- (5) sets of headphones
- YouTube [www.Youtube.com](http://www.Youtube.com)

- ABC Mouse [www.abcmouse.com](http://www.abcmouse.com)
- Scholastic Let's Find Out Digital Magazine [www.letsfindout.com](http://www.letsfindout.com)
- ABCya [www.ABCYA.com](http://www.ABCYA.com)
- Handwriting without Tears – Digital Handwriting Tools [www.lwtears.com/idtt](http://www.lwtears.com/idtt)

### **Instructional Procedure**

For the first week we will focus on introducing the fall season to activate student's prior knowledge. Before introducing the theme, students will learn all four seasons in a previous lesson. For this unit we will dive deeper into the season of fall by learning about apples, leaves, and pumpkins. Within these mini-themes we will be using technology to enhance literacy instruction and teach students indirectly about beginning alphabet knowledge and pre-writing through playful, engaging and hands on technology-based learning experiences. In addition to the literacy concepts this curriculum will also cover other subjects such as science, math, and social studies.

Instruction will take place three times week on Monday, Wednesday, and Fridays which will involve whole group instruction during circle times and small group or independent instruction during center times. A teacher's aide will also be present to assist during all instructional activities. For whole group activities we will use technology devices such as the smartboard, laptop, websites, Bluetooth speaker and digital literacy resources. For small group and independent activities, we will use iPads, apple pencils, and a variety of applications.

### **4-Week Supplemental Unit Curriculum Schedule**

Instruction will take place three days a week on Monday, Wednesday, and Fridays.

Week 1:	The Season of fall – Introduction to fall
Week 2:	Apples
Week 3:	Leaves
Week 4:	Pumpkins

**Learning Activities**  
**Week 1 – Introduction to fall**  
**Focus on letter “Ff”**

**Day 1: Circle Time Whole Group:**

**Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK.AC.2. Demonstrates they are building background knowledge
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.6 Retells stories or share information from a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.9 Interacts with a variety of genres
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ARTS. 2 Performs dance
- PK. ARTS. 9 Performs to music
- PK. ARTS. 11 Connects to music

Before introducing fall, students will listen to the book **How Do You Know It’s Fall?** by Allan Fowler listen to the read aloud on YouTube by Happy Cultivated

<https://www.youtube.com/watch?v=AQGjgbydSig>

To introduce other genres of literature, we will also play a digital fall poem on Abcmouse.com

Music & Movement break- Participate in fall theme songs on YouTube

Display Scholastic Let’s Find Out on the smartboard

- Introduce the fall season by reading the magazine
- Focus on how fall begins with the letter Ff. The way Ff looks, how it sounds
- Students will look for the letter Ff throughout the magazine
- Use the read aloud text feature, watch video on fall, play digital fall theme game
- Movement – fall dance break

- Complete the back of magazine activity while displaying it on the smartboard

**Technology Integration:**

YouTube How Do You Know It's Fall? By Allan Fowler Read Aloud on YouTube by Happy

Cultivated <https://www.youtube.com/watch?v=AQGjgbydSig>

YouTube Pediatric Therapy Essentials Fall Freeze Dance

<https://www.youtube.com/watch?v=PMogy1dhApQ>

ABC Mouse – [https://www.abcmouse.com/html5/abc/storybooks/fall\\_poetry.swf?cid=13749](https://www.abcmouse.com/html5/abc/storybooks/fall_poetry.swf?cid=13749)

Scholastic Let's Find Out Digital Magazine <https://letsfindout.com/>

YouTube – Autumn Phonics <https://www.youtube.com/watch?v=1HceOGjMMpA>

Smartboard/Laptop

**Day 2: Circle Time Whole Group:**

**Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.AC.2. Demonstrates they are building background knowledge
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ELAL.23 Creates a visual display
- PK. ARTS. 2 Performs dance
- PK. ARTS. 5 Creates media arts
- PK. ARTS. 6 Produces media arts
- PK. ARTS. 9 Performs to music
- PK. ARTS. 17 Presents visual arts

Review the fall season and letters of the alphabet with focus on Ff. Play YouTube video, Let's

Learn our ABC's with Falling Leaves

Use starfall.com to learn more about the letter Ff (recognition, sound, words)

Movement break – Jack Hartmann video – Letter Ff

**Independently** Students will work iPads on handwriting without tears digital writing app to practice writing letters specifically the letter Ff. They will use their finger and apple pencils to form letters. By using the apple pencil, they will practice on proper pencil grip.

**Technology Integration:**

- Sweetie's Surprise Party Let's Learn our ABC's with Falling Leaves  
<https://www.youtube.com/watch?v=3bR8NMDPD6Y>
- Starfall <https://www.starfall.com/h/abcs/letter-f/>
- Jack Hartmann Learn the Letter Ff  
[https://www.youtube.com/watch?v=LWMED\\_3Nvig](https://www.youtube.com/watch?v=LWMED_3Nvig)
- iPads and apple pencils
- Handwriting without Tears Digital App
- Smartboard

**Day 3: Circle Time Whole Group:**

**Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning

- PK.SEL.4. Develops positive relationships with their peers
- PK.SEL.6. Understands and follows routines and rules
- PK.AC.2. Demonstrates they are building background knowledge
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL. 17 Develops questions and participates in shared research and exploration to answer questions and build and share knowledge.
- PK. ELAL.23 Creates a visual display
- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences
- PK. SCI. 8 Asks questions, makes observations, and collects and records data using simple instruments to recognize patters about local weather conditions change daily and seasonally.
- PK. ARTS. 5 Creates media arts
- PK. ARTS. 6 Produces media arts
- PK. ARTS. 7 Responds and connects to media arts
- PK. ARTS. 16 Creates visual arts
- PK. ARTS. 17 Presents visual arts

Introduce fall theme vocabulary words using pictures Show and say ex: Fall “f” is for fall, Acorn “a” is for acorn, Corn “c” is for corn, Pumpkin “p” is for pumpkin Play YouTube video Fall Vocabulary Words with Pictures. We will create a digital word wall – add the fall words to the wall. Review throughout the unit

Fall Nature Walk – we will go on a hunt to find the fall things we learned in our magazine and from the new vocabulary. Students will work in small groups and use iPads to take photos of what we found. We will say what they are and what letter they begin with. We will use the photos to create a digital alphabet book.

**Ex: A – Acorn (display photo taken)**

**Technology Integration:**

YouTube Video – Games4ESL Fall Vocabulary Words with Pictures

<https://www.youtube.com/watch?v=4z15Zs7BiVI>

iPads for photo taking

Google Slide for Digital word wall

Smartboard/laptop

**Centers for the Week:****Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.SEL.4. Develops positive relationships with their peers
- PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions
- PK.SEL.6. Understands and follows routines and rules
- PK.AC.1. Demonstrates motivation to communicate
- PK. ELAL. 14 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning
- PK. ELAL. 19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.
- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences

**Small Group:**

Students will participate with their group on iPads and play ABCya.com

ABC Talk to Me game - [https://www.abcya.com/games/talk\\_to\\_me\\_alphabet](https://www.abcya.com/games/talk_to_me_alphabet)

Students will record themselves saying the sound that “f” makes and other letters on another iPad. They will replay it to hear themselves and each other.

**Independently:**

Students will work iPads on handwriting without tears digital writing app to practice writing letters specifically the letter Ff. They will use their finger and apple pencils to form letters. By using the apple pencil, they will practice on proper pencil grip.

**Learning Activities****Week 2 – Apples  
Focus on letter “Aa”****Day 1: Circle Time Whole Group:****Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK.AC.2. Demonstrates they are building background knowledge
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.6 Retells stories or share information from a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.9 Interacts with a variety of genres
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ARTS. 2 Performs dance
- PK. ARTS. 9 Performs to music
- PK. ARTS. 11 Connects to music

Before introducing the theme at home students will watch a video on an apple orchard.

Participate in fall/apple theme songs on YouTube

Display Scholastic Let’s Find Out on the smartboard – apples issue

- Introduce apples by reading the magazine
- Focus on how apple begins with the letter Aa. The way Aa looks, how it sounds
- Students will look for the letter Aa throughout the magazine
- Use the read aloud text feature, watch video on apples, play digital apple theme game
- Movement – apple dance break
- Complete the back of magazine activity while displaying it on the smartboard

**Technology Integration:**

Scholastic Let's Find Out Digital Magazine <https://letsfindout.com/>

YouTube – Autumn Phonics <https://www.youtube.com/watch?v=1HceOGjMMpA>

YouTube – Super Simple Songs 10 Apples on My Head – Kids Song

<https://www.youtube.com/watch?v=0IS9btv3GVk>

YouTube – Super Simple Play Let's Go to An Orchard – Caitie's Classroom – School Field

Trips for Kids <https://www.youtube.com/watch?v=vUoc7j73iK4>

Smartboard/Laptop

**Day 2: Circle Time Whole Group:****Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.AC.2. Demonstrates they are building background knowledge
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ELAL.23 Creates a visual display
- PK. ARTS. 2 Performs dance
- PK. ARTS. 5 Creates media arts
- PK. ARTS. 6 Produces media arts
- PK. ARTS. 9 Performs to music
- PK. ARTS. 17 Presents visual arts

Review apples and letters of the alphabet with focus on Aa.

Use starfall.com to learn more about the letter Aa (recognition, sound, words)

Movement break – Jack Hartmann video – Letter Aa

**Independently** Students will work iPads on handwriting without tears digital writing app to practice writing letters specifically the letter Aa. They will use their finger and apple pencils to form letters. By using the apple pencil, they will practice on proper pencil grip.

**Technology Integration:**

- Starfall
- Jack Hartmann Learn the Letter Aa  
<https://www.youtube.com/watch?v=KGZFMW3uPJE>
- iPads and apple pencils
- Handwriting without Tears Digital App
- Smartboard

**Day 3: Circle Time Whole Group:**

**Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK.AC.1. Demonstrates motivation to communicate
- PK.AC.2. Demonstrates they are building background knowledge
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.6 Retells stories or share information from a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL. 19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.
- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences
- PK. Math. 11 Sorts objects and shapes into categories; count the objects in each category
- PK. ARTS. 2 Performs dance
- PK. ARTS. 9 Performs to music
- PK. ARTS. 11 Connects to music

Read the book, The Biggest Apple Ever by Steven Kroll

Discuss and retell the story

Movement- YouTube Learning Station – Way Up High in an Apple Tree

<https://www.youtube.com/watch?v=22IN5EUfW9Y>

Review the letter Aa. Apple tree letter sorting activity using starfall.com digital game

**Technology Integration:**

Starfall Apple letter sorting game <https://www.starfall.com/h/abcs/letter-a/>

Smartboard

YouTube The Learning Station – Way Up High in an Apple Tree

<https://www.youtube.com/watch?v=22IN5EUfW9Y>

**Centers for the Week:**

**Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.SEL.4. Develops positive relationships with their peers
- PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions
- PK.SEL.6. Understands and follows routines and rules
- PK.AC.1. Demonstrates motivation to communicate
- PK. ELAL. 14 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning
- PK. ELAL. 19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.
- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences
- PK. Math. 11 Sorts objects and shapes into categories; count the objects in each category

**Small Group** Students will participate with their group on iPads and play Starfall.com Apple Tree sort- sort capital A and lowercase a game <https://www.starfall.com/h/abcs/letter-a/>

**Independently** Students will work iPads on handwriting without tears digital writing app to practice writing letters specifically the letter Aa. They will use their finger and apple pencils to form letters. By using the apple pencil, they will practice on proper pencil grip.

**Learning Activities****Week 3 – Leaves  
Focus on letter “Ll”  
Standards:****Day 1: Circle Time Whole Group:****Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK.AC.2. Demonstrates they are building background knowledge
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.6 Retells stories or share information from a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ARTS. 2 Performs dance
- PK. ARTS. 9 Performs to music
- PK. ARTS. 11 Connects to music

Before introducing the theme at home students will watch video song – Falling Leaves

Participate in fall leave theme songs on YouTube

Display Scholastic Let’s Find Out on the smartboard

- Introduce Falling Leaves by reading the magazine
- Focus on how apple begins with the letter Ll. The way Ll looks, how it sounds
- Students will look for the letter Ll throughout the magazine
- Use the read aloud text feature, watch video on leaves, play digital theme game
- Movement – leaves dance break
- Complete the back of magazine activity while displaying it on the smartboard

**Technology Integration:**

Scholastic Let's Find Out Digital Magazine <https://letsfindout.com/>

YouTube Sweetie's Surprise Party Let's Learn our ABC's with Falling Leaves

<https://www.youtube.com/watch?v=3bR8NMDPD6Y>

YouTube – Autumn Phonics <https://www.youtube.com/watch?v=1HceOGjMMpA>

YouTube Super Simple Songs- Falling Leaves Treetop Family Ep. 9. Cartoon for kids

[https://www.youtube.com/watch?v=7uDYDph\\_lMc](https://www.youtube.com/watch?v=7uDYDph_lMc)

Smartboard/Laptop

**Day 2: Circle Time Whole Group:****Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.AC.2. Demonstrates they are building background knowledge
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ELAL.23 Creates a visual display
- PK. ARTS. 2 Performs dance
- PK. ARTS. 5 Creates media arts
- PK. ARTS. 6 Produces media arts
- PK. ARTS. 9 Performs to music
- PK. ARTS. 17 Presents visual arts

Review leaves and letters of the alphabet with focus on Ll.

Use starfall.com to learn more about the letter Ll (recognition, sound, words)

Movement break – Jack Hartmann video – Letter Ll

Play Abc Mouse letter Ll digital book

**Independently** Students will work iPads on handwriting without tears digital writing app to practice writing letters specifically the letter Ll. They will use their finger and apple pencils to form letters. By using the apple pencil, they will practice on proper pencil grip.

**Technology Integration:**

- Starfall <https://www.starfall.com/h/abcs/letter-f/>
- Jack Hartmann Learn the Letter Ll [https://www.youtube.com/watch?v=F4BgJ\\_SAgZ8](https://www.youtube.com/watch?v=F4BgJ_SAgZ8)
- iPads and apple pencils
- AbcMouse – letter Ll book Starfall.com Apple Tree sort- sort capital A and lowercase a game <https://www.starfall.com/h/abcs/letter-a/>
- Handwriting without Tears Digital App
- Smartboard

**Day 3: Circle Time Whole Group:**

**Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.SEL.4. Develops positive relationships with their peers
- PK.SEL.6. Understands and follows routines and rules
- PK.AC.2. Demonstrates they are building background knowledge
- PK.AC.3. Demonstrates understanding of what is observed

- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL. 17 Develops questions and participates in shared research and exploration to answer questions and build and share knowledge.
- PK. ELAL.23 Creates a visual display
- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.6 Retells stories or share information from a text
- PK. SCI. 8 Asks questions, makes observations, and collects and records data using simple instruments to recognize patters about local weather conditions change daily and seasonally.
- PK. ARTS. 5 Creates media arts
- PK. ARTS. 6 Produces media arts
- PK. ARTS. 7 Responds and connects to media arts
- PK. ARTS. 16 Creates visual arts
- PK. ARTS. 17 Presents visual arts

Read: We're Going on a Leaf Hunt by Steve Metzger

- Discuss and retell

Leaf Hunt -Students will work in small groups to go on a leaf hunt. We will collect leaves in a bag and bring them into the classroom. Each child will make alphabet letters specifically the letter Ll from the leaves they collected. Using the iPad, we will take photos of their creations and share them in a slideshow on the smartboard.

### **Centers for the Week:**

#### **Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.SEL.4. Develops positive relationships with their peers
- PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions
- PK.SEL.6. Understands and follows routines and rules
- PK.AC.1. Demonstrates motivation to communicate
- PK. ELAL. 14 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning
- PK. ELAL. 19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.

- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences
- PK. Math. 11 Sorts objects and shapes into categories; count the objects in each category

**Small Group:** leaf collage using different leaf clip art on the iPad. Students will sort, move and manipulate the leaf clipart to make leaf collages. We will screen shot their creations and share them.

**Independently** Students will work iPads on handwriting without tears digital writing app to practice writing letters specifically the letter L. They will use their finger and apple pencils to form letters. By using the apple pencil, they will practice on proper pencil grip.

**Learning Activities  
Week 4 – Pumpkins  
Focus on letter “Pp”**

**Day 1: Circle Time Whole Group:**

**Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK.AC.2. Demonstrates they are building background knowledge
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.6 Retells stories or share information from a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ARTS. 2 Performs dance
- PK. ARTS. 9 Performs to music
- PK. ARTS. 11 Connects to music

Before introducing the theme at home students will watch – P is for Pumpkin YouTube video

Display Scholastic Let’s Find Out on the smartboard

- Introduce pumpkins by reading the magazine
- Focus on how pumpkin begins with the letter Pp. The way Pp looks, how it sounds
- Students will look for the letter Pp throughout the magazine
- Use the read aloud text feature, watch video on pumpkins, play digital theme game
- Movement – pumpkin dance break
- Complete the back of magazine activity while displaying it on the smartboard

**Technology Integration:**

Scholastic Let's Find Out Digital Magazine <https://letsfindout.com/>

YouTube – Autumn Phonics <https://www.youtube.com/watch?v=1HceOGjMMpA>

YouTube- P is for Pumpkin – Eat Smart Be Fit Maryland

<https://www.youtube.com/watch?v=hs6RdGWWXzE>

Smartboard/Laptop

**Day 2: Circle Time Whole Group:****Standards:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.AC.2. Demonstrates they are building background knowledge
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL1. Demonstrates understanding of the organization and basic features of print
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL.20 Interacts with diverse formats and texts
- PK. ELAL.23 Creates a visual display
- PK. ARTS. 2 Performs dance
- PK. ARTS. 5 Creates media arts
- PK. ARTS. 6 Produces media arts
- PK. ARTS. 9 Performs to music
- PK. ARTS. 17 Presents visual arts

Review leaves and letters of the alphabet with focus on Pp.

Play game ABC Mouse letter sounds – [www.abcmouse.com](http://www.abcmouse.com)

Use starfall.com to learn more about the letter Pp (recognition, sound, words)

Movement break – Jack Hartmann video – Letter Pp

**Independently** Students will work iPads on handwriting without tears digital writing app to practice writing letters specifically the letter Pp. They will use their finger and apple pencils to form letters. By using the apple pencil, they will practice on proper pencil grip.

**Technology Integration:**

- Starfall <https://www.starfall.com/h/abcs/letter-p/?mg=k>
- Jack Hartmann Learn the Letter Pp <https://www.youtube.com/watch?v=14hXRz94jRQ>
- ABC Mouse letter sounds game – [www.abcmouse.com](http://www.abcmouse.com)
- iPads and apple pencils
- Handwriting without Tears Digital App
- Smartboard

**Day 3: Circle Time Whole Group:**

- PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.SEL.4. Develops positive relationships with their peers
- PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions
- PK.SEL.6. Understands and follows routines and rules
- PK.AC.1. Demonstrates motivation to communicate
- PK.AC.2. Demonstrates they are building background knowledge
- PK.AC.3. Demonstrates understanding of what is observed
- PK.AC.4. Demonstrates a growing receptive vocabulary
- PK. ELAL.3. Demonstrates emergent phonics and word analysis skills
- PK. ELAL.5. Participates in discussions about a text
- PK. ELAL.6 Retells stories or share information from a text
- PK. ELAL.8 Exhibits an interest in learning new vocabulary
- PK. ELAL. 19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.

- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences
- PK. ELAL.12. Makes connections between self, text, and the world
- PK. MATH.1 Counts to 20
- PK. SCI.4 Observes familiar plants and animals and describes what they need to survive

We will use the digital book – Pumpkin Countdown by Joan Holub on ABCMouse.com

We will participate in the school pumpkin patch. Each student will pick a pumpkin. During centers we will investigate the pumpkin.

### **Technology Integration:**

- ABCMouse.com  
<https://www.abcmouse.com/html5/abc/library?state=viewer&cid=34746>
- Smartboard
- Laptop

### **Centers for the Week:**

- **Standards:** PK.AL.1 Actively engaged in play as a means of exploration and learning
- PK. AL. 3 Approaches tasks and problems with creativity, imagination, and or willingness to try new experiences
- PK.PDH.1. Uses senses to assist and guide learning
- PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills
- PK.SEL.4. Develops positive relationships with their peers
- PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions
- PK.SEL.6. Understands and follows routines and rules
- PK.AC.1. Demonstrates motivation to communicate
- PK. ELAL. 19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.
- PK. ELAL.27 Explores and uses new vocabulary in child-centered, authentic, play-based experiences
- PK. ELAL.23 Creates a visual display

**Small Group:** Students will participate in a pumpkin investigation – they will explore what is inside the pumpkin. Students will use the seeds inside the pumpkin to make the letter Pp.

Students will use the iPad to take photos of their letters.

**Independently** Students will work iPads on handwriting without tears digital writing app to practice writing letters specifically the letter Pp. They will use their finger and apple pencils to form letters. By using the apple pencil, they will practice on proper pencil grip.

### **Reinforcing Technology at Home**

In pre-k the relationship between teachers and parents is very important. Communication is key! To ensure that students are using their time wisely on technology devices and resources it is crucial that parents are provided with helpful information and tips by the teacher. For example, each week parents should be informed and have access to the digital tools that are being used in class. Information collected by parent technology surveys will also indicate if a student needs a technology device or not (See Appendix A). If the school budget allows students can be provided with a technology device.

### **Teacher Support & Professional Development**

In order to implement a mentoring or professional development program I would ask teachers who are highly experienced and familiar with using technology. They can collaborate with teachers and assist students on how they can better use the technology in the classroom. A mentor teacher will be chosen based on the experience and technology survey. The mentor teacher will be available to help other teachers with the technology devices and resources used in the classroom.

Professional development meetings will be planned based on the needs of the teachers. Check-ins will also be conducted each week by the mentor teacher to ensure that teachers are confident and feeling motivated to use technology. When teachers meet weekly, they will also have the opportunity to share their strengths and weaknesses of the week. Collaboration will be encouraged to share effective tools and lesson plans.

### **Evaluation Plan**

I believe the qualitative research method is the most appropriate way to evaluate my curriculum. Instead of focusing mainly on the number side of things, qualitative research focuses on gaining understanding about behaviors, opinions, values, and social environments (Flipp, 2014). Interviews and surveys with teachers about their experiences will help me gain a deeper understanding of their views, attitudes, feelings, and opinions about using technology in their classroom. I believe this will help to implement the curriculum successfully.

Other forms of data such as observations will be collected in their natural setting of the participants such as in the classroom. At the beginning of the curriculum pre-surveys and assessments will be used to gain information. There will also be post-surveys and assessments to follow up on the progress of the curriculum. It could also be helpful to use document data such as teacher and student work samples. Document work samples can help provide even more detailed information that is needed (Gall et. Al, 2015).

### **Teacher Technology Surveys & Interviews**

Data will be collected from teachers before implementing the curriculum. Teachers will be surveyed and interviewed on technology. A survey will be filled out on their general technology use in education, their experience, opinions and attitudes on integrating technology in the classroom (See Appendix B, C, & D). Based on the survey and interviews a teacher will be chosen to be the mentor teacher. The mentor teacher will guide and support their peers on technology integration.

### **Parent Technology Survey**

Parents will participate in a technology survey that will inform teachers on what technology devices and resources students are using at home. It will provide teachers with information about how they can work together with parents on ensuring that their time using technology at home is also effective. Parents will have to complete this survey because pre-k students are unable to complete this survey independently (See Appendix A).

### **Student Assessments & Work Samples**

Even though pre-k four-year-old students are not expected to master alphabet knowledge or handwriting I still believe it is important concept that they are exposed to. By June Pre-K four-year-old students should be able to show beginning knowledge of the alphabet and display pre-writing skills. To gain a better understanding of what my students already know an alphabet knowledge and pre-writing assessment would be given. Prior to implementing the curriculum students will be assessed on their alphabet knowledge (See Appendix E). This will assess letter recognition and sounds. For handwriting students will be assessed through observation of their pencil/crayon grip and by writing and drawing samples.

Once students are assessed the curriculum will be implemented and technology will be used to reinforce these skills. By the end of the four-week unit curriculum teachers will facilitate a post assessment to students for both beginning alphabet knowledge and handwriting. The results of the post-assessment will indicate whether there was progression or not. If progression is shown then teachers can use this technology integrated curriculum format for other themes throughout the year that will teach beginning alphabet knowledge and handwriting so by June students can be better prepared for kindergarten.

### **Conclusion**

In conclusion, I strongly believe that more research needs to be done on how technology can be used in the early childhood classroom. Children are being exposed to technology early in their lives and it is important that they learn how to use it at the very beginning. Teachers can play an important role on how they can learn from technology effectively. Parents can also work with teachers by learning how they can reinforce at home. It is important that administrators and school districts work together with teachers and families to guide and support them on technology. Even though there is much more work that needs to be done, I believe that this curriculum is a great start to successfully implement technology for early childhood students.

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**Appendix A**

**Parent/Student Technology Survey**

**Child's Name:** \_\_\_\_\_

**Parent's Name:** \_\_\_\_\_

**List the technology devices that are available at home:**

**Do you have internet access at home?**

**Does your child use technology at home?**

**If so what kind?**

**Is it used for mostly entertainment or educational purposes?**

**How much time does your child spend using technology?**

**Would you be interested in learning about educational apps and websites?**

**Appendix B**

**Teacher Technology Pre-Survey**

**Teacher's Name:**

**Grade Level:**

**Date:**

<b>Questions:</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
I am confident using technology in the classroom					
I have a variety of Technology devices and resources in my classroom					
I have the skills to integrate a variety of technology devices and resources					
I am comfortable learning about new technology and how to implement it					
I learn new technology skills from professional development meetings					
I have technology support and guidance					

from my administrators					
If I need assistance, I feel confident figuring out the problem or asking for help					

**Appendix C**  
**Teacher Interview Questions**

**How many years of teaching experience do you have?**

**List the technology devices and resources you use in currently use in the classroom.**

**Do they all work and function properly?**

**What would you be interested in learning more about?**

**How can your school improve on integrating technology and supporting teachers?**

**Appendix D**

**Post Teacher Technology Survey**

**Teacher's Name:**

**Grade Level:**

**Date:**

<b>Questions:</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
I am confident using technology in the classroom					
I have a variety of Technology devices and resources in my classroom					
I have the skills to integrate a variety of technology devices and resources					
I am comfortable learning about new technology and how to implement it					
I learn new technology skills from professional development meetings					
I have technology support and guidance from my administrators					

If I need assistance, I feel confident figuring out the problem or asking for help					
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**Additional Questions:**

**Has the mentor program improved your ability to integrate technology in the classroom?**

Appendix E

Pre-K Alphabet Knowledge Assessment

Student Name:

Date:

**Can Identify upper case letters:**

**Pre- Assessment**

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**Post- Assessment**

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**Can Identify lower case letters:**

**Pre-Assessment**

**a b c d e f g h I j k l m n o p q r s t u v w x y z**

**Post-Assessment**

**a b c d e f g h I j k l m n o p q r s t u v w x y z**

**Sounds:**

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

