



Get SMART:

Language & Literacy in Early Education –
Harnessing the Power of Technology

6th Annual Literacy Leaders Conference
Jefferson County Reading Council
Shepherd University
April 14, 2018

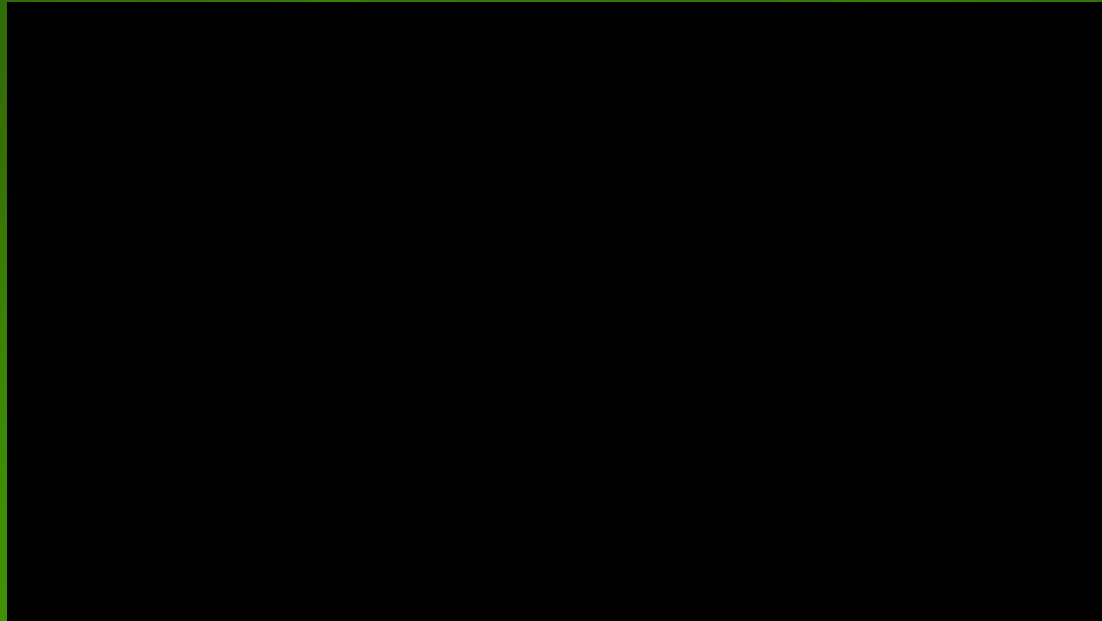
The background of the slide features a close-up, slightly blurred view of colorful alphabet blocks in shades of red, purple, green, and pink. A large, semi-circular green graphic element is overlaid on the bottom half of the image, containing the text.

Presenter Info

- **Terresa Kepner**, Specialization Coordinator for Early Education program at Shepherd University in Shepherdstown, WV
- **Jessica Baer**, First-Year Teacher for RESA-8 Head Start in Berkeley County, WV
- **Toni May**, Teacher Candidate in Early Education program at Shepherd University
- **Samantha Scroggins**, First-Year Teacher for RESA-8 Head Start in Jefferson County, WV



Let's Take a Field Trip!





What Do You Think?

- What do you personally think about the use of technology in the early education setting?
- Is there a time when you think using technology in instruction and learning is essential in early education -- and is there a time when you think it is unnecessary?

A collection of colorful plastic alphabet blocks in various shapes and colors (red, purple, green, pink, blue, yellow) scattered on a white surface. A large green semi-circular graphic is overlaid on the bottom half of the image, containing the title and text.

What does the research say?

The joint position statement from the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College and the National Association for the Education of Young Children [NAEYC] (2012a) includes three key principles and practices that determine whether the use of technology and the tech tools themselves are appropriate in early learning:

- Developmentally appropriate technology can enhance children's cognitive and social abilities;
- Technology is effective when integrated into the 'environment, curriculum, and daily routines;' and
- Technology can strengthen home-school connections.

(Parette & Blum, 2013, p. 3)



WHY – Technology in EE

While we should certainly be preparing children for the future in which they will live and work, research also indicates that the use of technology in early education allows for the principles of Universal Design for Learning (UDL) to easily be incorporated into the curriculum and everyday children's experiences. "With UDL, teachers use an array of strategies and materials that ensure active participation of all children... Technology use affords teachers the opportunity to create accessible classroom settings" (Parette & Blum, 2013, p. 9).

A collection of colorful geometric shapes, including triangles, squares, and circles in shades of red, purple, green, and pink, arranged on a white surface. A large green semi-circle is overlaid on the bottom half of the image, containing the text.

HOW – Technology in EE

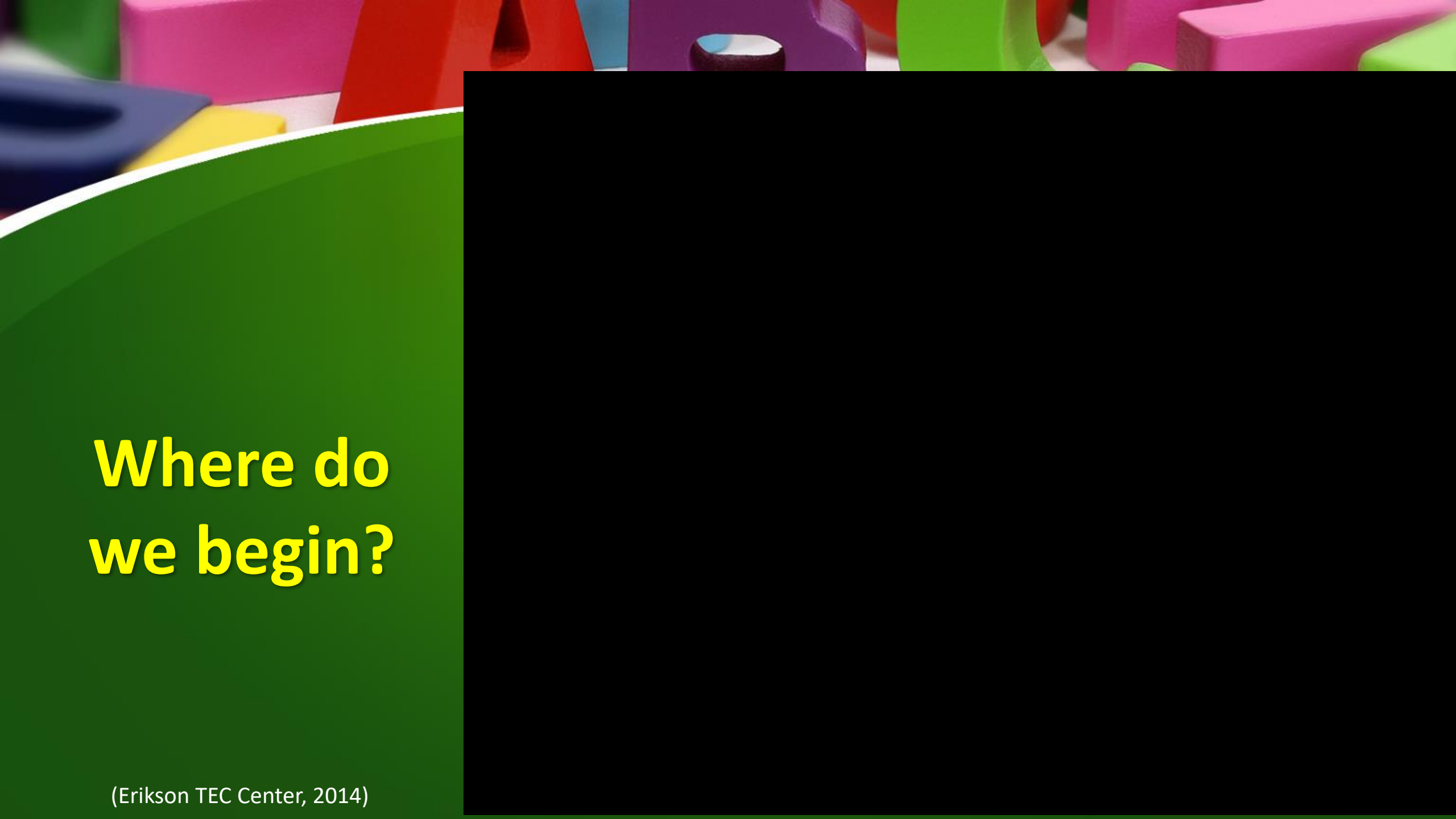
‘Embedding’ various and specific experiences throughout the daily routine allows for a natural and seamless learning experience. Embedded learning opportunities “enable teachers to follow children’s interests and preferences [which is] particularly important. It also allows teachers to present multiple and varied practice opportunities to children in the classroom. Finally, the use of embedded learning ensures timely and logical feedback regarding children’s performance” (Parette & Blum, 2013, p. 31).



HOW – Technology in EE

“Technologies should always be an important consideration in the structure and presentation of embedded activities for all children” (Parette & Blum, 2013, p. 31).

While the activities themselves may not be intentional or have an intentional / planned use of technology, it is important that we are able to recognize when technology use would be most appropriate and effective.



Where do we begin?

(Erikson TEC Center, 2014)



Our Suggestion...

- Get started using the interactive white board that may already exist in your classroom!
- If you don't have one available, ask for one. 😊
- Check out [UBI Interactive](#) --- turn almost any surface into an interactive “whiteboard” (including table tops, walls, and iPads/tablets).
- Use anything technology / tools you have available.



Resources Provided

- Planning: Expect It / Plan It / Teach It Handout
- Research and Tips:
 - Meaningful Tech Integration in Early Learning Environments (*NAEYC's Young Children*)
 - Technology for Young DLLs / ELLs (*Fred Rogers Center*)
- Resources:
 - Valuable links and websites for educators and lesson plans
 - Lesson plans for today's activities



Preschool

Interactive (SMART) Technology and Emergent Literacy

Jessica Baer and Samantha Scroggins





NAEYC and Technology in PreK & KG: Best Practices in Language and Literacy

- Record children's stories about their drawings or their play; make digital audio or video files to document their progress.
- Explore digital storytelling with children. Co-create digital books with photos of the children's play or work; attach digital audio files with the child as the narrator.
- Share e-books with a small group of children.
- Search digital files for photos of places, people, animals, or objects and converse with children about what they are finding.
- Use video-conferencing software to communicate with families and children in other places.

The background of the slide features a collection of colorful wooden blocks in various shapes and sizes, including letters and numbers, scattered across a light-colored surface. The colors include red, purple, green, pink, yellow, and blue. A large, semi-circular green shape is overlaid on the bottom half of the image, serving as a backdrop for the text.

Where to Begin?

SMART Exchange

**ActivInspire Resource Pack
Promethean Planet / ClassFlow**

Google & Pinterest



Let's See What We Can Find

Think of an experience you've had in the classroom in which a language/literacy activity or lesson could have been more effective or engaging with the addition of interactive technology.



Let's See What We Can Find

1. **PLAN IT** – Determine one or two (1-2) learning objectives that are clearly connected to language/literacy. (“The student will be able to...”)
2. **TECH IT** – Interactive whiteboard and/or iPads, desktop computers, etc.
3. **ARRANGE IT** – Decide on the instructional arrangement(s) (e.g., small or large group, independent / learning center, etc.), as well as the instructional strategies (e.g., direct instruction, exploratory play, guided discovery, modeling/scaffolding, etc.) that you will use.
4. **CHECK IT** – Determine how you will assess the children’s learning and/or performance, specifically related to the objectives you’ve set (Step 1) (e.g., checklist, rubric, etc.).
5. **TEACH IT** – Explain how/when, etc., you would implement the lesson (from introduction through closure) in the classroom.

try some delicious and healthy snacks
at our concession stand

Intermission





Kindergarten

Interactive Technology (Promethean / ActiveInspire)
STEM with Embedded Literacy

Toni May

A collection of colorful geometric shapes including triangles, squares, and circles in various colors like red, purple, green, pink, and blue, arranged on a white surface. A large green curved banner is overlaid on the bottom half of the image.

Learning Objectives / Standards

Objectives: The student will be able to identify at least two shapes; identify the three primary colors by name and color; develop a prototype of his/her invention following specific criteria; and generate a two-syllable name for his or her invention.

WV Next Generation Content Standards

- M.K.18: Correctly name shapes regardless of their orientations or overall size.
- VA.O.K.2.04: Identify and use colors to communicate emotions, e.g., warm/cool; calm/excitement.
- ELA.K.IV: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).



Key Vocabulary

blueprint

criteria

inventor

invention

primary colors

“Stamp of Approval”

A background image showing a variety of colorful alphabet blocks in shades of red, purple, green, pink, and blue, scattered on a white surface. A large green curved banner is overlaid on the bottom half of the image, containing the title and a list of materials.

Materials / Supplies / Equipment

- pipe cleaners
 - straws
 - Play-Doh
 - toothpicks
 - cups, boxes, etc.
 - scissors
 - tape
 - markers
 - Promethean/SMART board
 - BrainPop Jr. / *A Weed's a Flower* video
 - ActivInspire Software (FREE)
 - Flipcharts and Flowcabulary Game for George Washington Carver
- empty paper towel tubes
 - empty toilet paper tubes
 - cotton balls
 - card stock
 - popsicle or craft sticks
 - crayons
 - rubber bands

Resources

- **SMART**
 - **Education:** <https://education.smarttech.com/en/products/smart-learning-suite>
 - **Exchange:** <http://exchange.smarttech.com/#tab=0>
- **ActivInspire – Apps, Driver, Resource Pack**
 - <https://support.prometheanworld.com/product/activinspire>
 - <https://prod.classflow.com/classflow/#!/marketplace>

**Check out PINTEREST and GOOGLE
for FREE interactive lessons!!**



**Here's an example of what the children
could do to document the experience:**

https://littlebirdtales.com/tales/view/story_id/698122/



What do you think?

How are you feeling now
about integrating interactive technology
into the teaching and learning in your classroom?

ANY
QUESTIONS
?



many
Thanks!



References

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