building community

Classes coming together

Exploring pillars of school community

Discussion of choices

Involving children from multiple grade levels

Involving families
Video Snapshots

- provide a context
- build background knowledge
- generate and answer questions
- learning from experts
- conducting research
Getting to know Walter Wick

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Jumpstart a Unit

Connecting to familiar individuals

Developing new literacy and art skills
Multi-Touch Mobile Devices
Teaching and Learning

How are children using it in the classroom?

- Independently
- Small groups
- Whole group

Think about the intention & objective
multi-touch mobile devices can be used to...

- View and create photos and videos
- Communicate with others
- Enjoy a book
- Create a book
- View a map
- Play an instrument

..not just play games
Introducing the iPad to your class
preschool, junior kindergarten, and senior kindergarten

A. Discuss physical features of the device
   ✓ Flat, hard, heavy, black, gray, etc
   ✓ “What do you think is inside?”

B. Discuss parts: screen, buttons, headphone jack, volume, etc

C. Questions to ask:
   ✓ “Where have you seen one of these before?”
   ✓ “Who was using it?”
   ✓ “What were they doing with it?”
   ✓ “How do you think this works with only a few buttons?”

D. Turn it on: how simple navigation: talk about the difference between scrolling
   and swiping

E. Introduce applications
   ✓ They are not all games
   ✓ Discuss a possible functions: record ideas down, read books,
     learn about a location, send/receive a message, listen to music, watch
     videos, view photographs, and many more

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introducing an iPad
Introducing the applications to your class
preschool, junior kindergarten, and senior kindergarten

A. Refer to a previous experience or familiar concept

B. Acknowledge how children will build on that using iPad

C. Introduce the application: title, icon image, folder

D. Walk through the application, modeling what children will do (independently or with assistance)

E. Ask a child to model it for the group/class

F. Review any other relevant skills
   ✓ Scrolling
   ✓ Swiping
   ✓ Holding
   ✓ Carrying
   ✓ Retrieving/storing

G. Later, as children work through the application, review instructions/task
Introducing applications
Obtaining, transferring, and organizing photographs
Transfer photos from your computer to this iPad

To transfer photos from your computer to this iPad go to this address using your computer's web browser:

For Apple computers:

http://director-of-technology-education-2.local:8080

For Windows computers:

http://192.168.108.12:8080
Good Reader

- House all documents
- Download from the web and email
- Organize folders
- Open in other applications depending on intention
Percussive!
Drawing Pad

[draw backgrounds]

[save, export]
Paper Desk

- Organize your notes and to-do lists
- Plan
- Audio record and photographs while taking notes
- Export notes and audio
- Draw within your text
Photos of Jill's poems

Record Jill reading poems

Rosies are red,
violets are blue,
I wrote this poem just for you.

Poet's style
Not to mention the CLACK CLACKITY CLACK CLACK!
My teddy bear seems really sweet, but maybe I've been fooled. I wonder what he does all day when I am off at school.
creating ebooks

• Sonic Pics
• photos
• audio recordings
creating ebooks

- Kindergarten class studying feelings
- Sonic Pics and SmartNote to create a ebook inspired by Todd Parr’s The Feelings Book
Evaluating Application Effectiveness

<table>
<thead>
<tr>
<th>Lesson Objective(s):</th>
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<tr>
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<table>
<thead>
<tr>
<th>Application:</th>
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<table>
<thead>
<tr>
<th>Were the objectives achieved:</th>
<th>Yes or No</th>
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<tbody>
<tr>
<td>Yes</td>
<td>No</td>
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<table>
<thead>
<tr>
<th>How do you know?</th>
<th>How do you know?</th>
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<tr>
<th>Will you use this application again?</th>
<th>Can this application be used differently to meet the objectives?</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>No</td>
<td>No</td>
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<thead>
<tr>
<th>How?</th>
<th>Why?</th>
<th>How?</th>
<th>How will you re-teach?</th>
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Opened Ended Response Question

What are you feeling most excited about at this point?
Planning & Implementation

- goal setting
- professional development
- common language
- curriculum mapping
- collaboration, reflection and support
What do you do at home?

Do you use a digital camera?
Do you have an ipod/mp3/CD player?
Do you use a camcorder?
Do you use a computer?

Considering this, what skills do you have? How could that transfer to the classroom?
assess your skills

what do I know how to do

what do I want to know how to do

How will I learn these new skills

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Identifying a Common Language

- digital age
- digital book/ebook
- operating system
- “tech-handling skills”
- digital play
- e-portfolio
Experience and Independency Map

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<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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<tbody>
<tr>
<td>Intro to iPads</td>
<td>Intro to small group work on iPads</td>
<td>Intro to independent use</td>
<td>Intro to carrying iPads</td>
<td>intro to holding iPads</td>
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</tbody>
</table>
Resources

- NAEYC Tech and Young Children Interest Forum
- Children’s Technology Review
- Appolicious
- Sesame Workshop Research
- Teaching in the Digital Age (May 2012)
- donorschoose.org (public)
- iloveschools.com (any)
Poll Question #1

Moving forward...
How do you feel about your use of technology with children?

a. I feel I know next to nothing

b. I’ve tried a few things

c. I feel fairly competent

d. I feel extremely competent
pre-publication discount  expires May 1, 2012

www.redleafpress.org

or

1-800-423-8309

enter discount code: TECH
to receive 20% off your purchase
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