Best Practices for Engaging Young Children and their Families through Technology

May 7, 2020
Welcome!

Our goals:

- Share best practices and examples
- Enhance learning at home
Our Presenters

Lisa Guernsey
New America

Sara Dewitt
PBS KIDS Digital, PBS

Sara Schapiro
PBS Education, PBS

Sheetal Singh
The Early Learning Lab

Jessica Gutierrez
Fresno Unified

Angelica Cardenas
Kidango

Patricia Lozano
Early Edge California
Frameworks and Guidelines
for Educators, Care Providers, & Parents

Supporting At-Home Learning During the COVID-19 Pandemic
Lisa Guernsey | May 7, 2020
The narrow and limited way of talking about technology and children looks like this:
But in reality, in homes across the country, it may look more like this...
Or this.

CHILDREN ↔ SCREEN MEDIA
Or what about this.
Or what about this.

PARENTS & CHILDREN

MEDIA OF ALL KINDS ON SCREEN OR IN PRINT
And here’s where teachers come in...

TEACHERS

PARENTS & CHILDREN

MEDIA OF ALL KINDS ON SCREEN OR IN PRINT
Or how about media being the conduit, but not the end goal. How about a teacher providing a video to parents to show them a learning game to play with their children at home....
You could even encourage parents to send a video or photo back to the teacher, showing their kids engaged in the game.
Frameworks and Guidelines
Position Statement: Technology and Interactive Media

Created by NAEYC and the Fred Rogers Center, this position statement was created to guide educators in applying the principles of development and learning when considering the use of cutting-edge technologies and new media.

https://www.naeyc.org/resources/topics/technology-and-media
The American Academy of Pediatrics’ guidance
Screen Sense

What the Research Says About the Impact of Media on Children Under 3 Years Old
Early Learning and Educational Technology Policy Brief

OCTOBER 2016
1. Consider your goals for your children and use the technology to help meet these goals

2. Use technology to support peer-to-peer, teacher-child, and family relationships and communication

3. Encourage collaboration and communication among children as part of the technology use experience

4. Look for opportunities that allow children to be creative with digital tools, not just consumers of digital content

5. Include culturally responsive materials that connect to the diversity of cultures and values in your class
Choosing Media Content for Young Children Using the E-AIMS Model
The Three C’s in choosing media:

- Content
- Context
- Child

Research tells us that the quality of the content, the positive nature of the context, and the needs of the individual child are more important than simple measures of time.

Go to TapClickRead.org to download a quiz sheet that parents and teachers can use to apply the Three C’s with their own children.
Sharing stories & lessons
Educational Content for Kids

- pbskids.org
- PBS KIDS Games App
- Local PBS Channel
- 24/7 Channel
- PBS KIDS Video App
How to Talk to Your Kids About Coronavirus

Nov 6, 2020

Deborah Turner

Early this week, I was working on kids activities in need of "handwash" and "did you know?" while they were getting ready for bed.

"I heard that Margaret’s dad has it," said my six-year-old.

"Did you know that’s the worst disease ever?" added my eight-year-old.

Neither statement is accurate, but they were alluding to initial conversations with kids about COVID-19 before it spread among children, kids at school and the news all began to focus on this contagious disease. My reasoning voice needed to be a little louder.

A favorite Mozart song resonated through my head: "Anything that’s human is memorable;" and anything, that’s human can be more memorable, whatever we can talk about our feelings, they become less overwhelming, less upsetting and less scary.

So before things get out of hand, I asked what they would hear about the coronavirus. We get it all out — their questions, their "horrors" and their fears. The rest of the conversation need not follow.

Digital Content for Parents
Learning at Home Together

Daily Newsletter

Keep kids playing and learning at home!

Dinosaurs may have lived long ago, but they can still teach us a lot about our world today. Harness your child’s natural interest in dinosaurs to make observations about our environment. Learn all about migration with the Dinosaur Train crew, hunt for fossils with a fun interactive game, and make your own dinosaur feet!

WATCH: Dinosaur Train

In this episode "Migration Vacation / Moms Rawk!,” The Pteranodon family sends Buddy on the Dinosaur Train so he can travel with the T. rex pack as they migrate.

Ask your child:
- Why did Buddy go on the Dinosaur Train today?
- What does it mean to migrate?
- Can you think of other animals that migrate? What do they have in common with dinosaurs? Do they hatch from eggs? Do they eat plants?

WATCH
Learning at Home Together

Read-Along

Join Brad Meltzer for a reading of “I Am Harriet Tubman”
Friday, May 1 at 12:00 PM ET
Facebook.com/PBSKIDS

Read-Along

Join Martin Kratt for a reading of “Wild in Africa!”
Friday, April 24 at 12:00 PM ET
Facebook.com/PBSKIDS

Read-Along

Join Victoria Kann for a reading of “Silverlicious”
Friday, April 3 at 12:00 PM ET
Facebook.com/PBSKIDS

Mondays with Michelle Obama

Join her for a reading on April 27 at 12:00 PM ET
Watch on Facebook at @PBSKIDS and @PenguinRandomHouse
Broadcast Content & PBS LearningMedia

Bring the World to Your Classroom

MPT and PBS have curated FREE, standards-aligned videos, interactives, lesson plans, and more for teachers like you.

Search classroom resources...
Educator Support

Distance Learning with PBS LearningMedia

MARCH 23, 2020

Teachers, as you plan for a variety of scenarios in response to the Coronavirus crisis—and other possible threats—we wanted to share some of the ways our Digital Innovator All Star educators support engaging, effective distance learning. One-hour virtual learning event, hosted by PBS master trainers and educators.

5 Virtual Ways to Build a Classroom Community

00:13

Engaging Early Learners Using Media
On-the-Ground Partnerships - California

AT-HOME LEARNING
A CALIFORNIA PUBLIC EDUCATION PARTNERSHIP

KQED  PBS SOCAL  KCET  EMPIRE KVCR  NORTHERN CALIFORNIA PUBLIC MEDIA  kpbs

KLCS  KEET  PBS KVIE  Valley PBS  KIXE PBS  PBS Reno
Thank You!
Using technology with Dual Language Learners

DLLs are children, birth to age 5, who are learning two (or more) languages at the same time
Between 1990 and 2014 the number of DLL children in U.S. grew +79%.

- 60% of California children are DLL.
- 50% of children in state preschools.
- 57% live in low-income families.

Distance Learning Resources for Dual Language Learners

(Updated April 27, 2020)

Our team has compiled information, resources, and activities for families with young dual language learners (DLLs).

Please let us know if you have any questions or if we can provide you with any support. We are here for you. Email us at info@earlyedgecalifornia.org.

General Information about DLLs in California

Learn why supporting young DLLs matter, and read about the benefits of bilingualism.
Online Resources for Teachers

The Head Start Early Childhood Learning & Knowledge Center (ECLKC) is a website containing a wealth of resources on a variety of different ECE-related topics. Its Learners Toolkit provides resources that can be used to support DLLs in both their home language and English, which are divided by audience: administrators and management, caregivers, and family services staff; and families.

- The Head Start Early Childhood Learning & Knowledge Center (ECLKC)
- Dual Language Learners Toolkit

Colorín Colorado is a national multimedia project that offers a wealth of bilingual information, activities, and advice for educators and families of DLLs and dual language learners through its Spanish-English bilingual website.

For Families

Screen-Free Activities to do at home with Children (in Spanish)
Many of the resources below, recommended by Abriendo Puertas, emphasize the importance of mindful screen time, and encourage activities that do not require a device.

- From Sección Amarilla: 10 actividades en casa para niños y niñas
- From HealthyChildren.org: 10 actividades sin costo y lejos de una pantalla
- From Conmishijos: 20-entretenidas-actividades-para-hacer-con-los-niños-en-casa
- From La Diversa: 70 ideas fáciles para jugar con los peques dentro de casa
- From Zero to Three: ¡Juega conmigo! Actividades que hacen divertido el aprendizaje desde el nacimiento hasta los doce meses. (0-12 months)
- From Educapes: Juegos para niños desde los 2 a los 6 años (2-6 years old)


- Abriendo-Puertas Spanish Language Covid Video for Families

ABCmouse, is a full online curriculum developed by Age of Learning Inc. for children ages 2-8 in the areas of reading, math, science, and art and is available in both English and Spanish. Content and activities are separated by age level: Preschool, Pre-K, and Kindergarten. Teachers
Our mission

The Early Learning Lab works to ensure children’s healthy development and kindergarten readiness. We identify and spread smart innovations and technology solutions that equip parents, caregivers, and teachers with better ways to help children from birth to age 5, when it matters most.
Lab Initiatives

- Quality teaching and learning
- Family and caregiver support
- Innovations and technology solutions
NextGen Technology:
Insights and Recommendations to Support the Parents of Children Ages 0–3

2
Think expansively about the range of parents’ needs and how technology can meet them.

WHY
Most “early childhood” technology is centered on providing information about child development to parents, but barriers to effective parenting may have little to do with lack of information. Tools that help with transportation issues; help people navigate multiple social service systems; find childcare; etc., can all help parents better meet the needs of their kids. What are the needs that are not being met effectively or in a scalable manner by existing systems? There might be an opportunity to build a new tool to meet those needs.

HOW
- Create products for all, with the needs of low-income users in mind, rather than separate products for low-income users only.
- Tips for creating a new tool (from Diffusion of Innovation)

Make sure any new tool or program is:
- Better than what exists (both costs and benefits)
- Compatible with beneficiaries’ values, past experiences, and needs
- Simple to use (or do) and understand
- Testable without having to commit to it
- Observable so others can see the benefit of adopting it
What Parents are Saying

What are the TOP THREE biggest difficulties for you during the coronavirus outbreak?

- Caring for and engaging my...
- Caring for other family...
- Working while taking care ...
- Managing my household...
- Managing my stress and...
- Family members feeling...
- Feeling at risk for...
- Feeling discriminate...
- Experiencing financial...
- Meeting my family's basic...
- How to keep my family safe ...
- Finding trustworthy ...

Answered: 1,010  Skipped: 0

Q6

Current number of apps on your phone that you use:

Answered: 1,010  Skipped: 0

- 1-5
- 6-10
- More than 10

Número actual de aplicaciones instaladas en su teléfono que usted usa:

Respondidas: 510  Desiertas: 0

- 1-5
- 6-10
- Más de 10
- No uso ninguna app en el...
Stay Play Grow App

Discover fun, simple ways to play and learn with children at home

Connect to resources to manage stress, find food and diapers near you, and more

Favorite resources to come back to them later
Stay Play Grow App

- Read, sing and tell stories
- Explore what interests your child
- Go back and forth
- Love and guide
Thank you, let’s talk.

Sheetal Singh
Executive Director
ssingh@earlylearninglab.org
www.earlylearninglab.org
Promising Practices from The Field

Jessica Gutierrez
State Preschool Teacher
Fresno Unified School District
Connecting with Families
Connecting with Children

Pre-K Class Zoom Meetings Calendar

**Dates and times subject to change**

April 2020

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Video Chats

Movement
- Sit at computer
- Sit with phone or tablet
- Body calm

Activity
- Video Chat
- Eyes Watching
- Ears Listening

Conversation
- Voice level 0
- Raise hand to speak

Milk a cow like a farmer.

farm
- granja
- Teb

An area of land used for growing crops and raising animals.
Dear Families,

We hope this message finds you well. We appreciate your continued support and understanding as we navigate this new world of distance learning in Preschool and Pre-K. We want to emphasize that the most important thing is that you and your family are safe and happy. Our goal with this new line of communication is to alleviate some of the stress you may be feeling during this time of uncertainty, by offering suggestions and guidance toward resources to keep your children curious about learning.

End of the week:
You will receive an email with a newsletter containing information for the following week. The newsletter is a tool meant to support you in your child’s learning and language development around the topic for the week. It will consist of a suggested interactive message and vocabulary as well as highlight activities centered around the weekly topic that we feel would be engaging and fun. We will also direct you toward full lesson plans containing more detailed schedules and activities that you can access online at your discretion.

Throughout the week:
We will host class meetings on Zoom. These are not mandatory, but instead are another way to stay connected during this time apart. Our short meetings will provide an opportunity for the children to share any activities they have worked on or thoughts they have surrounding the topic. We will also offer opportunities for the children to share their feelings and experiences during this dynamic time in their lives. You will receive an invitation weekly for your child to join our 5:00 PM session. The days and times are tentatively scheduled as follows:

- Miss Sall: Monday – 10:00 AM
- Miss Jessica: Monday – 11:00 AM & Wednesday – 2:30 PM
- Mrs. Shih: Monday – 12:00 PM & Friday – 1:30 PM

We hope you know how much your family means to us and how much we miss connecting with you and your child daily at school. Please know if you have any questions, concerns, or thoughts, do not hesitate to reach out to us. As this is a group email, please reply only to your child’s teacher to have a one-on-one conversation to ensure a quicker response.

All the best,
Miss Sall, Mrs. Shih, and Miss Jessica

Supporting Learning at Home

Build a Barn Fort
Build a barn fort using blankets and pillows from around your house. Pretend you are a farmer or a barnyard animal. If you are an animal, what does your stall look like? Where do you sleep? What do you use for a bed? If you are a farmer, what kind of animals do you have in your barn? How do you take care of them? What do they need?

Plant a Bean
Place a bean in a wet paper towel and place in a small plastic baggie. Set it in the sun or in a window and observe its changes over time. Will you see a bean grow? How does it grow? What grows first? Does it get tall? Does it grow leaves? Will it need more room to grow? Could you reuse a container you have to plant it in soil? Could you plant it outside?

Intentional Message
The food we eat comes from a farm.

Vocabulary
Farmer: a person who raises crops and raises animals. Farmer: a person who uses land for growing crops and raising animals.

Sentence:
Grow: how plants and animals change over time. Harvest: collecting produce when it is ready to be eaten.

Preschool/Pre-K Parent Newsletter
Week of April 20th-April 24th
Farm to Table

Big Red Barn Read Aloud
Use the link below to read along with the story Big Red Barn by Margaret Wise Brown. Look at the cover, what do you think this book will be about? Where do you think it takes place? When reading the story, ask your child: What do you see? What is happening in the story? What sound does that animal make? What does a scarecrow do? What animals go into the barn at night? What animals come out at night? Use this to start the conversation about barnyard animals and food that comes from a farm.

Prepare a Meal Together
Have your child help you prepare a meal. They can help you to prepare a salad, wash produce, add and stir ingredients, or even help crack an egg. While you are cooking together, talk about where the ingredients come from. Do they come from an animal or do they come from the ground? Here’s a video explaining how a farm works:
https://www.youtube.com/watch?v=gggHfft539A
Our food comes from a farm. (x2)
Hi-Lo, did you know?
Our food comes from a farm.
La comida viene de la granja. (x10)
Hi-Lo, ¿Sabías?
La comida viene de la granja.
Pebé con zumo mor los ntañm bl-d amin teb los. (x12)
Hi-Lo, ¿Sabías?
Pebé con zumo mor los ntañm bl-d amin teb los.

The farmer plants the seed. (x5)
Hi-Lo, ¿Sabías?
The farmer plants the seed.
El granjero planta la semilla (x5)
Hi-Lo, ¡Sabías?
El granjero planta la semilla.
Tus toms tóx cog lab roos. (x10)
Hi-Lo, ¿Sabías?
Tus toms tóx cog lab roos.

The seed grows into a plant. (x2)
Hi-Lo, did you know?
The seed grows into a plant.
La semilla crece en una planta. (x2)
Hi-Lo, ¡Sabías?
La semilla crece en una planta.
Lab roos. Luj mes sa de tooz ronj. (x12)
Hi-Lo, ¿Sabías?
Lab roos. Luj mes sa de tooz ronj.

The farmer harvests the produce. (x3)
Hi-Lo, did you know?
The farmer harvests the produce.
El granjero cosecha el producto. (x3)
Hi-Lo, ¡Sabías?
El granjero cosecha el producto.
Tus toms tóx sau con lliorn miqu. (x10)
Hi-Lo, ¿Sabías?
Tus toms tóx sau con lliorn miqu.
Connecting home and school makes us a great community of learners!
Promising Practices from The Field

Angelica Cardenas
Center Director/Lead Teacher, Preschool
Kidango
Distance Learning Platforms

- Kidango@home
- Zoom
- Classdojo
- Mathshelf
Curriculum

**SEED’s** – Sensitivity, Encouragement, Education, Development, Self-image

**SEAL** – Sobrato Early Academic Language

**CSEFEL** - Center on the Social and Emotional Foundations for Early Learning

Mathshelf
Thematic units (this month’s focus is gardening)

Helps build language and science knowledge
Parent Involvement

- Parent Support
- Communication
- Family Engagement
Resources

- http://www.TapClickRead.org
- https://earlylearninglab.org/
- https://newamerica.org
- http://www.earlyedgecalifornia.org/
- http://www.PBSKIDS.org
- https://www.kidango.org/kidango-at-home/
Thank You!
Resources will be emailed to all participants.