

P O C O Y O

Learning Through Laughter™

Integrating Technology and the Pocoyo® PlaySet™ into Your Setting



EARLY LEARNING
COLLABORATIVE

Integrating the Pocoyo® PlaySet™ into Your Setting

Once children are familiar with the tablet, and have been introduced to the Pocoyo PlaySet, you can begin integrating it into your daily routine. The key to using this technology is that it should work with the successful strategies you are already using in your environment.

Tips:

- Connect the PlaySet to the lessons of the day. If children will be using the PlaySet that teaches colors, give children hands-on experiences with those colors throughout the day. Have them mix paints, draw pictures, and work with multi-colored blocks, all the while reinforcing the color names as they work.
- Discuss the content of the PlaySet before and after tablet use. Before children begin, ask: *What words do you think we are going to learn? What activity are you interested in?* After children finish, ask them what they remember from the lesson and what they enjoyed. Talk about how it connects to other things you are doing throughout the day.
- Make tablet use a social activity. Have children work in selected pairs. Pair children to promote peer mentoring or collaboration. After they are done, encourage them share their experience with other children through pretend and group play.



Addressing Specific Goals

The Pocoyo PlaySets are designed to assist Spanish speaking children build their English language skills and become kindergarten-ready.

- **Receptive language** – You can use the PlaySet to help your children comprehend and understand spoken English.
 - Create a word chart of the vocabulary introduced in each Pocoyo PlaySet. After a child has used the tablet, go with him to the word chart and identify each word.
 - Integrate the target vocabulary into your environment by labeling things in the room to reflect the vocabulary words. If the PlaySet is teaching shapes, label all of those shapes in the room (“The clock is a circle”, “The table is a rectangle”). For children with limited English skills, you can explicitly point out each shape that you see in your environment.
 - After you have recorded your children’s own words using the “Song” or “Playbook” activities, replay the recordings at the end of the day so the child can hear the words in his own voice.



- **Expressive language** – You can use the PlaySet to help your children express themselves in English.
 - Sing the song from the “Song” and “Dance with Elly” activity when children line up to go outside, use the bathroom, or clean up a work space.
 - Write all of the target vocabulary words on index cards and have children make up an original story using the words. This can be done in large groups, small groups, or one-on-one.
 - Have children recreate the environment from one of the other games in the real world. If they were learning about vehicles in the PlaySets, have them create their own “garage” with empty boxes, chairs, and other objects as the vehicles. Walk from vehicle to vehicle and have children name each one.

- **Book Appreciation and Knowledge**
 - Have a pair of children retell the story from the “Playbook” activity, while the other children act it out. Once the story has been told, have everyone switch roles so each child gets a chance to be storyteller.
 - If a child has very limited English, have her retell the story in Spanish while using the English vocabulary words in the appropriate places.
 - Have children recreate the story in a new medium: painting, drawing, dance... They can show their understanding in nonverbal ways as well.
- **Early Writing**
 - Make a list of the vocabulary words and put them on cards. Have children “skywrite” the words by spelling each word with their fingers in the air.
 - Have children create their own “physical flashcards” by having them make letters from a vocabulary word with their bodies.
 - As children read the “Playbook”, have them pause to write the word in their own way. Don’t correct children’s letters or spelling; just let them explore their own ideas about how to create the word.

Sample Scenarios

There are numerous times, settings, and activities in which you can use the PlaySets throughout your day.

Morning Meeting

- If you start your day with Morning Meeting or Circle Time, you can use the “Song and Dance” activity to lead children in a sing along.
- Read the same story each day of the week, and invite a different child up to record her own story on different days.
- Pick a research topic for the week based on the content of the PlaySet (vehicles, for example). Have a child ask a question on the topic each morning, and use the tablet to look up information on the internet.

Work Time

- When children break up into smaller groups to do art, pretend play, quiet reading, etc., have the PlaySet be a work time choice. Have children sign-up to use the tablet by putting their name next to it on the work board, or through a sign-up chart that you create for the class.
- Do one of the Activity Pages from the Curriculum Toolkit as an entire class. As you work on the Activity Sheet, take a survey of the children, asking questions on different topics using the target vocabulary words (*Whose favorite color is red?, Who has ever been on a boat?*) Work with the children to create a chart of the survey results and post it in the room.

- After using the PlaySet, have children go on a *word hunt*. Use the tablet to look for examples of each vocabulary word in the room and capture them using the camera.



Lunch and Snack

- During lunch or snack, have children work together to find shapes and colors in the different foods on the table. Record the entire conversation using the tablet video camera and play back the recording to help children count the number of things they found.
- Play I Spy, looking for items in the room that match the vocabulary.

Pick-up

- Share a child's progress with his parent by using the App and the tablet. Show the parent the recordings that each child made. Play back video recordings you made to document children's activities throughout the day. Use these recordings to keep parents informed about the goals for each week in the room.
- Have an impromptu concert! Lead the children in singing the song from the PlaySet for an audience of parents.

Is it Working?

One of the most important parts of integrating new technology into your learning environment is taking stock of how it is working. Let's look at some ways to reflect on your personal experiences and your children's experiences with these new resources.

Your Observations

- Make notes, audio recordings, and documents of how the children are using the tablet and App. Pay particular attention to:
 - Which activities they tend to use.
 - How they are using it.
 - How are different children using the resources differently? Are they focusing on particular activities more than others? How does age or gender impact how the activities are used?
 - What happened that you didn't expect? What didn't happen that you did expect?
- Note what children do when they are done using the tablet.
 - Do they bring the lessons into their other activities?
 - Are they having a hard time stopping?
 - How do they talk about the activities with you? With other children?

Your Experience

- Assess how the tablet and PlaySets have affected your own lessons.
 - Integrate the PlaySet into a lesson, activity, or experience that you have done with children before. How is the lesson different? Is it better? Worse?
 - Write down one new thing you learn each day or each week.
 - Keep a journal of ideas for inventive ways to use the App and tablet. Set goals for finding new activities, and check in each week to see how you are doing at achieving those goals.

Child Experiences

- Have children provide their own responses
 - Ask questions at the end of the day, such as: *What do you remember about the activities? What was your favorite part? What was the hardest part? What is one word that you learned?* Write down children's answers and post them all on the wall.
 - Have children provide feedback through art. Have them paint a picture of what they did, or use clay to create a sculpture of one of the vocabulary words. Use these activities as clues to how much information the children retained.

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