



FIVE STEPS TO ACHIEVE

SCHOOL READINESS

IN THE 21ST CENTURY CLASSROOM

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2

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hatch[®]

THE 21ST CENTURY CLASSROOM ISN'T **JUST** ABOUT TECHNOLOGY.



ABOUT **GINNY NORTON**

HATCH EARLY LEARNING CEO

EARLY CHILDHOOD EDUCATION ADVOCATE

MARATHON RUNNER

UNIV. OF RICHMOND ALUMNA (GO SPIDERS!) 

FOLLOW @GINNYNORTON

When I listen to people talk about the 21st century classroom I often hear the discussion turn immediately to how to get as much technology in a classroom as possible. Don't get me wrong—I'm glad to see technology appearing more frequently in schools! There's plenty of evidence to support having an effective suite of technology in the classroom. Yet for all this technology to have the greatest effect on our youngest learners, it must be used correctly and as part of a holistic strategy that ultimately gets kids ready to enter school.

Children who are ready for kindergarten have a few things in common:

- They have a foundation in literacy and math.
- They are emotionally, socially, and physically prepared to enter the world of “big kids.”
- They want to have **FUN** when they learn.

So let's talk about the ways we can make sure children enter school with the strongest foundation in these areas as possible. That they are happy, curious, and confident; ready to take on a life time of learning.

I hope this e-book gives you some ideas about how to build strong foundations in **your** classroom. Keep in touch!

**BEFORE THE
AGE OF 5
THE BRAIN
FORMS AS
MANY AS**

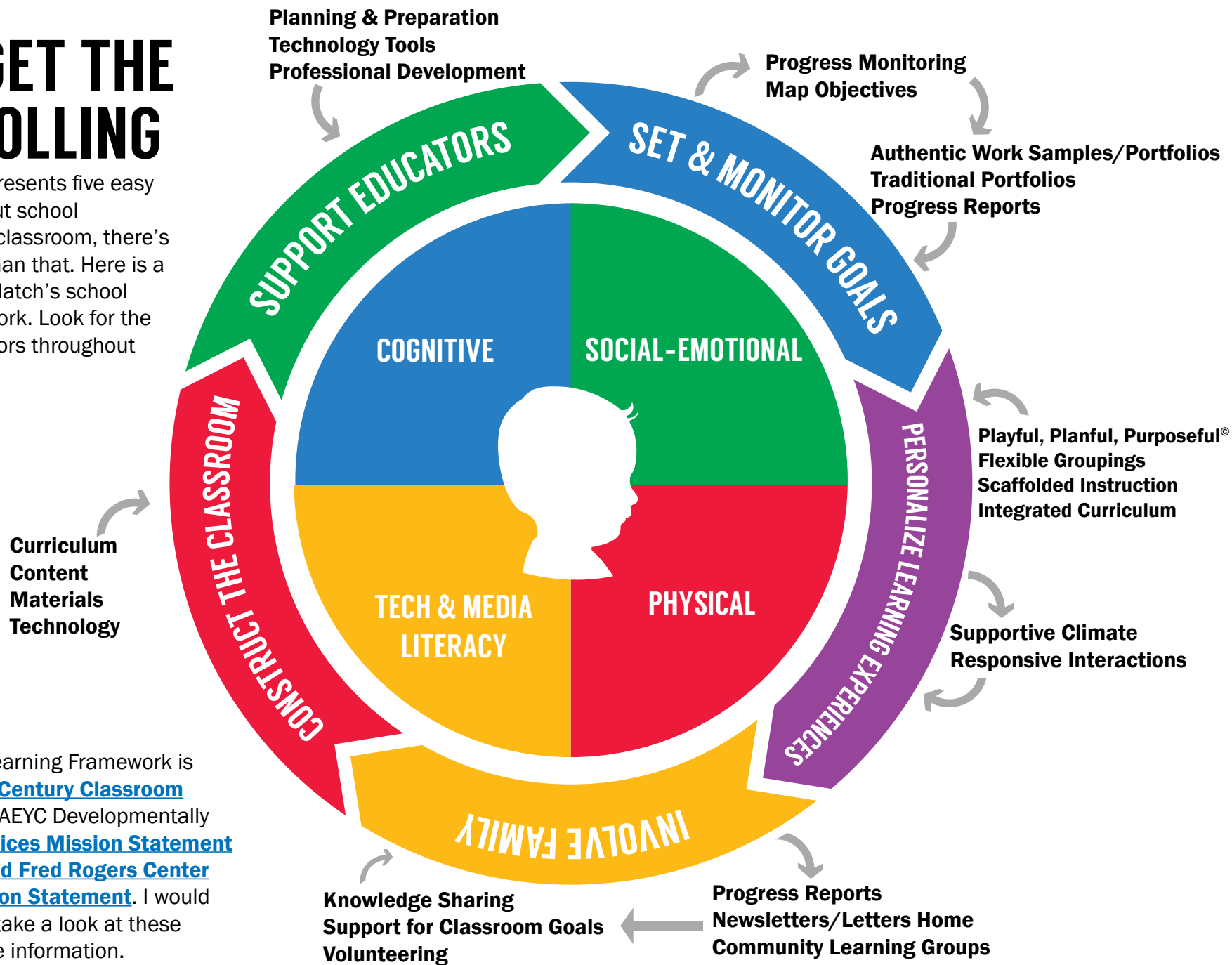


NEURAL CONNECTIONS PER SECOND¹

When children’s brains are developing so quickly, it’s essential they have access to high quality early education. Children with that access are more likely to show improvement in literacy and math, stay in school longer, graduate from high school, and attend a four-year college².

LET'S GET THE BALL ROLLING

While this guide presents five easy ways to think about school readiness in your classroom, there's much more to it than that. Here is a brief overview of Hatch's school readiness framework. Look for the corresponding colors throughout the book.



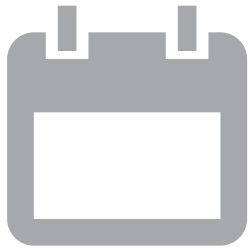
The Hatch Early Learning Framework is influenced by [21st Century Classroom Framework](#), the NAEYC Developmentally [Appropriate Practices Mission Statement](#) and the [NAEYC and Fred Rogers Center Technology Position Statement](#). I would encourage you to take a look at these resources for more information.

THE GAME PLAN

1. EQUIP TEACHERS FOR SUCCESS
2. SEE WHAT STUDENTS KNOW
3. MAKE INFORMED INSTRUCTIONAL DECISIONS
4. MEET KIDS ON THEIR LEVEL
5. BUILD PARENT CONNECTIONS

EQUIPPED FOR SUCCESS

No one wakes up one day suddenly able to run a marathon. Marathons take the right kind of tools, training, and practice. It doesn't matter if you're running a marathon or preparing a child for an educational journey, you've got to be prepared.



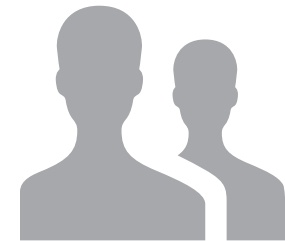
Make the Time

Planning and preparation are key, and so is support from administration. Having all the tools and data available is excellent...but tools don't help much if they aren't used correctly and to their fullest extent. Time should be set aside for teachers to participate in regular training and professional development. It's also important to take the time and analyze student information thoroughly to create well-planned lessons.



Have the Right Tools

While the 21st Century classroom isn't all about technology, it is a crucial component. Capturing authentic work with digital cameras, tablets, audio recorders, and interactive white boards makes it easy to write reports and communicate with administrators and parents. Online progress monitoring makes accessing data a snap. Just remember: technology is best when it's working with or enhancing traditional teaching methods.



Stay Informed

Continued professional development to stay abreast of current best practices is essential. If an expensive conference isn't in your budget, joining a community of educators on a professional social media site like LinkedIn is a great way to stay up-to-date. Check to see whether your classroom software offers any kind of online training to stay fresh on classroom best practices. Signing up for free newsletters and listening to webinars from industry experts are other ways to stay current.

GO (WAY) BEYOND JUST

EDUTAINMENT*

[EJ-OO-TEYN-MUH NT]

NOUN

1. A FORM OF PROGRAMMING (CINEMATIC, TELEVISION, LIVE ACTION, AND GAMES, ESPECIALLY COMPUTER GAMES) THAT PROVIDES BOTH EDUCATION AND ENTERTAINMENT.

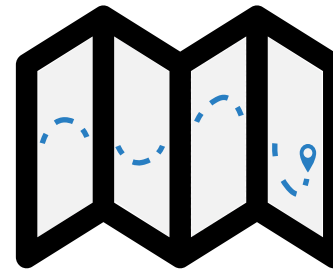
If you look at what's available in the average app store, it's clear that some programs focus more on the entertainment factor and make sure the educational value is just "good enough." Hatch is proud to stand by our commitment to put the **highest standards of education first** and balance it with a healthy dose of **fun**.

How does the educational technology in your classroom stack up?

- Does it have a clearly defined research basis?
- Are the cognitive skills and subject matter age-appropriate?
- Is online progress monitoring available to measure learning?
- Is training offered to help educators weave technology into a larger curriculum?
- Is it a simple game or an interactive learning experience?
- Is it fun and engaging?

* STILL NOT SURE? CLICK TO CHECK OUT OUR 'EVALUATING TECHNOLOGY TOOLKIT' [HERE](#) AND TAKE A PEEK AT "[FINDING THE EDUCATION IN EDUCATIONAL TECHNOLOGY WITH EARLY LEARNERS](#)," AN ARTICLE IN NAEYC AUTHORED BY SUSAN GUNNEWIG AND DR. DALE MCMANIS.

MAP YOUR ROUTE



Now that you've got the basics, it's time to map out your plan for each student. Formulating a plan and maintaining a portfolio are great ways to measure progress throughout the year.

START

Conduct a baseline assessment of all students.*

Regularly **capture authentic work** to support periodic skill reviews.

BEWARE THE KNOWLEDGE GAP!

AVOID WITH COMPREHENSIVE LESSON PLANS AND REGULAR REVIEWS. BRIDGE BY REFOCUSING ON THE TOPIC(S).

Skill and Social-Emotional reviews should occur periodically to guide and inform overall academic plan. Adjust goals accordingly.

Send sample work home regularly to stay connected with parents.

Data Capture Tools

digital camera
interactive whiteboard
video recorder
tape recorder
observation notes
digital portfolio

* Monitor English Language Learners with **in home language and English**. Document evidence of **progressing language mastery**. Make sure exceptional students' goals **align with IEPs**.

PRE-K GRADUATION

Child is ready to start school, confident and ready to learn!

BUT LEAVE ROOM

FOR PIT STOPS

While planning ahead is essential to helping children succeed, every teacher knows that there will probably be a few bumps in the road. That's why regular, consistent progress monitoring is so essential.

SPICE IT UP

Varied and frequent activities during center time reinforce core skills taught through out the day. Integrated lesson plans that include center time will help make sure this time is just as instructional as lesson time.

THINK SMALL

When you identify knowledge gaps, sometimes it's helpful to create small groups of children with similar gaps to help refocus learning. These 15-20 minute focus groups can be led by the teacher or in a teacher-monitored, peer-led setting. Encourage children to take turns leading activities to boost self-confidence. Small groups also promote more focused teacher attention.

MIND THE GAP

During progress monitoring, if gaps are identified in core skills, develop an integrated plan to improve those areas across all levels (child, classroom, school, etc.). This is especially important if the gap appears frequently or for many children.

BE ON THE **W** PLANFUL, PLAYFUL, PURPOSEFUL[®] **LEVEL** **I** WITH **LEARNING**.

“Planful, playful, purposeful” is a phrase I hear sprinkled throughout the early childhood education community. It’s easy to find examples of how educators have used this concept in their own classrooms, but it isn’t so easy to pin down what the Three Ps actually mean! I knew I wanted to address the topic in relation to school readiness and I definitely wanted to hear what this method meant straight from the source. Susan Gunnewig, Hatch’s Director of Product Development, coined this phrase while she was working with the Children’s Learning Institute..

She reminded me that before this concept of teaching began, it wasn’t unusual to visit an early education classroom where teachers were primarily focused on the care, safety and security. Teachers who did include more cognitive and social-emotional learning might incorporate too much structure for young learners and miss the mark as well. The three Ps offer an outline for early education teachers to create lessons that engage and offer just the right amount of structure.

At the core of Planful, Playful, Purposeful learning is making sure that educators meet kids on their level. It’s about getting down at eye level, listening to what they have to say, and then incorporating that into their learning experience.

PLANFUL

Planful lessons follow a pattern and offer routine. They have a goal in mind and factor in where students are in their scaffolded learning. The average preschooler has an attention span that tops out at about 15 minutes³ during a teacher-led activity, so plan activities in short bursts, punctuated with times for free expression and self-directed activity.

PLAYFUL

Structure throughout the day is important, but so is time for play and free expression! Lessons that incorporate creativity, art, music, and other forms of guided and self-guided fun are just as important as lessons held sitting on the carpet during circle time.

PURPOSEFUL

Every lesson in the early childhood classroom should be held with purpose, whether that’s forwarding a scaffolded goal, improving social-emotional development, or furthering early school readiness!

CONNECTING

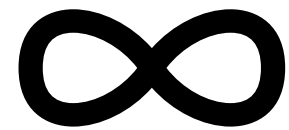
Parental involvement has an astonishing impact on early childhood performance. According to a study by the U.S. Department of Education⁴, children with two “high involvement” parents enjoy school **51% more** than children with “low involvement” parents. Parental involvement is **twice as predictive** of a child’s future academic success as a family’s socioeconomic status.

THROUGH

With those kind of stakes, it’s vital that there is an open channel for communication at all times. **Digital portfolios** and regular **progress reports** with time-stamped, authentic data demonstrates to parents a child’s progress throughout the year, and provides evidence of knowledge gaps. Regularly scheduled **letters home** connect parents to goals, lessons, and results.

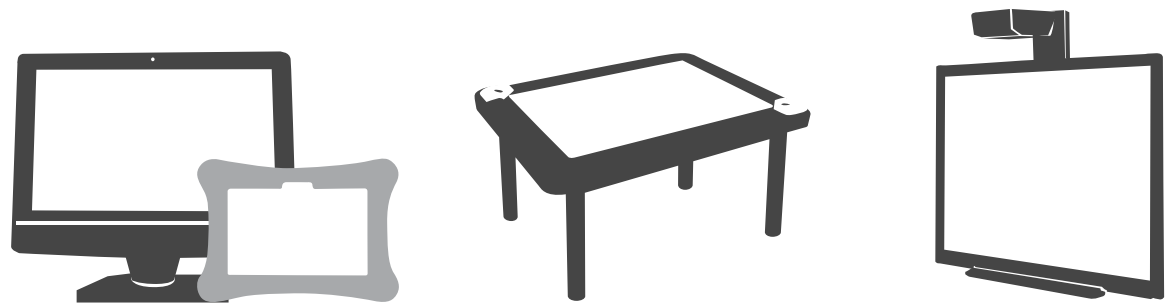
COMMUNICATION

REPEAT AS NEEDED.



HOW HATCH SUPPORTS SCHOOL READINESS

Being a 21st century school isn't just about having the **latest** technology. It's about making sure every part of the school day resonates and that kids are learning lifelong skills. Sometimes that means using age-appropriate, research based technology, and sometimes it's using traditional manipulatives. Hatch is here to support early education classrooms in every way.

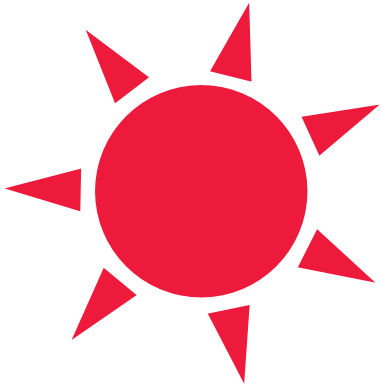


AUTHENTIC WORK SAMPLES DIGITAL PORTFOLIO SCAFFOLDED LEARNING
AGE-APPROPRIATE RESEARCH BASED SOCIAL EMOTIONAL DEVELOPMENT
CLOUD REPORTING 18 CORE SKILL AREAS NHSA & NAEYC ALIGNED



- ✓ Phonological Awareness
- ✓ Alphabet Knowledge
- ✓ Language Development
- ✓ Numeric Operations
- ✓ Logic and Reasoning
- ✓ Executive, Emotional, Behavioral and Social Skills
- ✓ SCHOOL READY

AND THAT'S **JUST** TECHNOLOGY...



A WHOLE SCHOOL SOLUTION (INDOORS AND OUT)

Every product that appears in the Hatch Early Learning catalog goes through a rigorous evaluation process to make sure it meets our high standards. Products are hand selected by Hatch’s early education experts to increase school readiness and help educators meet state and national standards.

Age-appropriate, research based technology is just one part of the 21st century classroom.

Hatch also offers:

Turn-key solutions that make setting up any size classroom a snap

Culturally diverse dramatic play **costumes** and **accessories**

Musical instruments from around the world

Math, literacy, & problem-solving products that are **aligned to Common Core Standards** to prepare children for Kindergarten

Hatch also supports professional development through **free** newsletters, webinars from industry experts, and e-books (like this one!)

All of our technology comes with **free** online courses, and extension activity ideas too!



Learning goes out to play! Dress up your playground walls and fences with weatherproof, UV fade-resistant **signs** and **educational displays** from Hatch Outdoor. These outdoor displays promote school readiness skills like literacy, math, and science. Outdoor learning is especially great for special populations.^{5,6,7}

IT ALL CIRCLES BACK

It's easy to be overwhelmed by the details and components of School Readiness—and School Readiness is just one part of overall Early School Success! If you come away with anything from this guide, remember these key points:

- **It takes a village.** Success depends on a network of support between administrators, educators, families and communities.
- **Technology is only a tool.** Technology is a fantastic way to promote School Readiness, but only if it meets certain criteria:
 - The content is age-appropriate
 - It is used to help meet established learning goals, not just for the sake of having technology in the classroom ⁸.
 - Educators are trained to use the technology to its fullest.
 - Developmentally appropriate practices are used to guide decisions about incorporating technology into lessons ⁸.
- **Integration is key!** Try to incorporate as many aspects of School Readiness into a lesson plan as possible. Making sure lessons incorporate cognitive, social-emotional, physical and technological (as appropriate) aspects will make for a well rounded student. Check out our example of an integrated lesson plan that our research team built around the classic children's book *Where the Wild Things Are* by Maurice Sendak.

THIS LESSON PLAN INTEGRATES

- Vocabulary building
- Early literacy skills
- Gross & fine motor skills
- Taking turns
- Creative play

BEFORE READING:

COGNITIVE SOCIAL-EMOTIONAL

- Identify parts of the book like title, author & illustrator, etc.
- Ask the children if they've ever had an imaginary friend. Model an example of describing the imaginary friend and ask for volunteers to describe their friend.
- Ask the children if they've ever had bad dreams. Model an example of talking about a bad dream, conclude that everyone has scary dreams sometimes.
- Introduce vocabulary like "king," "rumpus," "gnashed," "mischief."
- Ask children if they think this is a true story or a made-up (fictional) story.

DURING READING:

COGNITIVE SOCIAL-EMOTIONAL TECHNOLOGY

- Track print and point out pictures as you read.
- Point out the different body parts of the Wild Things and ask the children if they can identify what parts of an animal they might be from. Pull up pictures on a tablet or interactive white board if possible to prompt the children.
- Ask questions like "How do we know Max wasn't really afraid of the Wild Things?" (He dances with them), "How did the Wild Things feel when Max left?", "Do you really think it took him a whole year to get home?" or "Where did the Wild Things go at the end of the story?"
- Encourage the children to conclude that sometimes we have strange or scary dreams and wake up afraid, but maybe they can remember Max and his Wild Thing to help them feel better.

AFTER READING:

COGNITIVE PHYSICAL TECHNOLOGY

- Ask the children to demonstrate how they think a Wild Thing would move and dance.
- Tell the children to imagine they are Wild Things and to pick a hiding place. When the lights are off they can come out and dance because it is "night" but when the lights are on and they have to hide. Begin the play time by saying "Let the wild rumpus start!"
- Ask children to draw their own Wild Things or create a Wild Thing puppet using a brown lunch bag, foam pieces, feathers, and other craft items. Make sure children can see images from the book for inspiration.
- When the puppets are complete, ask the children to put the puppets on their hands and tell each other what their Wild Things are named.
- Play a "Simon Says" type game where children take turns being the King or Queen while the other children are Wild Things.
- Technology permitting, take a picture of each child with their wild thing puppet. Then record them answering questions about the book or interacting with the puppet. Print the still images and using an augmented reality application like [Aurasma](#), create a bulletin board that features the children as Wild Things, and that will play their clips when viewed with a tablet or a smartphone.

WORKS REFERENCED

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5. Gordon, A. (2013). Kids with Autism Benefit from Outdoor Classroom. *Toronto Star*. Web.
6. Bare, D. (2013). Horticulture-therapy program provides questions, answers for kids. *Winston-Salem Journal*. Web.
7. Faber, T. A., and Kuo, F. E. (2011). Could Exposure to Everyday Green Spaces Help Treat ADHD? Evidence from Children's Play Settings. *Applied Psychology: Health and Well-Being*, 3: 281–303. doi: 10.1111/j.1758-0854.2011.01052.
8. Schomburg, R., Donohue, C., et. al. (2012) Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8 (Position Statement). Web.

IMPORTANT LINKS

Hatch Technology

Expert Webinar Series

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THANKS FOR READING

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