



## Learner's Guide

### Webcast #2: Building the Foundation for Science

Look What I Know, See What I Can do

Birth to Five

Thursday, April 2, 2009 at 2:00 p.m. ET

*In today's webcast we discuss three main ideas: (1) fundamental science skills are present even in infants; (2) science skills develop during the first five years of life and beyond; and (3) there are many ways parents and adults can foster the development of science skills and scientific understanding. Here are some questions to guide your review of the webcast and to extend your learning.*

1. Describe what inquiry looks like for infants and toddlers?
2. Describe what inquiry looks like for preschool children?
3. What about you; how do you use inquiry skills?
4. What are "habits of mind"? What can teachers and other adults do to support young children's development of positive "habits of mind"?
5. Describe children's behaviors that reflect the development of positive "habits of mind"?
6. How does scientific thinking develop in children birth to five?
7. What are your goals for including science in Early Head Start and Head Start classrooms?
8. Five *science process skills* are identified and described during the webcast. From your own experience list an example of each of these.

Science Process Skills

Your Examples

- Learning through the senses
- Observing
- Classifying
- Investigating
- Predicting



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9. Identify ways adults can create experiences and environments that promote opportunities for development of each of these *science process skills*.
  
10. How might scientific thinking skills help children build social relationships?
  
11. What roles do adults play in supporting children's interests and understanding of science?
  
12. Describe a hypothesis generated by an infant, toddler, and/or a preschooler.
  
13. Think about one of your most recent experiences with young children. What opportunities did you take advantage of—or miss—the opportunity to pursue, science ideas?

#### Reflective Questions to Impact Your Practice

14. How does understanding science process skills from birth on influence your decisions about the complexity of concepts and materials you use in your work with children and families?
  
15. In thinking about this information on scientific thinking and understanding what would you do differently in your work with young children to develop their higher-order thinking skills, reasoning abilities, and communication skills?