While you are waiting for Teacher Time to begin, please download the Viewer’s Guide found in the “Resources” icon. Use your Viewer’s Guide to follow along with us during the webinar.

TEACHER TIME
Little Scientists: Exploring \textit{Science} with Infants and Toddlers
October 1, 2019
Hosts:
Judi Stevenson-Garcia &
Treshawn Anderson
Guest Expert:
Gail Joseph

STEAM for Infants, Toddlers & Preschoolers
\textbf{Science} \hspace{0.5cm} \textbf{Technology} \hspace{0.5cm} \textbf{Engineering} \hspace{0.5cm} \textbf{Art} \hspace{0.5cm} \textbf{Math}
Science includes the use of inquiry skills:
• Observing
• Asking questions
• Making predictions
• Analyzing or using information to understand the world

Children have a sense of wonder and natural curiosity.
• Closely observe for their questions and interests.
Observation
- Children held the avocado, rolled it, poked it, threw it.
- "You are experimenting with rolling your avocado."

Asking questions & making predictions
- "What do you think is inside the avocado?"

Analyzing or Using information
- She included science when she mentions the avocado's round shape that enables it to roll.

Supporting SCIENCE Learning
- Engaging Environments
- Nurturing, Responsive, and Effective Interactions
- Learning Experiences and Opportunities

Open-ended materials
- Variety of materials
- Accessible to all children
Engaging Environments

• Open-ended materials
  - Sand, water, buckets

• Variety of materials
  - Water hose
  - Spoke in children’s home language

• Accessible to all children
  - Children were allowed to get as messy as they wanted

Teacher Time Minute

Nurturing, Responsive, & Effective Interactions

• Children are more likely to explore when they feel safe

• Relationships are the foundation of children’s learning

• Adults engage with children during explorations to foster children’s learning
Nurturing, Responsive, & Effective Interactions

- Use scaffolds
- Introduce basic inquiry skills
- Speak science
- Invite children to communicate
• Speak science

What are some of the ways this teacher:
• Scaffolded
• used inquiry skills
• spoke science
• invited children to communicate
Teacher Time Minute

Nurturing, Responsive, & Effective Interactions

- Use scaffolds
  - Shows children how something works

- Introduce basic inquiry skills
  - Asks "Where else will it fit?"

- Speak science
  - Teacher says words: too big, balance, fit

- Invite children to communicate
  - Asks "What are you thinking about? I hear you whispering!"
  - Imitates children saying "hmmm"

Learning Experiences / Opportunities
• Sensory bottles (Empty water bottles)
  • Fillers- Dice, soap, food coloring, foil, glitter, beads, pipe cleaners

• Sensory bins (Empty storage bins)
  • Fillers- pom poms, balls, shredded paper, mylar

• Ice water balloons

• Make it work with WORDS!

Painting and drawing, pretend play and music:
How do they support scientific thinking?
• Feather is soft and light
• Glue is sticky
• Glue connects objects
• Feather won’t stick without glue

Teacher Time Minute

Review

Engaging Environments
Nurturing, Responsive, and Effective Interactions
Learning Experiences and Opportunities
Helpful Resources

Resources:
- T4T
- ELOF2GO

Upcoming Teacher Time Episodes:
Nov—Little Scientists—Exploring SCIENCE with Preschoolers
Dec—Little Scientists—Exploring TECHNOLOGY with Infants and Toddlers