

Art and Storybooks: Ideas from STEAM Teacher Time

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Kristin Ainslie: Hello, everyone. Welcome to Teacher Time today. I'm Kristin Ainslie.

Dawn Williams: Hi, I'm Dawn Williams.

Kristin: We're your hosts for today. We work here at the National Center on Quality Teaching and Learning, and we've both been classroom teachers before, and we remember those days fondly.

Dawn: We do.

Kristin: And right now we're curriculum specialists here at NCQTL.

Dawn: All right. So we want to know who's here today, like we do every show, so please sign in so we can keep track of your attendance. And when you do this, you also have the option to join our Teacher Time community, and that way you can receive email communications from us and the follow-up documents we'll talk about as well and announcements of upcoming webinars.

Kristin: That's right. We want to know what you think, as always. We really do this show for you. We want to know if this is — if you like it, right? I mean, if we're giving you information that you want, and that's what we're hoping. So we want you to fill out the evaluation. This is going to open up later in the show. And the evaluation is also how you will get your certificate of attendance. So watching the show live today is really your opportunity to receive that certificate of attendance. So please check that you enter your name and email address exactly as you want it to appear on your certificate.

Dawn: All right. So this season we have been talking about STEAM, Science, Technology, Engineering, Art, and Math. And one of the ways to help children thrive in STEAM is by fostering their thinking skills, and specifically today we're going to be taking a look at the instructional move of asking powerful questions.

Kristin: That's right. We're going to have a presentation today by Déana Scipio. She is a PhD candidate here at the University of Washington. She's in the learning sciences and works at the Institute for Science and Math Partnerships. So she's going to demonstrate how to ask scientific questions, really thought-provoking questions, through the reading of storybooks. It's very exciting.

Dawn: And then in Try It Out!, we will also focus on asking questions, but through a resource called Picturing America. So maybe you've heard of it, maybe you haven't, but by the end of this, you will definitely know about Picturing America.

Kristin: That's right, that's right. Absolutely. So we're going to give you resources today you can come away with, where you can find these resources for our topics that we're going to talk about. Gail

Joseph is here, as she is — we're so lucky to have her every month. She'll be with us to give us a behavior management minute. And then she'll also be with us to talk about resiliency and wellness.

Dawn: Love it. Need it.

Kristin: Really keeping us calm and sane in this challenging and joyful career that we have. And then we'll have some closing announcements about our show coming up in April and a very, very cute video at the very end. So stay tuned for that.

Dawn: Okay, so we are going to take a quick chat break. When we come back, we'll have Déana Scipio with us to help us think about asking questions through storybooks, specifically scientific inquiry.

Kristin: Yep. That's right. Okay, so the chat question for you today is a very easy one. It's a fun one. So what is your favorite storybook to read aloud to children? So we know you have a very favorite storybook. We have our favorite storybooks. So go ahead, and if you haven't chatted with us before, we want to make it very easy for you and just show you how to do it. You want to click on the button that says "want to join." You want to type in your name, hit "enter" or "return" on your keyboard, and then you can chat away. There is not a button that says "send," but go ahead and hit "enter" or "return" whenever you want to send something — either your name or your chat — on your keyboard, and it will go for you. So we'll just take a quick break, chat break, and we'll be back in a moment with Déana Scipio.

[music plays]

Dawn: All right, welcome back. During that break, we were looking at some of your responses in the chat. "Not a Box."

Kristin: I love it.

Dawn: Love that. "Chicka Chicka Boom Boom."

Kristin: "Goodnight Moon." These are all our favorites, too. So that's great.

Dawn: Well, and keep those in mind, because we are going to come back to those with an activity right after we hear from Déana Scipio. Hello!

Déana Scipio: Hi, everybody.

Kristin: Hi, Déana. How are you?

Déana: I'm great. Thank you so much for having me.

Dawn: We're so glad you're here.

Kristin: Yeah, we are so glad you're here, and we know you have a lot. I'm just so excited to see this pile.

Déana: So many books to talk about.

Kristin: So before you get into that, would you start us off giving some information to teachers about how — how to go about choosing a book in the first place?

Déana: Well, I would say, first, go talk to all of the wonderful resources that are in your community. If you have a school librarian, that's a fantastic place to start. If not, go find the children's librarian at your closest library. Also wonderful resources. Librarians know so much about kids' books. They can help you put together book sets based on illustration styles, different content areas that you want to focus on, and really they are going to be your first line of people that you want to go chat with to get information about these kinds of things. Also, independent booksellers are a great place to start. The children's book person at your independent bookstore will also have a bunch of information to share with you.

Kristin: That is fantastic.

Dawn: Oh, yeah. So besides all the resources — books you might have in your library, thinking about what the free resources might be to help you do some of that work for you. If you're doing a new unit, your librarian probably knows lots of books that might be available for that.

Kristin: That's right. I love it.

Déana: It's a great place to start.

Kristin: So what's your first book? I'm so excited.

Déana: Well, to just talk a little bit more about other resources that you can use, this is "The Salamander Room." And this was a Reading Rainbow book, which is a fantastic resource for finding all kinds of fantastic books out there that you can use in your classroom and that someone has already taken the time to read through, and you can even show the videos to your kids. They're in reruns on PBS. And I think there's a new Reading Rainbow for a new generation of kids that's going to be online, so check it out.

Dawn: Yeah, I heard of that.

Déana: LeVar Burton is wonderful.

Dawn: Love it!

Déana: I grew up with him. But so "The Salamander Room" I think is a fantastic context for science learning. But it's also a story. And I think this is really important for teachers to think about, because they have a bunch of books on their shelves that are stories, and they might not think of those as

science books. And so I'm going to do a science think-aloud to show you how you can use a book like this one that as a science text.

Dawn: Oh, fantastic.

Déana: So "The Salamander Room." So let's focus on these first couple pages. So the first thing I would probably do is have the kids dive into looking at the illustrations. What do you see when you look at this illustration? Where is the boy? And what did he find? Does anybody see a salamander?

Dawn: Ooh, there he is.

Déana: I see a salamander. And where is he? Where do we think he might be? What does that place look like to you? All of these are kinds of questions that can help kids dive into thinking about science in the story. So the book says, "Brian found a salamander in the woods." We were right. It's in the woods! "It was a little orange salamander" — there it is — "that crawled through the dried leaves of the forest floor. The salamander was warm and cozy in the boy's hand. 'Come live with me,' Brian said, and he took the salamander home." So I imagine there's a bunch of teachers that are thinking, "Wait, we don't want our kids to take salamanders home."

Dawn: That's not what we're promoting.

Déana: No. Good thing that's exactly what this book is about. The first thing that happens when you turn the page is, "'Where will he sleep?' the boy's mother asked."

Kristin: Good question, right?

Déana: Mm-hmm, fantastic question. And listen to what he says. He says, "'I will make him a salamander bed to sleep in. I will cover him with leaves that are fresh and green and bring moss that looks like little stars to be a pillow for his head. I will bring crickets to sing him to sleep and bullfrogs to tell him goodnight stories.'"

Dawn: Oh, he's got a nice plan.

Déana: Nice plan.

Dawn: He thought that out.

Déana: But you have to ask yourself, are those the things that a salamander needs, or are those the things that a little boy needs?

Kristin: Right. Okay. Gosh, such good questions.

Déana: And those are great questions to ask your kids. So here you can have all kinds of little things that are hidden in the picture. Where are the little crickets, and then there's a little bullfrog. And this is a great plan that he has, but it's probably not going to work out the way you want it to. So I challenge you to read the rest of the story and see how it unfolds, even just looking at the pictures. Here's

another picture of the salamander buddies, because he decides salamander needs buddies. And then there's a reflection. You can ask kids, "Where else do you see reflections? Can you find reflections in the room? Have you found reflections in your house? Where do you see reflections?"

Kristin: That is fantastic.

Déana: What is a reflection? And the book continues: the insects have to come in. Birds have to eat the insects. The birds have to live in trees. Now we have to take the roof off of the room. This room starts looking a whole lot like the forest, where the salamander came from in the first place. And so, all of a sudden, this book sounds like it might be about taking a salamander home. It's not. It's about the fact that the salamander should live where the salamander lives, and the boy should live where the boy lives, and they should visit each other.

Kristin: I love the questions that are asked in that book, because it feels like the little boy is able to kind of come to this realization on his own, scaffolded by the questions that his mother or father or the grown-up in his life is asking him, right? What a great thing to, again, model in the classroom, right, those kinds of questions that help children kind of get to where — get to where we want them to go by scaffolding.

Déana: Speaking of questions...

Kristin: Aha, okay. Good, good.

Déana: I have another book for you. This one's called "Butterfly Eyes and Other Secrets of the Meadow." Just look at these illustrations.

Dawn: Oh, it's gorgeous.

Déana: So another tip for choosing books: choose books that you love. You like the pictures, you like the story. Choose something beautiful and bring that into your classroom. That's another way to talk about the aesthetics, which is a big part of STEAM work, bringing in beautiful things. You can jumpstart an art unit. Look at this.

Dawn: It's gorgeous. What an important point about choosing informational text, too. I mean, go to things that just attract you that make you want to read it, and there's a lot of information in it.

Déana: So I'm glad that you mentioned informational text, because this book is also informational text. So when I — if I was going to use this in a classroom with kids, one of the things that I would do for myself is I would use Post-its to mark the pages that I definitely wanted to read with them. And you notice I'm holding it like right about shoulder height. This is good so I can read it and so the kids can see all the illustrations at the same time. So these are poems, which I don't think a lot of people would associate with science learning.

Kristin: Right. Absolutely. What a fantastic way to engage a child.

Déana: And then jumpstart a poetry unit in your classroom, too.

Dawn: Yes, all at the same time.

Déana: So you've got poems, and then on the next page, informational text. So I am going to read you one of these, because this is also a guessing game.

Dawn: Oh, predictions. I like it.

Kristin: Okay. Love it.

Déana: So this one is called "Morning Warming." "Sun. Sun warm on my back. Sun warm on back legs. Sun warm on back legs loosens. My heart, my heart beats, my heart beats faster. In sun warm, my heart beats faster. I flex. I flex legs, I flex legs loose with sun warm. I drink dew from dripping leaves. I beat, flex, crouch, leap! What am I?"

Dawn: Well, certainly something that jumps.

Déana: Something that jumps. Yeah? An insect? Is there a clue on the page? Great prompt for the kids, right?

Kristin: That's right, I do. I see the back of what maybe looks like a grasshopper.

Déana: Maybe. Let's see. And then you've got your informational text to teach kids a little bit about dew, which the other poem was about, and the fact that grasshoppers cool down and lose their flexibility over the night, and they need to warm up so they can move around and jump around. Also, can you imagine all of your kids doing the same things that you read as you go through that poem: stretching, jumping, flexing, and then kids jumping all over the reading area? So fun.

Kristin: Well, I love the informational text in there, too. And I was thinking, you know, it's hard — it was hard for me when I was a teacher, because I wanted to bring in that kind of informational kind of nonfiction text, but I didn't always engage all the children in that. What do you think about that?

Déana: Well, I think one is going through this narrative route. So finding texts that you already have that are stories that you can use to talk about scientific things. And then you could also look for other kinds of informational texts. I think a lot of times people think just of the Eyewitness Series. And I love the Eyewitness Books because they're great lists of things, there's a bunch of information. And you all have kids in your classroom that'll sit there poring over those books day by day by day, but other students might like something like this. And this book is called "A Seed is Sleepy." And this is part of an entire series of books. There's one about rocks, there's one about eggs, there's one about butterflies. But this one is about seeds.

Kristin: Gosh. Again, gorgeous. I'm just drawn in.

Déana: I know, look at these illustrations. And I think that's one of the big tricks. Pick a book that really draws you in, and it's going to draw your kids in as well. So you may be asking yourself, do we want kids to think that seeds have feelings the way that people do?

Dawn: Well...

Déana: Right? But I think one of the things that this book can do, and the books in the series do very well, is that they help — it's a poem, and so poems can be illustrative and figurative. And they can help kids connect with the emotional side to science and the beauty of scientific things, the beauty of the natural world. And that's definitely a good thing.

Dawn: The things that make you love it, make you want to be involved anyway.

Déana: So I want to show you some of these pages. Look at these.

Dawn: Oh, my gosh, such detail.

Déana: These are detailed, scientifically accurate illustrations of seeds.

Kristin: Wow, that's fantastic.

Déana: I mean, fantastic.

Dawn: And you don't have to go be the teacher that goes and finds all those seeds.

Déana: No, you can be the teacher who shows the kids the book with all the seeds in it. So I want to point you to a couple great features of this series of books. So you see "A seed is sleepy" in this large cursive. And then there's small cursive; it says, "It lies there tucked inside its flower, on its cone, or beneath the soil, snug still." But then there's other sorts of text that appear on the pages. So this one, for example, still has your large cursive and your small cursive. It says, "A seed is secretive. It does not reveal itself too quickly." But then this other text has some very scientific information about the Texas mountain laurel flower; that's this one. And then the different style of text can help clue both you and the kids in to the fact that this is information about this particular type of flower and seed. Because this is the seed that makes that flower.

Dawn: Man, I want that book right now.

Déana: Right? They're so beautiful. I have too many kids' books. Although, could you ever have too many kids' books?

Kristin: No.

Dawn: I don't think so. When we were talking before, you talked a little bit about how you can use these books for assessment. Like if you're doing something about habitats, that you could use that "Salamander Room" in a way.

Déana: You definitely could. You could pull this book in, and you might start off by pointing out the things that are maybe not part of the boy's habitat but are part of the salamander's habitat, like the

tree stump and the leaves. And you can, through gradual release of responsibility, turn your kids into the ones who are noticing the things that are part of the boy's habitat or the salamander's habitat.

Dawn: What's living, nonliving.

Déana: Exactly. You get to talk with kids about all those different — you could use scientific terms like "abiotic" for not living, "biotic" for living, mm-hmm.

Kristin: So many vocabulary words.

Déana: So many vocabulary words. And because these illustrations are so rich, they are a wonderful context for doing that kind of work with young kids.

Kristin: That is fantastic. I love it.

Dawn: Well, so do you have any other last messages here? We've got Head Start teachers out here in this audience. We're so glad that you were here with us today. Huge opportunity to give some messages you would like some Head Start teachers to receive about what you were talking about today.

Déana: I want Head Start teachers to know that their classrooms are rich resources for science learning. And the bookshelves that you have that are full of narrative text can also be part of those resources. And I want them to think that they can and should be doing these kinds of science-inspired questions with their students when they read. Maybe not every time they read, but that books can be a wonderful starting point or an assessment point. So imagine you're about to do a unit about trees. You could read a book of poetry about trees or a story where a tree is — there's a tree in the story. And then you could take your kids out and do a census of all the trees in the neighborhood. Which trees are in your neighborhood? You can read them "Goodnight Moon" and talk about the phases of the moon and have them start moon journals. You could read "Not a Box" and then have your kids go out and start doing engineering units using boxes as the starting point for their designs. There's so much that you could do just using kids' books.

Kristin: Okay, I'm going to copy all of —

Dawn: Can we go now? I'm ready to go do it.

Kristin: All of this down in our follow-up. That is fantastic, Déana. I mean, really. I think that we think about book reading — I mean, when I'm thinking about storybook reading, I'm thinking about just reading the story to the children, but the actual extending the book, right, and the questions that you can ask the children about what you're reading that might take it off into a different direction. I just, I love that. Yeah.

Dawn: Well, it also makes me think about when we had Dr. Andy Shouse on, and he was talking about that preschool teachers don't necessarily need to know heavy-duty scientific concepts in order to do

science in their classrooms. But they're very familiar with storybooks, and you can ask the questions and build right from there.

Déana: Mm-hmm, and have your kids be the ones who perhaps get you interested in what you want to learn later on. So the kids might say, "Oh, my gosh, I didn't know there were different kinds of salamanders. Can we look into that?" You don't have to be a salamander expert. You just have to be interested in helping your kids figure out how to learn more about salamanders. And that can jumpstart you going back to the librarian and saying, "Okay, now they're really into salamanders. I need a whole bunch of books about salamanders." And I guarantee you they're going to have recommendations for you.

Dawn: Oh, my gosh, that's so great, Déana, thank you.

Déana: Thank you so much for having me.

Kristin: Thank you so much. This is great. Okay, so we're going to — yeah.

Dawn: So after listening to Déana and thinking about your favorite storybook that you put in chat, we want you to take a moment and do this scratch paper activity. Write down one or two questions on the paper that you could ask to foster children's scientific thinking skills based on your favorite storybook to read out loud to children. So we're going to take a short break, and then we'll be back with Try It Out!

[music plays]

Kristin: Hello, everyone. Welcome back. I hope that you've taken lots of notes on a scratch piece of paper about all of the questions that you're now thinking about asking children, STEAM questions based on your favorite storybook. We've just been all chatting here during our break. We're very excited about it. All right, so it is now time for our Try It Out! section, and we are going to show you how you can use the Head Start Picturing America art program in your classroom. We're also going to show you "The Snowy Day," the book by Ezra Jack Keats, and talk to you about how we can really pull the STEAM concepts out of that book.

Dawn: Perfect. All right, so Picturing America. It is a free resource that was sent to all Head Start programs probably about five years ago. It was created by the National Endowment for the Humanities to promote the use of artwork in Head Start programs. So there's a video that's available on the ECLKC. We're going to show you some snippets of it, and it'll give you a nice overview of more details that are in Picturing America. So let's take a look.

[girl giggles]

[music plays]

Amanda Bryans: Young children can learn many things more than we've typically offered them.

Willa Siegel: Looking at these paintings, they find the things they're interested in and they get involved in them. That child then has this area of interest that they want to follow up, and then you would be amazed at how their vocabulary will grow in that area because they're going to want to hear things, they're going to want to have things read to them.

Amanda: We want our children in Head Start to have similar kinds of quality experiences that other children may have in their families, in other community preschools.

Woman One: We need a little piece from here to here and then a piece above the door.

Woman Two: We need three chairs at each station.

Woman: We can get it about right here so we can put the picture...

Woman: They're going to love this.

Woman: Is this centered?

Woman: Welcome, everyone, to Family Night at the Museum.

Woman: This is where you want to be?

Amanda: The National Endowment for the Humanities and the Administration for Children and Families Office of Head Start have joined together to bring 40 art-quality images representative of American history to all of the 20,000 Head Start centers. It will be accompanied by a guide that will help teachers use the materials. The more work we did with these materials, the more ideas we had about experiences that children could have across the child outcomes framework that would really support their development in each of those areas.

Willa: When children see something that interests them, they talk about it, they ask questions. So if you find that hook, you find a wonderful way for children to increase many, many of their skill areas. Usually they play with trains, and they're on the flat floor. But here was their own river that shined and reflected.

Woman: The reflection that you see in the water...

Willa: What would happen if we put a train on water? Would the tracks be able to just be on the water? Well, no, they needed to raise it with a bridge. That's problem-solving. That's really looking at "what would happen if," which is critical thinking.

Woman: Where do you think that train's going?

Boy: To the zoo.

Woman: To the zoo, wow.

Willa: We took each of the artworks and tried to discuss it in terms of how the teaching team in the classroom might address some of their educational goals.

Woman: What do you think about this one?

Boy: It has a lot on it.

Amanda: Children can have an art experience, but it's also a math experience.

Woman: How many steps are you going to use? Boy: Two, three, four.

Woman: You have four steps already on your letter. Boy: Now I have five.

Woman: Now you have five.

Woman: Sometimes when artists and different people look at a picture, they see different things.

Amanda: It is teaching diversity.

Woman: That's why sometimes when Ms. Judy asks you all to do a picture of something, you all make it your own way.

Amanda: It's teaching also having self-esteem to be able to feel free to express that, "I saw this," and it's okay that you saw it. And then they're working with a friend who may see it a different way, and it's okay, and to appreciate that.

Kristin: All right. Hello, everybody. We are back now. That video is just a very short piece of what you can find if you'd like to watch the whole video and see how the whole Family Night at the Museum pans out. It is a really, really great video, and it is on the ECLKC, so you can find that there. But I just love how the art activities are really connected to the pieces of art that they're learning about. And I just — what a fun family night that would be to use Picturing America as that kind of activity.

Dawn: Oh, for sure.

Kristin: I just love that.

Dawn: Well, and we were noticing that people were chatting in a lot during that video, and saying that you can use books from other countries and putting in their questions in there. Please keep using that chat. This is a great opportunity to connect to other teachers across the country, learn from each other, put down your best strategies and ideas and your books, and make it more of a community. It's an additional way to just learn and get inspired from other teachers that are doing it. So please keep chatting.

Kristin: We love it.

Dawn: As if you were over there. Please keep chatting. All right. So Picturing America has two components. One is this resource guide. It is full of lessons and guidance for using all the prints. And we're going to talk about this a little bit more in a moment. But then there's also the poster-size prints. So in that video, you saw quite a few of them. And here's an example that we're looking at here. This is called "The Dove" by Romare Bearden. The prints represent American history and culture, and it's a great way to do some social studies already in your classroom. This was done in 1964 Harlem. It's a depiction of Harlem at that time. Let's take a closer look. So you'll notice that "The Dove" is full of activities and includes humans and animals and different things. Romare Bearden used collage, and so you'll notice pieces of these different elements in there. And you'll also see the dove that's right at the top. You can imagine what — why is it called "The Dove"? What's the meaning of this? He's perched up there on the doorsill. So we just loved this, because you could just spend so much time looking at it. Just like Déana talked about, looking at children's illustrations that are dense and full of rich material. "The Dove," you can look at this for so long and try and notice different things, and you'll find children see lots of different things in it.

Kristin: Yeah, there's so many questions that you could ask children when you're looking at really any of the pieces of art that were chosen for Picturing America. And Dawn and I were just drawn to "The Dove," this one here. There's just so much going on right in this urban setting. It's just — it's just ready and waiting for some really good, powerful questions.

Dawn: Yeah, and this is another thing we wanted to point out especially about using art and Picturing America in your classroom, the powerful questions that you can ask as a result of using this art. So, "What do you think is happening in that piece of art? Why do you think that? How do you know that? What questions do you still have about it?" Maybe you don't actually like what you're seeing, and you can talk about what you don't like and how that doesn't appeal to you.

Kristin: Right, how does it make you feel? So much social emotional pieces into it as well.

Dawn: Absolutely. It's just such a rich opportunity for open-ended questions to engage children. So that certainly is a theme for the whole day. We just wanted to emphasize that specifically, thinking about the artwork for Picturing America.

Kristin: That's right. So thinking about the collage art in this print, the artwork, the collage is such an accessible way that children can create art. You can cut out shapes and paper and magazine clippings and photographs. Children can create any kind of scene they want. It's very accessible for all children, for children with special needs, for children who are learning their home language as well as another language at school. It's just a really fantastic way of creating art. So that's one of the reasons why we chose this as well. The resource guide has really a lot of information. So if you don't know a lot about the works of art that are in Picturing America, don't fear, because this resource guide that you can actually print off of ECLKC — you can print this entire PDF — has information, three pages of information that extend your talking about the print, right? So the first page here for "The Dove" talks about the artwork itself. It talks about what the artwork — what the medium is. It talks about the artist, a little bit about Romare Bearden, why he created what he created. And then it talks about the historical perspective of each of the pieces, which is fascinating, because, again, this is something that I certainly don't know a lot about art, but I love art, I love it, and I love to know about why, why these are important pieces in American history.

Dawn: Definitely. So that next page focuses on conversations and teaching activities. So here there's a section about analysis and interpretation that gives you already questions to ask. So, for example, "The title of the artwork is 'The Dove.' Why do you think that's 'The Dove'?" I want to know. I wish Romare Bearden could just tell me why that is. But it's a great opportunity for children to think about that for themselves. Or, "Do you think this is a real place? What would make it real? What's living and nonliving in that?" There's another section on describing that gives you different activities to describe what you're seeing. So an "I Spy" game, for example, is another way to do that. It also has a section on Connecting and Extending for Vocabulary. So an already-generated list of vocabulary for you to begin with. You certainly don't have to stop there, but that's already in there for a place for you to start.

Kristin: So the page that it also has on here in the resources is a page about different books that you can use to extend the learning of this particular art piece as well. And we actually have one right here that we wanted to add to this list because Dawn actually owned it.

Dawn: Yeah, so there is a children's biographical book about Romare Bearden. And this is a great way to connect. Children can learn more about the artist. This book was not written by him; it was written by someone else and illustrated by someone else who uses the spirit of collage throughout the book. And again, just beautifully illustrated. You can learn more about Romare Bearden and what inspired him as a child. It's his reflections on what his environment was like and what were the things that he takes from where he grew up in North Carolina and adds to some of his paintings and some of his collage work. There's even, I know, pictures where there's just doves on some of the pages, and that is a theme that runs throughout this book and a lot of his artwork. So what a great way to connect and make it real and really learn some more about the artist in a way that is appealing to children.

Kristin: That's right. I love, love, love that. All right. So...

Dawn: Use Picturing America. It's a fantastic resource.

Kristin: We want to say, too, that it did take us a moment to find it. We knew we had it. It is a very, very large box, very heavy box. So really look for that in your programs. And there is a slideshow on the ECLKC of the prints, which you could also look at if you can't find your actual prints.

Dawn: And this was — it was about five years ago when programs were all sent this, and it was one per grantee. So it may be in another site. So you might have to do a little bit of homework to get it, but please take advantage of it. It's such a beautiful, accessible resource.

Kristin: It's fantastic. Okay, so, when Dawn and I were looking at "The Dove," we immediately thought of our — both our favorite childhood book, "The Snowy Day" by Ezra Jack Keats. It immediately made us think of the collage artwork that is in this book as well. It is just a fantastic story. There's a whole, of course, series of Ezra Jack Keats books. And "The Snowy Day" is one that we are going to use right now in Try It Out! to kind of show you how we're just going to pull the STEAM out of the story.

Dawn: That's right. So this is the activity we have for you in Try It Out! today. It's a way of infusing STEAM into storybooks. We've been talking about STEAM all season long, and we're talking about

storybooks today, so this Try It Out! activity is a way to combine those two things. So what we're going to send you in follow-up is a document to help facilitate some of that. And the way that it works is we've got on your screen all the different STEAM categories. And what is in there are different questions to help you guide your thinking about when you're examining a book. So let's say that you want to use "The Snowy Day." We think "Snowy Day" is a book that a lot of people have. How could you bring the STEAM out of "The Snowy Day"? So let's think about some science or critical thinking skills that you could ask. Like, how do characters use their imagination?

Kristin: That's right. In any book you choose, really. What are the tools? We talked about technology in one of our previous shows. And if you didn't see that one, it's really more than our digital technology that you might want to think — that we might think about right away. Using tools, really tools that are created to help us extend, you know, our own productivity as humans, right, and what we can use the tools for to carry us forward. So thinking about tools: scissors, stapler, right? All of those are technology. So what tools in the stories that you're looking at can be used to talk about?

Dawn: Right. Or if you're going to look for the engineering in a book, do the characters make or build anything? Is there anything they construct from the beginning to the end? Are there ways that they work from a process from the beginning to the end? What are some of the materials they might be using?

Kristin: That's right. Art, of course. We want — as Déana talked about, too, we want to choose storybooks that have beautiful, interesting, juicy pictures that we can really captivate children with. So how does the illustrator capture the different moments of the story? How does the artwork create a sense of feeling for the reader?

Dawn: For sure. And are there other art activities that could be inspired by the book that you're reading? So if you were going to think about the math in a book, this one I think is something that occurs pretty easily. Like what are the shapes you see? What are the patterns you see? What could children count? Can anything be measured? In the book that Déana showed us, there was a child that was smaller in the picture and a tree that was as big as it could be. There's an example of how you could point out the math in a storybook.

Kristin: That's right.

Dawn: Yeah, and could the children act out any of the math in the story maybe in partners or something?

Kristin: Absolutely. Creating the art and movement, again, with — merging it with math and with the science.

Dawn: For sure. All right, so we're going to do this through "The Snowy Day," and kind of quiz each other a little bit about how we might do that.

Kristin: Okay. Sounds good. I'm ready.

Dawn: So let's think about, what might the science be in "The Snowy Day"?

Kristin: Okay, so I'm thinking about the seasons, right? I'm thinking about this is wintertime. I'm thinking that the snow, of course, how does snow — how is snow formed, where do snow come from, how do we get snow, what creates — what kind of scientific phenomena creates snow, right?

Dawn: Right. There's certainly — his snowball melts, so there's that concept right there. So the technology in the book, you know, this one might be a little bit of a stretch. So as we talk about this activity, we're not saying that every — every book is going to have each one of the STEAM concepts in there. So if we were going to talk about technology and we talked about it being a tool, maybe we could say something about that stick. Yeah, I don't really want to go there. That really is stretching it a bit. So you don't have to find that in there. But think about the engineering that's in here.

Kristin: Okay, engineering. I'm thinking that the creation of the snowballs, the creation of the snowman, the creation of the — you know, even the snow angels that he makes a pattern with, right? The big huge hill that he goes up and down.

Dawn: Well, and if you think about building a snowman, you have to really have a bit of a plan and break that down a bit, right? So you could kind of compare that to how you might develop a plan and you're engineering that snowman together.

Kristin: What a fun activity, too. There's just lots and lots of programs that never get any snow, right? And so how do you make a snowman? Well, maybe you can give children an opportunity to play around with that concept of making a large and then a medium and then a small ball of clay or PlayDoh in order to make a snowman. And it's got to — you know, you can't put the small one on the bottom; you've got to put the small one on the top.

Dawn: Right? And certainly the art.

Kristin: Yeah, beautiful.

Dawn: I think the main reason that we were drawn to this book is that it matches the collage that Romare Bearden did. And this can inspire another activity that you're going to do. And just, there's so much in this book that matched up to what we wanted to do with it.

Kristin: Absolutely.

Dawn: And the math as well. We can see the patterns in here when he's walking through the snow. We can even talk about spatial awareness a bit when he's going up, up, up this hill and down, down, down this hill, and what he's got to think about the space around him. And, oh, gosh, there's patterns in the snowflakes and so many things to count. So if we were really trying to bring out the STEAM in this book, maybe these are some things that you could think about. And the idea behind this activity is that if there's a book that you want to use, and similar to the way that Déana was using these books, you think about these questions you could ask to bring out the concepts that you want to teach. If it's STEAM concepts, if it's specifically scientific inquiry, ask yourself some of these questions and preview

this work ahead of time so you can be more intentional about the concepts that you want to teach the children.

Kristin: That's right. And we have some conversation starters and kind of some things to get you started with thinking about this. Again, using "The Snowy Day" as our example, thinking about the vocabulary that you can pull out, that maybe you're going to put a sticky note onto the pages, right? Thinking about winter, melting, heaping, tracks. All of those really fun vocabulary words can again — those in and of itself can jump off for a lesson. Let's do a lesson on tracks. Just so many fun things to insert into that.

Dawn: For sure. And we had a — Gail was telling us about a great idea a student in the class did that, when working on their vocabulary, they went through the book and tagged it with Post-it notes for where those vocabulary words were and wrote a child-friendly definition on that sticky note. So then they're getting more familiar with that vocabulary. Great opportunity for novel words. And they were also enticed by the sticky notes and would pull those off and even used them to build a word wall on the wall. So another —

Kristin: Really great idea.

Dawn: Another great extension. And so, also a part of the follow-up — a follow-up step in that document is adding conversation starters. So really getting specific about the questions you might ask about that particular book.

Kristin: Right. Why was Peter sad? What happened to his snowman — snowball in his pocket, right?

Dawn: What steps did he take to make the snowman? What is something — how would you make the snowman? Tell me the steps. What would you do?

Kristin: Right. What are the shapes? So all of these, pre-planning these and taking a little bit of time, reading the book before the children arrive and knowing exactly what you're going to ask.

Dawn: That's right. So we are going to send you this in the follow-up. It'll be the activity for you. And right now we are going to go transition into our resources. And we'll be right — we are going to do these right now and not take a break and go right into Picturing America.

Kristin: That's right, that's right. So Picturing America, again, we can't say enough about it. It is just a fantastic resource. Again, on the ECLKC. You can find it on the ECLKC. There are lots of documents that you can download that you'll see here on your screen. The Head Start Picturing America Resource Guide. There's the Art Station Activities and Tips. So if you wanted to do a family night at the museum with your program, here's ideas for how to actually do that. Just a really amazing resource.

Dawn: And we also wanted to tell you about the Wolf Trap Foundation. They have an Early Childhood STEM Learning Through the Arts whole program that you can access. There are videos and research and lots of great information on there if you're looking for ways to do more STEAM in your program. So please go to that site. That will be showing up in the chat, and we'll include it in the follow-up as well.

Kristin: Yeah, that's a really great resource. So from NCQTL, we have the 15-minute In-Service Suite that we want to highlight with this topic today is Asking Questions. So this suite has a lot of information about really how to ask children questions and what types of questions we think that we want to ask children to really — open-ended, right, to get them thinking and giving us information. So here's a teacher tool that you can print out and hang in your classroom. It's HELLO, right? So it's a very easy thing to remember. So it's the H: have conversations; E: extend into thick conversations, meaning really extending those conversations back and forth, really lots and lots of information into a conversation that you're having with children; listen and ask questions; listen and expand on what children say; and then offer new words to children. So a great little reminder from this suite to post on your classroom wall for this.

Dawn: Okay. So we are going to take a short break with a poll. We know — we've even got some confirmation that people do Teacher Time watch parties out there. So we'd like to know how many are watching with you. And when we come back, Dr. Gail Joseph will be here with us for our Behavior Management Moment and Resiliency and Wellness.

[Music plays]

Kristin: Hello, everyone. Welcome back. We are here with Gail Joseph. Hi, Gail.

Dawn: Hi!

Gail Joseph: Hello. It's nice to back.

Kristin: I know. It's always good to see you. We always get excited about that portion of our show. It takes a little bit of the pressure off us and right onto you.

Gail: Right on me. Okay, good.

Kristin: So Behavior Management Minute.

Gail: Yes. Okay. Well, so first of all, what an awesome show this has been. I've been just like writing down all these tips and strategies. I was thinking to myself, like, "Don't just read it, STEAM it!" Right? Put the STEAM into these storybooks. And I have to join Ezra Jack Keats' fan club with you, because I love this book. So fun. All right, so I am recalling, though, times when I have been reading an awesome, great book with children, and I do point something out, like, you know, like, "Ooh, look at the tracks," right? And then I remember, like, a little boy coming up, jumping up, wanting to look closer to the book, right? Great, yeah. That's awesome when kids are getting really excited. They jump up and they want to look. I'm sure this has happened to other people, right? It's not just me. So they jump up, they want to look. And then somebody else, "I want to see, too!" And then they jump up, and then everyone else, and then you're just like, "Ahh, what do I do? I need a behavior management minute." All right? So at times like those, there is just such a simple, really great strategy that I know our viewers use, but I think it always helps to be reminded of this, because I think everyone's going to want to go back and, like, STEAM up their books here and be drawing some attention, those Picturing America

pieces. So what happens when I have this moment where kids are just jumping up, they're really excited? Okay. I brought you something, some magic words. Magic words. All you have to do is remember two — two words. Here it is: when and then. All right, so let's take it back to my circle time, and I'm so excited, and I can just flip to any page now because I got some great tips from you in talking about what I want to talk about. And I'm going to say, "Ooh, look at these tracks." And somebody jumps up and looks at it, right, they want to get closer, right, because certainly with this size book in circle time, it'd be hard for everyone to see. But so what I could say is — remembering my magic words, I can say, "Oh, when you are sitting, then I will bring the story to you." Right? And then I can bring it to them. Okay? So when you are sitting...

Kristin: When you are sitting...

Gail: Then I will show you the pictures. So when... then. So I have a few others just because I've had many experiences. So it might be, just like I said, when you are sitting quietly, then I will bring the picture to you. Right? So what happens there is I don't have to like individually try and manage everyone. I just say, when you are sitting quietly, then I will bring the picture to you. Okay?

Kristin: You're telling them what to do, right?

Gail: That's right. That is right. So I'm going to hold that thought for a second. Let me give you a couple other ones, because we're going to do some art, too, right? So we're STEAMing these things. We're going to have children do art. So I have remembered many episodes with paintbrushes in my classroom. So they're so excited, you're about to bring some paint, but maybe the paint — they're doing this with their paintbrushes before they're ready to, like, get the paint. And so I might say — at that moment, I might just say, "When your paintbrush is on the table, then I'll bring you some paint." Okay? So when... then. All right, another one. So we didn't talk a lot about the music part, but I have had this moment, too, where I'm getting really excited and I want to bring them some musical instruments, right? So, but they're again kind of maybe getting really excited, and I just need to redirect them. "When you have your hands in your lap, then I will hand you an instrument." So to get your hands back together instead of on your friends. And maybe, "When you have a calm body, then I will start the music." So when... then is really special, but what you said is key. It's what you specifically want them to do, not what you want them to stop doing, right? So it's not, "When you stop whining, then you can have a turn." So instead, it's, "When you have a quiet voice, then you can have your turn." It's not, "When you stop jumping up and down, then I'm going to bring you an instrument," but, "When you're sitting calmly, then..." So it's specifically the behavior you want to see them perform for you, and then the contingency, right? So, "When you do this, then..." And I love it when you say "when," because it predicts success, right? "I know you can do it... when you're sitting quietly," right?

Kristin: We know it's going to happen.

Gail: It's not an "if," right, so, like, if this ever happened, but, "When, because I know you can do it." So it's a nice way to kind of predict success there, too. So when... then, magic words. Use them all the time as a teacher and as a parent.

Kristin: Gail!

Dawn: I'm going to use it, again.

Gail: All right, all right.

Kristin: Okay, when we come back from a very short break, then Gail will talk to us about resiliency and wellness. We'll be right back.

Dawn: Oh, impressive.

[Music plays]

Dawn: Hi, we're right back for Resiliency and Wellness. We want to just take a moment. We noticed that someone put in chat that "when" and "then" is something used with computer programming.

Kristin: I love that.

Dawn: Just make the STEAM connections for us!

Gail: That's right!

Kristin: Your knowledge! I'm so glad that you're chatting today, and I hope that everyone can kind of look at those chats, because there are just really, really amazing pieces of knowledge and tips that are coming in. So great idea. I mean, great tip.

Gail: Right. We're learning from them.

Dawn: Okay. Resiliency and Wellness. I love it. I need it.

Gail: Okay. So remember that we talk about resiliency and wellness because we've all been there; we have been teachers. We're all parents; we've all been there. And we know that we can be most effective as teachers and as parents when we're feeling calm, when we're feeling well, when we're well rested, when we're hydrated, all of those great things. Okay. So sometimes we need a little bit of help, though, when we get in these stressful kind of worrisome times. So I think a few shows back I brought up the idea of using the snow globe, a snow globe, right? So getting caught in that kind of worry storm and using that snow globe as a way to just kind of imagine us taking a mindful stop, right? And the first part of a mindful stop is to stop, right? That's sometimes the hardest part. So this is going to seem like a really silly one because it's so simple, but it actually works, because I can tell you, I've used it many times. I'm using it right now. Okay.

Kristin: The simple ones are the best.

Gail: So I brought you not a snow globe, but look at this cool thing.

Kristin: Oh, my goodness!

Gail: Like 75 cents at the hardware store, I couldn't believe it. Because I think this would be kind of fun to add to your tinkering station, too. But what in the world does this have to do with resiliency and wellness?

Kristin: Talk about engineering and STEAM.

Gail: Right. But what does it have to do with resiliency and wellness? So this is kind of fun. So when you get caught in those kind of catastrophizing worry storms that you do. So, I mean, I can point to many, many, many moments. I remember when I was Head Start teacher and going to school full-time, I had so many moments where, you know, I'm trying to be my best at teaching, but I was just remembering that I didn't get that paper done that's due, and then pretty soon I'm thinking about how I'm just going to, like, get a bad grade and then I'm going to get kicked out of school and then I'm never going to finish my degree, and within just a matter of moments, I'm just caught in this worry and anxiety, and we know that our thoughts can start creating even some physical stress in our bodies, right, and I can just feel it. I can feel, like, even now I'm remembering those moments of feeling just kind of tensed and stressed and full of worry. And then here's what you do. You just flip the switch. You just think, but what if I wasn't feeling that way?

Dawn: Just like that. What if I didn't?

Gail: Right? What if I wasn't feeling that way?

Kristin: What if I wasn't feeling that way?

Gail: It gives you a moment to just stop and to kind of calm some of that kind of physical stress that you're feeling in your body. What if I wasn't feeling that? What if I wasn't worried about that?

Dawn: I would feel better.

Gail: Okay, so it's that first part of a mindful stop. So you stop, take a breath, you observe things around you, get yourself back centered in the space that you're in right now, and then you can proceed positively. Right? So then I can think, okay, I can email my instructor, say, "Hey, it was a hard week. I'm not there yet. I'm going to turn it in tomorrow," or the next week, whatever works. Right? So it's part of a mindful stop. So just when you're in that moment, just think, flip it, what if I didn't feel that way? Awesome. Right?

Kristin: Gail, that is fantastic.

Gail: So it's a fun, fun way to do. So don't you feel better already? It's that easy. All right. Okay, so I'm reminded of — when I'm thinking about that, of like this idea of keeping calm and teaching on, right, so we know that there's a connection there. And so I actually met an amazing education manager, and I just want to give you a shout-out to her. Ramona Hayes, who is Cheyenne and Arapaho Tribes Head Start, and she was here last week at an ed manager leadership institute. I gave her one of these magnets. She was so excited, she wanted to know how she could get more, and I was like, "We've got

to tell you how you can get more." All of the teachers that are watching, when you email — tell them what they need to do. They need to...?

Dawn: Just contact us. Let us know what you're doing with some of the things that we've been talking about this year. Email us maybe pictures or ideas or lessons or any of those things that you are doing. It'd be really great for you to let us know, and we would send you one of these great magnets we have for you.

Gail: We'll feature them, right?

Kristin: Yes. We'll say your name, we'll say what you talked to us about on email, if you'd like us to. If not, you have a question, any time you contact us, we will send you out a Teacher Time magnet. There's actually a couple that we have, so you will get those. And I know that there are some of you out there who have received these already. But we have a lot, and we'd love to give you some. So please email us. We'll give you the email at the end, but it is ncqtl@uw.edu. All right? Good. So, thank you, Gail. And thank you, Ramona, for watching. That's good. I love it.

Dawn: All right, we will be right back with some closing announcements.

[Music plays]

Kristin: All right, welcome back. We just have a couple closing announcements before we get you off on your rest of your day today. We — again, just as we said, we want you to stay in touch with us, and we want to hear from you: ncqtl@uw.edu. Please let us know if you have ideas for the next couple Teacher Times or ways that we can make Teacher Time even better.

Dawn: And also look for a Teacher Time follow-up resource to come, too, if you've signed in and joined our Teacher Time community. Also, we are doing conversations on the Office of Head Start Facebook page. So there will be a post that'll be there, Kristin and I will be there chatting live with you. So it's another way that we can go back and forth and get some more ideas, just the way that we did during the show today through chat. And also, in case you haven't signed in to receive follow-up announcements from us, please do that so we can get the follow-up documents to you.

Kristin: That's right. So, and the evaluation is how you get your certificate. So the evaluation is open now. It will be open for the next hour. So you don't have to rush and do that, but you do want to do it today. It is a reminder that the certificates are only available for today during today's live show. And you can expect your certificate later next week.

Dawn: That's right. Okay, so tune in April 10th for another great Teacher Time show all about mathematizing children's environments.

Kristin: It's going to be really fun. All right, so you can find the recordings on the ECLKC and teachertime.org. And we will see you next month, but don't go away, because there is an adorable video waiting for you to see. We call it our Moment of Awww. Bye, everyone.

[Children playing and screaming joyfully]

Teacher: Whoa, you're slipping.

[Music plays]

[End video]