

## EARLY LEARNING WITH



*Science Happens Every Day - Like learning any skill, learning to "do" science is a lifelong process. By not doing science from the beginning, we send the message that science is "too hard."*  
- Peggy Ashbrook

### Objectives:

- Educators will identify ways to integrate STEM into everyday preschool life and identify ways this is already happening in the classroom.
- Educators will identify steps for pre-experimental exposure in Early Education and determine which steps to use in their classroom.
- Educators will differentiate between Activities and Experiments and when to use them in the classroom.
- Educators will brainstorm ideas and resources to improve STEM integration in the classroom.

### Early Learner Needs:

Exposure

Vocabulary

Questions

Reflection/Observation

**Science is** \_\_\_\_\_

**Technology is** \_\_\_\_\_

**Engineering is** \_\_\_\_\_

**Math is** \_\_\_\_\_

### Pre-Experimental Exposure:

1.	5.
2.	6.
3.	7.
4.	8.

\*Star two you use well and circle two you want to do better

**Activities v. Experiments**

How we use vocabulary, questions, reflection and observation

*"If a child can learn, as even three-year-olds do, to distinguish between and pronounce the names of the dinosaurs, such as Brachiosaurus and Tyrannosaurus, then they can learn the words solution, ovipositor, reflect, vibration, and hypothesis."*

--Peggy Ashbrook

**Observation Activities:**

**Reflection Activities:**

<p>"I Spy" Scavenger Hunt Hidden words/colors/symbols/images "I Notice" Match Games Similarities &amp; Differences Function – what can it DO? Spatial Relations &amp; Relational Vocabulary Patterns/Sequencing/Order Design/Re-design Present "how to" Demos</p>	<p>Drawing/Painting/Coloring Responding verbally – retell, describe Reflecting quietly "think" Rubs (leaves, bark, rocks, etc.) Stencils Building with shapes, colors, puzzles Loose parts creation</p>
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**Guidelines:**

**Closure-Set 2 classroom goals based on today's session:**