

SCIENCE EXPERIENCES  
for the  
**Early Childhood Years**  
An Integrated Affective Approach

JEAN D. HARLAN  
MARY S. RIVKIN



Teacher  
Edition

# Science Experiences For The Early Childhood An Integrated Approach

**Suzanne Krogh, Kristine Slentz**



## **Science Experiences For The Early Childhood An Integrated Approach:**

*Science Experiences for the Early Childhood Years* Jean Durgin Harlan, Mary S. Rivkin, 2012 This text takes an integrated approach to science and emphasizes understanding and addressing children's affective nature. It remains a forward thinking innovative resource for teaching science to young learners. Core chapters cover areas of study such as plants, animals, the human body, water, rocks and minerals, magnetism, simple machines, and the environment. Within chapters, suggested children's learning experiences are structured around key concepts in each area, making content extremely adaptable to early learning and science standards.

**Science Experiences for the Early Childhood Years** Jean Durgin Harlan, Mary S. Rivkin, 1996  
**Science Experiences for the Early Childhood Years** Jean D. Harlan, Mary S. Rivkin, 2015-10-08 A core text for Science in Early Childhood courses at the 2 year or 4 year level for those who will teach young children in preschool or in the primary grades. A classic in the field, this text takes an integrated approach to science without watering it down and emphasizes understanding and addressing children's affective nature. It remains a forward thinking innovative resource for teaching science to young learners and a best selling resource for the field. Clearly organized, the text provides a research based rationale for early science education in Part I chapters. Emphasizing that meaningful science for young children builds on the emotional underpinnings of their curiosity and concerns about the everyday world and their pleasure in exploring it, this resource encourages new teachers to help children live appreciatively and thoughtfully on Earth. The topical chapters in Part II offer solid, accessible, concept based activities and are concurrent with the vision of the new Framework for K-12 Science Education being developed by the Board on Science Education of the National Academy of Science. For each unit presented, students are provided with all the comprehensive integrating and connecting elements to strengthen children's learning of science. Early educators' own content and pedagogical knowledge will be expanded as they practice using the units in class and in field placements.

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comprehensive integrating and connecting elements to strengthen children's learning of science Early educators own content and pedagogical knowledge will be expanded as they practice using the units in class and in field placements *Early Years Science Education* Mike Watts, Alison Silby, 2020-04-28 The educational provision for early years is growing and changing across many parts of the world not least in the UK While this book leans heavily on the mounting literature on early child development in its broadest sense physically emotionally linguistically its central focus lies squarely on the growth of children's scientific thinking and activities Written by educators this book is based both on formal educational research and professional practice in action The authors describe children's science concept development their curiosity driven exploration emergent ecological literacy their learning through science play the assessment of early learning the role of parents and practitioners within early education contexts and some question the very basis of the science being taught Illustrations and examples of practice are not confined to the UK though the messages to be derived from each chapter have application way beyond the immediate context This book was originally published as a special issue of *Early Child Development and Care*

*Designing Early Literacy Programs* Lea M. McGee, Donald J. Richgels, 2014-05-01 This acclaimed teacher resource and course text describes proven ways to accelerate the language and literacy development of young children including those at risk for reading difficulties The authors draw on extensive research and classroom experience to present a complete framework for differentiated instruction and early intervention Strategies for creating literacy rich classrooms conducting effective assessments and implementing targeted learning activities are illustrated with vivid examples and vignettes Helpful reproducible assessment tools are provided Purchasers also get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size Subject Areas Keywords assessments at risk students beginning readers CCSS classroom environments classrooms Common Core State Standards differentiated instruction early childhood reading early literacy ELA emergent English language arts foundational skills interventions kindergarten language literacy development preschool prevention programs reading difficulties response to intervention RTI struggling teaching writing Audience Preschool and kindergarten teachers reading specialists school and child care administrators instructors and students in early childhood education and early literacy

**Strategies for Successful Science Teaching** Sharon Brendzel, 2005-01-27 *Strategies for Successful Science Teaching* is an exciting new text for science education classes and a supplement for teachers of science especially new teachers It is aimed at K-8 teachers but can also help 9-12 teachers For administrators and others the book will quickly become a standard reference on current science education strategies Easy to navigate and presented in a discussion style format the book addresses the inquiry approach process skills lesson planning adapting science for special needs students integrating science with other subjects assessment of science activities technology and other creative teaching strategies and research and resources Most chapters include a sample lesson plan with hands on activities that illustrate the concepts discussed In some instances several

examples are included Appropriate websites are also provided The chapters are short and readable Appendices include lists of curriculum kits activity books organizations periodicals suppliers and technology resources in addition to the typical bibliography These extensive appendices provide abundant resources for science education *Strategies for Successful Science Teaching* is a must have for science educators A comprehensive resource it never loses sight of the wonder of science and the pleasure of teaching it     The Early Childhood Curriculum Suzanne Krogh,Kristine Slentz,2001-04 Examines the meaning of curriculum discusses curriculum integration describes how to plan create and evaluate a curriculum and examines how modern literacy mathematics social studies science and expressive arts curricula evolved into their present forms Methods of assessing children s progress through the curriculum are integrated throughout     **Science in Early Childhood** Coral Campbell,Wendy Jobling,Wendy Margaret Jobling,Christine Howitt,2015-05-04 This second edition has been substantially updated and revised to include comprehensive coverage of the birth to eight age group Drawing on the most up to date research this edition presents current issues and debates relevant to pre service teachers of early childhood science both at pre school and in the early years of schooling     *A Cultural-Historical Study of Children Learning Science* Marilyn Fleer,Niklas Pramling,2014-10-01 This book moves beyond the traditional constructivist and social constructivist view of learning and development in science It draws upon cultural historical theory in order to theorise early childhood science education in relation to our currently globalised education contexts The book argues that concept development in science for young children can be better theorised by using Vygotsky s concept of Imagination and creativity Vygotsky s theory of play and his work on higher mental functions particularly the concept of inter and intrapsychological functioning Key concepts are extracted from the theoretical section of the book and used as categories for analysis in presenting evidence and new ideas in the second section of the book In this second part of the book the authors examine how science knowledge has been constructed within particular countries around the globe where empirical research in early childhood science education has occurred The third part of the book examines the nature of the encounter between the teacher and the child during science learning and teaching In the final part of the book the authors look closely at the range of models and approaches to the teaching of early childhood science that have been made available to early childhood teachers to guide their planning and teaching They conclude the book with a theoretical discussion of the cultural historical foundation for early childhood science education followed by a model of teaching scientific concepts to young children in play based settings including homes and community contexts

Delve into the emotional tapestry woven by in **Science Experiences For The Early Childhood An Integrated Approach** . This ebook, available for download in a PDF format ( Download in PDF: \*), is more than just words on a page; it's a journey of connection and profound emotion. Immerse yourself in narratives that tug at your heartstrings. Download now to experience the pulse of each page and let your emotions run wild.

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