Science Study Guide Two

Worms, Shadows and Whirlpools
Science in the Early Childhood Classroom

Chapter Three: Life Science in the Early Childhood Classroom

1. Topics of study in life science for young children include:

2. The study of living things often takes time. How can teachers of young children address this challenge?

3. What are common ideas young children have about living things?

4. Life science content: Give an example of content in each area listed below:
   a. Physical Characteristics
   b. Basic Needs
   c. Simple Behaviors
   d. Life Cycles
   e. Similarities and Diversity
   f. Living things and their environment
   g. People

5. What did Mrs. Howard do to prepare the children to be naturalists?
6. How did Mrs. Howard help children develop observation skills while learning about worms?

7. What are some strategies a teacher might use to facilitate large group discussions?

8. Why did Mrs. Howard decide to tell the children about the life cycle of a Monarch butterfly in advance?

9. What did Miss Scott do to help the children stay engaged in the life of a tree?

Chapter Five: Earth and Space Science in the Early Childhood Classroom

10. What earth and space science topics are appropriate for young children?

11. Earth and Space Science content: Give an example of appropriate content in each area listed below:
   a. Earth materials

   b. Weather/Climate

   c. Sun and Moon

12. What caution do the authors make about the study of space, solar systems, natural disasters and dinosaurs?
Chapter 19 – Creative Science Experience

- Ecology
- Environment
- Formal science
- Incidental science
- Informal science

Concepts:

- How are science concepts represented in art?
- How would you create a discovery/science center?