

# WHAT IS INQUIRY-BASED LEARNING?

**4 Examples to Use**

*in your science class*



# Inquiry Based Science Kindergarten

**Aimee Benulis**



## **Inquiry Based Science Kindergarten:**

**The Effects of Inquiry Science Activities in Kindergarten** Aimee Benulis, 2009 ABSTRACT This qualitative research study documents the observed and reported experiences when kindergarten students are involved in inquiry based science lessons that includes hands on activities and experiments In this study the teacher explored the process of developing lessons and experiments that would answer inquiry questions asked by the students The author designed the study to provide an interactive approach to teach science concepts to a kindergarten class The purpose of the study was to discover the effectiveness of inquiry and hands on activities in a kindergarten setting To allow inquiry learning to occur the students experimented questioned observed predicted and displayed concepts learned in science notebooks In order to establish an environment conducive to inquiry learning the teacher served as facilitator to the learning assisting the students as they conducted experiments to answer their questions Through the inquiry lessons and hands on activities the students were able to build a solid foundation in science education The author found that the inquiry based lessons were a successful strategy to teach science concepts to kindergarten students The science notebooks allowed the teacher to see any misunderstandings that may have occurred during a lesson Inquiry science learning engages students fosters a desire to learn and produces student achievement in learning the science curriculum

**Starting with Science** Marcia Talhelm Edson, 2013 Young children arrive at school with unrestrained curiosity and wonder about the world A fact based hands on activity approach to teaching science however is not enough to help them deepen their scientific thinking or discoveries In Starting with Science Strategies for Introducing Young Children to Inquiry Marcia Talhelm Edson explores the big ideas surrounding inquiry based science she helps teachers thoughtfully plan for and implement a conceptual approach to teaching and learning science so students can engage in observation questioning predictions collaboration data collection and a deeper understanding of topics important to their lives Through numerous examples from classroom discussions teacher commentary and children s work samples Starting with Science provides practical suggestions and models for beginning teachers as well as those who are fine tuning their practice Four key questions underlie the book What is inquiry based science How can pre K kindergarten and primary grade teachers incorporate inquiry based science when faced with limited science background insufficient time and lack of resources What roles do the children the teacher and the environment play in an inquiry based science program What instructional strategies are effective in implementing inquiry based science In answering these questions Edson provides a framework from which teachers can devise their own in depth inquiry investigations based on district requirements and students own interests She also integrates literacy opportunities as well as explicit suggestions for effective assessment of inquiry based science Starting with Science shows us what inquiry looks like in an early childhood classroom and introduces strategies teachers can employ to confidently and competently teach science to students in grades pre K 2 Children will gain skills for problem solving and an attitude about learning that they will carry with them not just to

the next grade but throughout their lives

**Strengthening the Connection Between Science and Literacy Through Inquiry-based Investigations in Kindergarten** Brittany Mueller, 2016 In many cases kindergarten is the first school experience for young children and with that comes their first opportunity to be exposed to science instruction and develop an interest toward the subject In my first semester as a kindergarten intern in the Professional Development School Partnership at The Pennsylvania State University I noticed an absence of science instruction not only in my kindergarten classroom but in other classrooms as well While realizing that there are many factors as to why science instruction is not present in the daily schedule of many classrooms I conducted a document analysis in order to find ways that I could integrate science instruction that would make it meaningful to the students in my class Through my own practitioner inquiry I worked to strengthen the connection between science and literacy through the use of integrated investigations science talks read alouds and student science journals In this thesis I will demonstrate how the connection between science and literacy can be strengthened through effective instruction and an inquiry based approach to learning in kindergarten I will then provide educators with recommendations based on what I have learned through research and practice It is important to note that my focus shifts from integrating literacy during science instruction to integrating science during blocked literacy center time with the addition of more meaningful science investigations This shift was made based on what I have noticed throughout my implementation process

**Interactive Science**, 2012 Inquiry based general science curriculum for Kindergarten featuring a text workbook that students can write in

**An Experiential Kindergarten Science Curriculum Engaging Students in the Scientific Inquiry Process** Victoria M. Gervasi-Geist, 2010

**Resources for Teaching Elementary School Science** National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-03-28

What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in **Resources for Teaching Elementary School Science** A completely revised edition of the best selling resource guide **Science for Children Resources for Teachers** this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are

grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

Science, Technology, Engineering, Arts, and Mathematics (STEAM) Education in the Early Years Weipeng Yang, Sarika Kewalramani, Jyoti Senthil, 2023-12-05 This book provides a fresh perspective on recent debates around integrating STEAM Science Technology Engineering Arts and Mathematics education in early childhood The book offers inspiration and practical advice for educators and researchers It suggests concrete ways to engage young children in STEAM learning activities and promote their development With contributions from international experts the book discusses how to develop age appropriate STEAM learning activities for young children Divided into four parts the book covers a wide range of topics including the perceptions and practices of STEAM education among early childhood teachers in different countries the use of new pedagogies and technologies to promote equitable and accessible STEAM education the role of teacher education and policy in reducing inequality in STEAM education and how early STEAM education can promote social change and achieve sustainable development goals The book highlights the importance of STEAM education in providing young children with the necessary skills to create a more sustainable and equitable world Overall this book provides an important contribution to help critique and improve how early childhood educators view and practice STEAM education across cultures It proposes ideas for achieving sustainable development goals through high quality early STEAM education The book appeals to early childhood educators and researchers as it draws on cross cultural viewpoints to critically examine how teachers understand and implement STEAM education across different cultures along with exploring how cultural values and goals shape early STEAM education

**The Emergence and Development of Scientific Thinking during the Early Years: Basic Processes and Supportive Contexts** Ageliki Nicolopoulou, Amanda C. Brandone, Stella Vosniadou, Christopher Osterhaus, 2021-03-29 *Handbook of Research on Transformative Digital Content and Learning Technologies* Keengwe, Jared, Bull, Prince Hycy, 2016-12-21 Technology is constantly evolving and can now aid society with the quest for knowledge in education systems It is important to integrate the most recent technological advances into curriculums and classrooms so the learning process can evolve just as technology has done The Handbook of

Research on Transformative Digital Content and Learning Technologies provides fresh insight into the most recent advancements and issues regarding educational technologies in contemporary classroom environments. Featuring detailed coverage on a variety of topics such as mobile technology integration, ICT literacy integration, digital wellness, online group counseling, and distance learning, this publication will appeal to researchers and practitioners who are interested in discovering more about technological integration in education. **Interactive Science** Pearson Education, Inc, 2012

**Current Perspectives on the Value, Teaching, Learning, and Assessment of Design in STEM Education** Jeffrey Buckley, Eva Hartell, Nicolaas Blom, 2023-08-25. Design is a central activity within Science, Technology, Engineering, and Mathematics (STEM) education. Within enacted practice, design can feature within intended learning outcomes, for example in learning to design, and it can feature within pedagogical methodologies, for example by learning through design. Often holding differing disciplinary interpretations, such as design as cyclical problem solving, iterative design, conceptual design, or design with or without making, understanding the educational merits of the ill-defined and open nature of authentic designerly activity is paramount. This research topic sets out to gain a more nuanced understanding of the value and roles of design within STEM educational contexts. This research topic focuses on design within STEM educational contexts, particularly in terms of teaching, learning, and assessment. The aim is to contribute to the evidential basis which can be used to guide the incorporation of design into educational practice. The topic has two central research objectives. The first is to generate evidence regarding what design is in STEM education. For example, is the ability to design a singular or manifold construct? Is the capacity to design, or are factors of this ability, both learnable and teachable? How transferable is designerly knowledge between contexts? How do different disciplinary contexts influence the interpretation of design? The second is to further our understanding of how best to incorporate design within STEM education contexts. For example, how much emphasis should be placed on learning to or through design in school? How should design be assessed within formal education? Where and when is design best incorporated into education? In posing these questions, the goal of this research topic is to provide scholarly discourse which supports critical reflection and the challenging of assumptions regarding design in education. **Start Young!** Shannan McNair, 2006. You asked for it, now you've got it. In a focus group at a recent NSTA convention, teachers of prekindergarten through second grade clamored for help. They do want easy-to-do science activities they can use for everyday teaching. But they don't want to be forced to adapt material meant for older children. So here's the solution: Start Young offers a wealth of simple educational activities designed to use right away with even the littlest scientists. The book includes a chapter of helpful background on the latest thinking about effective ways to introduce science in early childhood. But the bulk of the book is two dozen articles compiled from Science Children, NSTA's award-winning journal for elementary school teachers. **Teaching Climate Change in Primary Schools** Anne M. Dolan, 2021-07-26. This important and timely book provides an overview of climate change and highlights the importance of including climate change education in primary

schools It emphasises the importance of cross curricular pedagogical approaches with a focus on climate justice providing in depth assistance for teaching children aged 3 13 years Informed by up to date research the book helps teachers to remain faithful to climate change science whilst not overwhelming children Accompanied by online resources this book includes practical and easy to follow ideas and lesson plans that will help teachers to include climate change education in their classrooms in a holistic cross curricular manner Specific chapters address the following topics Inter disciplinary approaches to climate change Early childhood education Pedagogies of hope The importance of reflective practice Ideas for including climate change education in curricular areas such as literacy geography science history and the arts Designed to promote climate change education in primary schools this resource will help primary teachers student teachers geography specialists and all those interested in climate change education develop their own conceptual knowledge and that of the children in their class

*Interactive Science* Don Buckley,2016 Inquiry based general science curriculum for Kindergarten featuring a text workbook that students can write in

*Becoming Scientists* Rusty Bresser, Sharon Fargason,2013 Most important to being a good science teacher is holding the expectation that all students can be scientists and think critically Providing a thinking curriculum is especially important for those children in diverse classrooms who have been underserved by our educational system

OCo *Becoming Scientists* Good science starts with a question perhaps from the teacher at the start of a science unit or from the children as they wonder what makes a toy car move how food decomposes or why leaves change color Using inquiry science children discover answers to their questions in the same way that scientists do

OCo they design experiments make predictions observe and describe offer and test explanations and share their conjectures with others In essence they construct their own understanding of how the world works through experimentation reflection and discussion Look into real classrooms where teachers practice inquiry science and engage students in the science and engineering practices outlined in the Next Generation Science Standards

Rusty Bresser and Sharon Fargason show teachers how to do the following Build on students varied experiences background knowledge and readiness Respond to the needs of students with varying levels of English language proficiency Manage a diverse classroom during inquiry science exploration Facilitate science discussions Deepen their own science content knowledge As the authors state Inquiry science has little to do with textbooks and lectures and everything to do with our inherent need as a species to learn about and reflect on the world around us Join your students on a journey of discovery as you explore your world via inquiry

*Engaging Children in Science* Ann C. Howe, Linda Jones,1998 A guide to an activity based course in science teaching methods for both pre service and in service teachers Material is presented in the form of an extended interaction between a new and an experienced teacher Lays out the theoretical foundation for constructivism and covers recent ideas on incl

*Teaching and Learning Science* Kenneth George Tobin,2006 Teaching and Learning Science consists of 66 chapters written by more than 90 leading educators and scientists The contributions are informed by cutting edge theory and research and address numerous issues that are central to K 12

education The book is arranged according to themes that are central to science education language and scientific literacy home and school relationships equity new roles for teachers and students connecting science to other areas of the curriculum resources for teachers and learners and science in the news The authors address controversial topics such as evolution and present alternative ways to think about teaching learning the outcomes of science education and issues associated with high stakes testing In addition relationships between science and literacy are explored in terms of art and science making sense of visuals in textbooks reading writing children s literature and uses of comics to represent science Publisher s website

Issues in Science and Technology ,1994 *Science for All Children* National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution,Center for Science, Mathematics, and Engineering Education,1997-01-08 Remember the first time you planted a seed and watched it sprout Or explored how a magnet attracted a nail If these questions bring back memories of joy and wonder then you understand the idea behind inquiry based science an approach to science education that challenges children to ask questions solve problems and develop scientific skills as well as gain knowledge Inquiry based science is based on research and experience both of which confirm that children learn science best when they engage in hands on science activities rather than read from a textbook The recent National Science Education Standards prepared by the National Research Council call for a revolution in science education They stress that the science taught must be based on active inquiry and that science should become a core activity in every grade starting in kindergarten This easy to read and practical book shows how to bring about the changes recommended in the standards It provides guidelines for planning and implementing an inquiry based science program in any school district The book is divided into three parts Building a Foundation for Change presents a rationale for inquiry based science and describes how teaching through inquiry supports the way children naturally learn It concludes with basic guidelines for planning a program School administrators teachers and parents will be especially interested in the second part The Nuts and Bolts of Change This section describes the five building blocks of an elementary science program Community and administrative support A developmentally appropriate curriculum Opportunities for professional development Materials support Appropriate assessment tools Together these five elements provide a working model of how to implement hands on science The third part Inquiry Centered Science in Practice presents profiles of the successful inquiry based science programs in districts nationwide These profiles show how the principles of hands on science can be adapted to different school settings If you want to improve the way science is taught in the elementary schools in your community Science for All Children is an indispensable resource **Science and Science Teaching** Sharon Sherman,Sharon J. Sherman,2000 This core text for K 8 science methods courses helps novice teachers become confident and competent in inquiry centered standards based classrooms Science content and pedagogy are blended using a carefully crafted developmental approach in which teachers begin by learning basic ideas and practicing simple instructional strategies Once these are mastered teachers move on to

learn and teach advanced concepts and complex experiments Students learn how to deliver inquiry based instruction create standards based lesson plans link instruction and assessment design performance assessments use a variety of teaching strategies and integrate science across the curriculum

Discover tales of courage and bravery in is empowering ebook, **Inquiry Based Science Kindergarten** . In a downloadable PDF format ( PDF Size: \*), this collection inspires and motivates. Download now to witness the indomitable spirit of those who dared to be brave.

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