

CONSTRUCTING SCIENCE in Elementary Classrooms



NORMAN G. LEDERMAN JUDITH S. LEDERMAN RANDY L. BELL

Constructing Science In Elementary Classrooms

Brendan G. Carr



Constructing Science In Elementary Classrooms:

Constructing Science in Elementary Classrooms Norman G. Lederman, Judith S. Lederman, Randy L. Bell, 2004 Solidly based on the National Science Education Standards and Benchmarks for Science Literacy this new elementary science methods text immerses students into the context of classroom instruction through the authors unique approach using The Teaching Cycle The text is divided into three major sections or clusters of chapters Goals of Science Instruction Setting the Stage and The Teaching Cycle The first two sections provide the theoretical and practical foundations for instruction while the third section provides content Section I presents an overall view of science as a way of knowing and eventually develops an argument for why science should be included in the curriculum at all Section II emphasizes the importance of connecting lessons and avoiding the tendency to present individual science lessons in isolation The major content chapters comprising Section III The Teaching Cycle Life Environmental Science Physical Science Earth and Space Science each incorporate the traditional topics of methods courses e g demonstrations laboratories classroom management assessment developmental psychology etc concepts and themes common to national reforms

Elementary Science Methods Andrew Martin, David Jerner Martin, 2002-07 This popular text is the first science methods book to truly practice what it preaches using a constructivist approach to guide students in learning how to teach in a constructivist manner The text includes a wealth of open ended inquiry activities such as Constructing Your Ideas for students to complete in class These activities help students to construct their own personal conceptualizations about teaching science in the elementary school This text also features over 170 process oriented activities for children including Constructing Science in the Classroom and In the Schools each keyed to grade levels and each open ended so teachers can encourage children to develop and perform their own investigations All activities are linked to National Science Education Standards for appropriate content professional development assessment and teaching and the activities contain suggestions of appropriate accompanying children s literature Martin s text takes the approach that it is more important for children to learn how to do science than it is for them to learn about science Children learn how to do science by mastering the scientific processes and applying them in inquiries into scientific questions Employing the constructivist approach teachers help children form personally constructed meanings from their own experience and thought The text is predicated on the reality that teachers of elementary science do not need to know a great deal of science to be good science teachers but need to be co inquirers with their students

Constructing Meaning in a Science Methods Course for Prospective Elementary Teachers Barbara S. Spector, 2016-02-10 How do prospective elementary science teachers think This case study reveals thinking patterns common to preservice elementary teachers identifies their behavioral characteristics while learning to teach science which are not commonly noted in current literature provides change strategies to accelerate preservice elementary teachers embracing the holistic constructivist inquiry practice based paradigm consistent with the standards set by the curriculum The chapters in this book immerse the

reader in a sequence of episodes in this science methods course and reveal the adventure of turning theory into practice while analyzing student student student instructor interactions and their outcomes in an inquiry driven flipped classroom Strategies presented empower preservice elementary teachers to implement national and state standards change science learning teaching from business as usual to applying science and engineering practices in the classroom make cognitive and behavioral changes required to shift paradigms and eliminate science anxiety pass through stages of grief inherent in the loss of dominant mechanistic paradigm This book will interest a wide readership including science educators scientists and engineers administrators supervisors and elementary teachers in a clinical education setting preservice elementary teachers and anyone seeking to improve STEM education in elementary schools

Teaching Science in Elementary and Middle School Joseph S. Krajcik, 2008 Preface Overview of the Book 1 Teaching Science to Children Chapter Learning Performances Introduction An Overview of Project Based Science The Nature of Science and its Relationship to Project Based Science Reasons Young Learners Should Study Science Goals of Science Education National Goals and Project Based Science Chapter Summary Chapter Highlights Key Terms References 2 How Children Construct Understanding of Science Chapter Learning Performances Introduction Student Understanding Models of Teaching Social Construction of Knowledge A Social Constructivist Model of Teaching Using Technology Tools to Extend Learning Chapter Summary Chapter Highlights Key Terms References 3 Establishing Relevance to Students Lives Chapter Learning Performances Introduction What Is a Driving Question How Is A Driving Question Developed What Is the Value of the Driving Question How Can a Driving Question Be Used Throughout a Project Chapter Summary Chapter Highlights Key Terms References 4 Developing Scientific Investigations Chapter Learning Performances Investigations in Elementary and Middle School Science Instruction The Investigation Web Messing About Asking and Refining Questions Finding Information Planning and Designing Carrying Out the Procedures Chapter Summary Chapter Highlights Key Terms References 5 Making Sense of Data and Sharing Findings Chapter Learning Performances Introduction Making Sense of Data Constructing Scientific Explanation Drawing Conclusions Sharing Ideas With Others Supporting Students Implementation of Investigations Criteria for Assessing the Value of an Investigation Moving Into the Next Round of Investigation Chapter Summary Chapter Highlights Key Terms References 6 Using Learning Technologies to Support Students in Inquiry Chapter Learning Performances Introduction Role of Technology in Constructing Science Understanding Role of the Teacher Integrating Technology Into Instruction Chapter Summary Chapter Highlights Key Terms References 7 Collaboration in the Science Classroom Chapter Learning Performances Introduction The Nature of Collaboration Types of Collaborative Learning Creating a Collaborative Environment Challenges That Arise When Students Collaborate in Small Groups Why Collaboration Almost Always Works Better Than Individual Learning Chapter Summary Chapter Highlights Key Terms References 8 Instructional Strategies that Support Inquiry Chapter Learning Performances Introduction An Overview of Instructional Strategies Direct Instructional Strategies Indirect

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Highlights Key Terms References Practical agricultural chemistry, for elementary students, by J.B. Coleman and F.T.
Addyman Joseph Bernard Coleman,1893 Resources in Education ,1993 **Re/constructing Elementary Science**
Wolff-Michael Roth,Kenneth George Tobin,Steve Ritchie,2001 Re Constructing Elementary Science seeks to improve the way
science is taught in the elementary school There are three main contradictions that make it difficult for teachers and
students to engage in meaningful activities from which understandings result The central issues in this book are framed in
terms of three dichotomies that lead to tensions arising from the dialectic of opposing aspects of teaching and learning First
there is a tension between learning as an individual process cultural production and as a cultural process cultural
reproduction Second there is a tension between science and technology applied science Finally there exists a tension
between children s interaction with nature and their language for describing and explaining nature Exemplary case studies
are featured that show the tremendous capabilities of elementary students to talk about technology and in the process to
learn to talk science These case studies are couched in an ongoing professional dialogue among the authors and the
requirements to make such exemplary science happen in other classrooms **Practical Agricultural Chemistry for
Elementary Students** J. Bernard Coleman, Frank T. Addyman,1893 **Research in Education** ,1972 *The American
Architect* ,1919 **Building** ,1906 *A Report to the State Survey Commission Preliminary Report on Publicly Supported
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Promotion of Social Science** National Association for the Promotion of Social Science (Great Britain),1871 The volume for

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