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CHF 2670/4670 STEM and Approaches to Learning STEM Family Learning Activity Instructions

Purpose: To plan an activity that will involve families in STEM learning with their children through hands-on exploration, experimentation, or skill-building activities.

Introduction and Overview:

Through planning and preparing this activity, you will demonstrate your knowledge of mathematical and scientific content and explain how this content can be approached with young children and their families. You will show your understanding of effective teaching strategies and approaches to learning in these STEM disciplines.

You will design <u>one</u> complete <u>STEM Family Activity Kit</u> that is <u>ready to take-home</u>. This STEM take-home learning activity to be used by families, to be completed at home, and then returned to the classroom with documentation or a "product" to demonstrate active, shared participation between the child and at least one adult family member.

To evaluate the implementation and effectiveness of this activity <u>you will need to pilot it with a child</u> and his/her family. You may do this with a family you know personally or a child you have a connection with in the Melba S. Lehner Children's School. This pilot must be completed with a child in the designated early childhood age range for the activity.

Finally, you will present

Write a reflection to evaluate the activity that includes the following:

- What worked well? Why? What didn't work? Why?
- What were the children's responses/reactions (i.e., what did they say and do)? What was the interest level? Why or why not did they engage?
- Explain how your objectives were met (or not met) by the children. How do know?
- Was it challenging for the children? Too challenging? Too easy? Why?
- Were the instructions easy to follow?
- Did the materials work the way you planned?
- · Was the documentation or product an effective assessment of child learning?
- · How could you make changes/improvements to make it more appropriate or effective?
- · How is the activity a meaningful part of STEM curriculum to extend learning for children and families?

Step 5: Write a rationale for the activity.

This rationale will not be written for the families but as a professional academic document. It will not be included in the kit but will be submitted on Canvas.

The rational e <u>will demonstrate your understanding</u> of developmentally appropriate practice, developmental theories, as well as the content areas of math and science (standards, framework, and focal points).

The rationale will include the following (with appropriate citations):

An introductory paragraph (probably just one paragraph – about 1/3 to 1/2 page) catches the reader's attention
and informs the reader about what you are writing about. It should lay out <u>what to expect</u> for the reader. For this
assignment a general comment or two describing the purpose of this family activity is appropriate. Then describe
what you will do. First, I will explain how this activity is developmentally appropriate etc._____. Next, I will
use ______ theory/theories to show ______. Finally, I will describe why I believe this is (You don't have to
format it exactly like that as a fill-in-the-blank but that gives you the idea of the structure.)

(NAEYC Standard 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8)

- An explanation of how this STEM activity is developmentally appropriate including at least 3 age-related skills or characteristics of child development a child should have mastered for this activity for the identified age group (at least 2 paragraphs).
- Theoretical support for this STEM activity should be based on more than one of the theories of early childhoC.24 168.4 0 0 04 (0C.24 168.4t 3 -3 ()1 (i) 3 (l) 04 ((or) -1 (n) -2 (t)]Tt -1-2 (t)]Tt -1-2 (t) Tt -1-2 (()] -1-2

This will be a brief presentation for you to explain your activity to your colleagues. You will plan a power point presentation using the provided template.

For your presentation:

- Explain the STEM (math and science) concepts along with the objectives and related standards for the activity.
- Read the directions parents will use to implement the activity including the process skills and teaching strategies you identified.
- Show the materials list and all of the materials for the activity.
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CHF 2670/4670 STEM and Approaches to Learning STEM Family Learning Activity Assignment Rubric

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Materials list and directions for activity	Includes a list of all materials; directions are complete and describe all steps for the activity with specifics regarding the STEM content area related to the concepts or objective.	Includes a list of all materials: directions are missing just 1 or 2 steps for the activity but does include specifics about the STEM content area related to the concepts or objective.	Materials list is missing one or two items. Directions are complete but does not include specifics about the STEM content area related to the concepts or objective.	Materials list is incomplete or missing. Directions are incomplete or missing. Nothing about STEM content area.
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	Description of inquiry process skills and effective teaching strategies	Accurately identifies and explains process skills used in inquiry and effective strategies for supporting the learning process to meet the stated STEM objective.	Identifies with 2 or fewer mistakes the process skills used in inquiry and effective strategies for supporting the learning process to meet the stated STEM objective.	Identifies with more than 2 mistakes the process skills used in inquiry and effective strategies for supporting the learning process to meet the stated STEM objective	Cannot identify either process skills used for inquiry or effective strategies for supporting the learning process to meet the stated stem objective.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Activity documentation for families	Directions for documenting child participation in the learning activity are included that describe what the adult and child should do to complete the activity; represents accurate knowledge of STEM content areas related to the concepts or objective.	Directions for documenting child participation in the learning activity are included but details are missing about what either the child or the adult must do to indicate accurate knowledge of STEM content areas related to the concept of objective.	Directions for documenting child participation in the learning activity are included but do not include knowledge of STEM content area related to the concepts or objective.	Directions for documentation is not included

2c: Involving families and communities in their children's development and learning	Pilot of activity with a child.	Reflects on and evaluates instructional design of activity as a meaningful extension of the STEM curricula for family implementation and engagement in child learning.	Reflects on the activity and how it connects as a meaningful extension of the STEM curricula to engage families in child learning but neglects to evaluate instructional design or implementation.	Reflects on but does not evaluate the instructional design and implementation of the activity and neglects to include how it connects with a meaningful extension of the STEM curricula for family engagement in child learning.	Does not reflect or evaluate the instructional design or implementatio n of activity.
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8	STEM Activity DAP Explanation	Explanation of DAP includes a description of at least 3 age-related skills or characteristics of child development.	Explanation DAP includes a description of 2 age-related skills or	I	I

5c: Using their own knowledge,



CHF 2620 Webbing Observation Assignment

Purpose: The purpose of this assignment is to complete a graphic organizer web for two children that incorporates abilities interests, strengths, and needs. Then using these organizer webs and a web current classroom curriculum experience, assess and reflect on individualized planning in the context of the current group instruction.

Estimated Time: Approximated 2.5 hours: 30 minutes to review observations and create child graphic organizer webs; 90 minutes of dedicated live classroom observation and documentation; 30 minutes for assessment and reflection.

Materials

- Two pieces of 8 " x 11" paper, one for each focus child.
- Two large pieces of construction paper (12" x 18") one for each focus child.
- Colored writing instruments for visual differentiation of important elements.

Step 1: Review the article *Weaving a Web with Children at the Center* (Buell & Sutton, 2008). Considering the information in the article, choose two

1. Copy your individual child webs from step 2 to the left side/half of separate pieces of large paper (12" x 18" - handed out in class).

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