

Science


Examples listed in the foundations:

- Suggest possible ways children may demonstrate the competencies addressed in the foundations.
- Illustrate contexts in which children may show the competencies described in the foundations.

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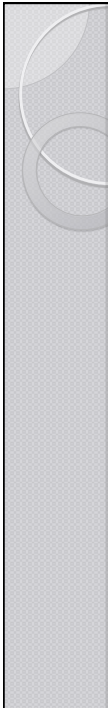


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Examples listed in the foundations:

- Show that children learn while engaging in imaginative play, exploring the environment and materials, making discoveries, being inventive, or interacting with peers, teachers, or other adults.
- Illustrate possible behaviors and are not exhaustive of the many ways children may demonstrate the competencies.

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Scientific Inquiry
(skills and language related to science)

- 1.0 Observation and Investigation
- 2.0 Documentation and Communication

Physical Sciences

- 1.0 Properties and Characteristics of Nonliving Objects and Materials
- 2.0 Changes in Nonliving Objects and Materials

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Life Sciences

1.0 Properties and Characteristics of Living Things

2.0 Changes in Living Things

Earth Sciences

1.0 Properties and Characteristics of Earth Materials and Objects

2.0 Changes in the Earth

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Scientific Inquiry

1.0 Observation and Investigation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.
1.2 Observe objects and events in the environment and describe them.	1.2 Observe objects and events in the environment and describe them in greater detail.
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.

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Observation Guide:

Exploring Examples of the Science Domain

<i>Strand: Scientific Inquiry</i> Substrand: Observation and Investigation	
Setting:	
Examples:	
<i>Strand: Scientific Inquiry</i> Substrand: Documentation and Communication	
Setting:	
Examples:	
<i>Strand: Physical Sciences</i> Substrand: Properties and Characteristics of Nonliving Objects and Materials	
Setting:	

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- Is there anything you particularly noticed about all the examples?
- Were there some contexts or routines in the classroom where it was easy to see certain foundations in action? Which ones?

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- Did some foundations appear in some routines or contexts and not others? Which were they and when did they appear?
- Were there some contexts or routines in the classroom where it was difficult to see science foundations in action?

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- What does this tell you about the importance of ongoing observation in early care and education settings?
- What are the implications of this for your current or future work with young children?

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