



## **NSTA Symposium: Picture-Perfect Science Lessons: Using Children's Books to Guide Inquiry, Grades K-4 Friday, December 5, 2008**

**1:30 PM – 1:55 PM**

### **Welcome, Introductions, Goals for the Symposium**

Al Byers, Assistant Executive Director of Government Partnerships and e-Learning, NSTA

Claire Reinburg, NSTA Press Director, NSTA

Flavio Mendez, Senior Director, The NSTA Learning Center, NSTA

- About NSTA Symposia
- Agenda/Goals/Forms/Logistics/Introductions

Karen Ansberry, Co-Author *More Picture-Perfect Science Lessons*, Science Curriculum Leader, Mason City, Ohio Schools

Emily Morgan, Co-Author *More Picture-Perfect Science Lessons*, Science Leader, High AIMS Consortium, Cincinnati, OH

**1:55 PM – 2:45 PM**

### **Using Picture Books to Teach Science**

Karen Ansberry and Emily Morgan

#### **Learning Outcomes:**

##### **After participating in the presentation,**

- Participants will summarize the benefits and cautions of using picture books to teach science.
- Participants will describe six key reading comprehension strategies to model while reading aloud.

**2:45 PM – 3:30 PM**

### **Roller Coasters**

Emily Morgan

#### **Learning Outcomes:**

##### **After participating in the presentation,**

- Participants will list the five stages of the BSCS 5Es learning cycle model.
- Participants will explain how gravity affects falling objects.

**3:30 PM – 3:45 PM**

### **Break**

**3:45 PM – 4:30 PM**

### **Sunshine on My Shoulders, Loco Beans**

Karen Ansberry and Emily Morgan

#### **Learning Outcomes:**

##### **After participating in the presentation,**

- Participants will discuss how to stimulate inquiry using observations of objects and phenomena.
- Participants will describe the inquiry continuum.
- Participants will describe the life cycle of the jumping bean moth.

**4:30 PM – 5:15 PM**

**Imaginative Inventions**

Karen Ansberry and Emily Morgan

**Learning Outcomes:**

**After participating in the activity,**

- Participants will describe the risks and benefits of a variety of inventions.
- Participants will revise the design of an existing invention.

**5:15 PM – 5:35 PM**

**Making Science Meaningful**

Karen Ansberry and Emily Morgan

**Learning Outcomes:**

**After participating in the activity,**

- Participants will describe how emotion affects learning.
- Participants will describe three key strategies for making science meaningful to their students.

**5:35 PM – 6:00 PM**

**Final Words**

Flavio Mendez, NSTA

- Post-assessment form
- Evaluation form/Survey/Credit info
- Drawing of door prizes
- Closing remarks from presenters (5 minutes)

**National Science Education Standards Addressed:**

**Professional Development Standard B**

- Address teachers' needs as learners and build on their current knowledge of science content, teaching, and learning.
- Use inquiry, reflection, interpretation of research, modeling, and guided practice to build understanding and skill in science teaching.

**Content Standard A**

- Abilities Necessary to Do Scientific Inquiry
  - Ask a question about objects, organisms, and events in the environment.
- Understandings About Scientific Inquiry
  - Scientific investigations involve asking and answering a question and comparing the answer with what scientists already know about the world.

**Content Standard B**

- Position and Motion of Objects
  - The position and motion of objects can be changed by pushing or pulling.

### **Content Standard C**

- Life Science
  - Animals have life cycles that include being born, developing into adults, reproducing, and eventually dying.

### **Content Standard E**

- Abilities of Technological Design
  - Identify a problem or design an opportunity and propose a solution.
- Understandings About Science and Technology
  - People have always had problems and invented tools and techniques to solve problems.