Statement of Purpose

Science- Powders and Crystals

Grade 4

Children are fascinated y the word and enjoy opportunities to explore it. Students can best acquire science concepts and skills by means of an inquiry-based, hands-on approach that focuses on the processes and techniques of discovery. Hands on science also helps to develop positive attitude towards science.

According the Brown, one highly effective strategy for helping elementary students make sense of abstract concepts is to sequence instruction so students have hands-on opportunities to investigate science before being introduced to new science explanations. It seems that we as educators are always saying that it is all about the students. We need to make sure that we are meeting the learning styles of all of our learner, wherther they are visual, auditory, or hands-on learners. It seems as if it is more difficult for students to learn when everything has to be read from a book and have a lot of pencil paper work. That is where science comes into play. The way that science units are developed in schools today, there is much nore opportunity for hands on, real life expweeinces. Science is all around us. We want to make sure that our studnets enjoy science and are actually able to learn something.

 According the article titled, Making Science Real . The benefits to science teaching (and many of the arts) are clear if the children had an established concept of how to present and test their ideas independently and to evaluate material put in from of them, as well as having something to take outside the classroom for the future.

 I really think at teaching about powders and crystals is important. Sure, students know that sugar is sweet and it is used to make Kool-Aide. They all know that when you mix vinegar and baking soda they make a fizzy mess, but know they know why after spending three weeks learning about powders and crystals. They really have a lot of fun with this unit.

Citations:

Brown, T., & Brown, P. (2010). Enhancing Elementary Students’ Experiences Learning about Circuits Using an Exploration–Explanation Instructional Sequence. Science Activities, 47(2), 54-57

Olson, J., & Mokhtari, K. (2010). Making Science Real. Educational Leadership, 67(6), 56-62. Retrieved from Academic Search Complete database.

Tytler, R., Clark, J., & Darby, L. (2009). Educating the whole child through science: A portrait of an exemplary primary science teacher. Teaching Science - the Journal of the Australian Science Teachers Association, 55(3), 23-27. Retrieved from Academic Search Complete database.