



#1: Making STEAM Meaningful

Think about your classroom or instructional setting. What is one challenge you experience when providing meaningful, hands-on STEAM learning for students? Consider areas such as time, materials, connecting literacy to STEAM, collaboration, or creating meaningful problem-solving experiences.

What is one challenge you would like to address?

What feature of *Read, Build, Solve* could help address this challenge?



#2: Explore the Reader

Explore the *Navigating at Sea* Smithsonian STEAM Reader. As you look through the reader, identify one feature that helps students build the knowledge they will need for the STEAM Challenge.

Text feature, STEAM callout, or career connection	
How it builds knowledge	

What information from the reader might students need to draw on as they begin the STEAM Challenge?



STOP AND DO

#3: Navigate the Teacher's Guide

Explore the *Navigating at Sea* Teacher's Guide and look closely at how the lesson supports both literacy instruction and the hands-on STEAM experience.

As you explore, identify one example of each of the following:

Literacy skill or support	
Engineering Design Process connection	
Teacher support	

Reflection: How does the organization of the Teacher's Guide help connect literacy learning with hands-on STEAM problem solving?



STOP AND DO

#4: Bringing It All Together

Explore the *Navigating at Sea* Student Journal one final time. Identify features that support students throughout the STEAM Challenge.

Planning or problem solving	
Collaboration or improvement	
Reflection or assessment	

Final Reflection: Think about everything you have explored throughout this virtual launch - the Smithsonian STEAM Reader, Engineering Design Process, Teacher's Guide, hands-on materials, and Student Journal.

What is one way you could see *Read, Build, Solve* supporting STEAM learning in your classroom or instructional setting?



Read, Build, Solve
Virtual Launch
Learning Reflection Guide

