

Candace Barriteau Phaire, USA  
Dr., Assistant Professor and Program Coordinator for Early  
Childhood Studies/Infant & Toddler Mental Health, Central  
Connecticut State University  
[cbarriteauphaire@ccsu.edu](mailto:cbarriteauphaire@ccsu.edu)

**What are some challenges and successes that exist for early  
childhood and elementary school teachers when integrating literacy  
into STEM learning opportunities?**

Educational researchers have identified the need for enhanced learning and understanding of Science, Technology, Engineering, and Mathematics (STEM) concepts for children. Secondary (Middle and High School) teachers integrate literacy into their STEM content lessons to meet certain standards and to increase speaking, listening, and communicating about various concepts with the hope that improving literacy skills will enhance every student's ability to identify and understand key STEM topics. While this is becoming more common in secondary classrooms, early childhood and elementary classrooms could also benefit from additional support in this type of interdisciplinary work. In an effort to address this area of need, a sample of teachers from pre-kindergarten through to second grade in a suburban community in the Northeast of the United States participated in three phases of this pilot study.

This proposal seeks to share the data that was collected and analysed from this pilot study with the hope of broadening the audience and providing additional support for early childhood and elementary teachers about integrating literacy and STEM learning opportunities.