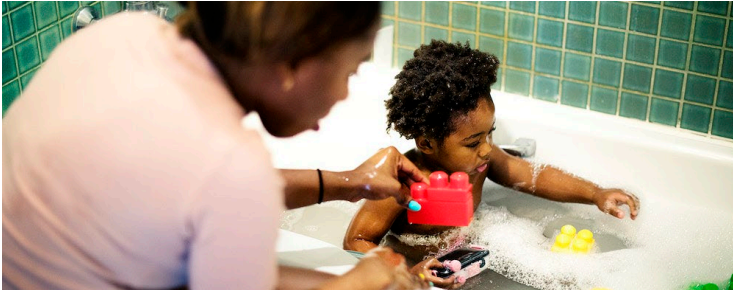




# NOTICING BATHTIME OBJECTS

EARLY INTERVENTION WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.



### ACTIVITY DESCRIPTION:

During bath time, help your child to explore and learn about properties of objects that are part of bathtime like, toys, soap, and washcloths.

### STEM LEARNING AREA:

**Physical Science (concepts related to objects/things, what they do, and how they move):**

Structure and Properties of Materials (understanding characteristics of things and how those characteristics impact what things do)

### STEM PROGRESSION STEP:

**Properties Observer:** Observes attributes and characteristics of materials in the living and non-living world

### WHAT CAN I SAY?:

- Label characteristics (e.g., wet/dry, warm/cold, hard/soft)
- "Oh, wow. This is wet/dry/warm/cold".
- "You are moving/splashing!"
- "I wonder how it will feel when I wash your arm."
- "Look – when you hit the water, it splashed outside the tub/sink."
- "Oooh, the shampoo smells sweet."
- "The soap feels slippery and the washcloth feels rough."
- "Your toy car was dry, but now it's wet!"

### IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Creative Commons



# EXPLORING WATER DURING BATHTIME

EARLY INTERVENTION WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.



### ACTIVITY DESCRIPTION:

During bath, encourage your child to explore the water using their senses. Encourage them to notice sounds (water running/splashing), texture, and temperature of water.

### STEM LEARNING AREA:

**Physical Science (concepts related to objects/things, what they do, and how they move):**

States of Matter (forms in which things can and do exist)

### STEM PROGRESSION STEP:

**Liquids Explorer:** Observes and acts on liquids, exploring their characteristics and properties intuitively

### WHAT CAN I SAY?:

- Water, Splash, Pour, Dump out, Fill, Warm/Hot, Cool/Cold
- "I see you pouring out the water and it splashed."
- "Oh, the water is [insert temperature]".
- "I hear water splashing/running. What do you hear?"
- "What would happen if we add soap/oil to water?"

### IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: pxhere.com





# EXPLORING BATHTIME OBJECTS

EARLY INTERVENTION WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.



### ACTIVITY DESCRIPTION:

Encourage your child to explore the properties of bath time materials and toys. Ask your child about the different characteristics of the objects such as the shape, size, and texture and help them recognize similarities and differences. Explore which objects can hold water.

### STEM LEARNING AREA:

**Physical Science (concepts related to objects/things, what they do, and how they move):**

Structure and Properties of Materials (understanding characteristics of things and how those characteristics impact what things do)

### STEM PROGRESSION STEP:

**Properties Recognizer:** Recognizes attributes and characteristics of materials in the living and non-living world

### WHAT CAN I SAY?:

- Color, Shape, Size, Texture of Materials
- "Let's take the (color/shape/size) objects out of the water and put them in the bucket."
- "Let's squeeze the soft toys and see what happens to the water."
- "This is a big bucket. It holds a lot of water. Which bucket is small?"

### IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: 123rf



# EXPLORING MOVING OBJECTS DURING BATHTIME

EARLY INTERVENTION WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.



### ACTIVITY DESCRIPTION:

During bathtime, move different objects around for your child in the bath. Encourage your child to move objects in different ways such as pushing, dropping it into the water, or moving the object while holding it.

### STEM LEARNING AREA:

**Physical Science (concepts related to objects/things, what they do, and how they move):**

- Force & Motion (concepts related to objects moving, how they move, and how to make them move)
- Exertion of Force (doing something to make something else move)

### STEM PROGRESSION STEP:

**Force Noticer:** Has an intuitive understanding that force can be exerted on objects to create motion

### WHAT CAN I SAY?:

- Move, Drop, Push
- "You push!"
- "You throw!"
- "I noticed you dropped the ball into the bath. Now you are pushing it in the water."
- "I wonder how we can get Mr. Ducky to the other side of the tub. Can you help me?"

### IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Christina Mulcahy

