OBSERVING LAUNDRY TIME
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 help you with laundry. Draw your child's attention to the names of different clothing and their characteristics (the sweater is fuzzy and soft). Help you child use their senses to explore clothes' characteristics after being washed or dried.

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?:
- Soft, Warm, Wet, In, Out, Name (label) clothing being put in the washer/dryer, Label characteristics (e.g., color, shape, size, texture, smell)
- *"This is soft, warm, red, yellow, wet, dry".*
- *"Let's take this ____ out of the dryer. It feels very soft and warm."*
- *"This is a towel that will dry you when you have a bath."*

IDEAS TO SUPPORT MY CHILD'S GOAL:

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SORTING LAUNDRY
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 help with laundry tasks like loading or unloading the dryer by sorting colors and whites. Point out the characteristics and talk about the differences among them.

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?:
- Rough/Soft, Warm/Cool, Wet/Dry
- *"This shirt is soft."*
- *"Can you help me put the soft clothes over here and the clothes that aren't as soft over here?"*
- *"I notice this shirt is red. What do you notice?"*
- *"This is daddy's shirt; it is so big. Where is your shirt? It is so small."*

IDEAS TO SUPPORT MY CHILD'S GOAL:

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