



OBSERVING ON A WALK

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:

Take your child on a walk in the neighborhood or park, label what you see or smell to draw your child's attention to the various objects, flowers, animals, etc. that are part of the walk.

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?:

- "I see the grass, sidewalk, tree, flower, bird, squirrel!"
- "Wow, it is hot/cold/windy!"
- "We're taking a walk; I am pushing slow, what if I pushed fast?"
- "Listen to the birds singing."
- "The squirrel is running up the tree. I wonder where he is going."

IDEAS TO SUPPORT MY CHILD'S GOAL:

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COMPARING ON A WALK

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:

Take a walk with your child in the neighborhood or park. Ask your child about the things they see, smell, touch, and/hear on your walk. Point out the differences and similarities in the attributes and characteristics of the things you notice.

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?:

- "Oh, I see trees, grass, flowers!"
- "The grass feels smooth, but this wood chip feels very rough."
- "Do you notice anything that looks smooth on our walk?"
- "Can you help me find something on our walk that is smooth to touch? Rough to touch?"
- "I see the green grass. I am wondering if we can see something else green."

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Microsoft Stock





EXPLORING SOLIDS ON A WALK

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:

While walking around your neighborhood, encourage your child to notice and interact with their environment. While walking around the neighborhood, encourage your child to notice and interact with solid things in their environment. For example, encourage your child to use different senses to explore rocks and tree branches.

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:

Solids Explorer: Observes characteristics and properties of solids

WHAT CAN I SAY?:

- Hard/Soft, Smooth/Rough, Big/Small, Heavy/Light
- "This one is [insert description]."
- "What do you notice about this rock?"
- "What do you think would happen if you pushed the rocks very hard?"
- "There is some gravel on the sidewalk. See the little pebbles?"
- "Let's feel the tree branch together. It feels rough."

IDEAS TO SUPPORT MY CHILD'S GOAL:

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