# NOTICING AN ERROR
### EARLY INTERVENTION WITH YOUR YOUNG CHILD

**WHAT CAN I SAY?:**
- Problem, Error, Step, Sequence
- *"I put the block on top."*
- *"Uh oh! What happened?"*
- *"I messed up! Can you help?"*
- *"What can we do?"*

**ACTIVITY DESCRIPTION:**
Gather stacking materials (e.g., blocks, books, containers). Build a tower with your child. Miss placing a block on the tower and pause to see if your child notices your error. Help your child notice the error you made.

**STEM LEARNING AREA:**
**Computational Thinking (early concepts involved in programming computers and coding):**
Debugging (figuring out what is wrong and fixing it)

**STEM PROGRESSION STEP:**
**Simple Error Recognizer**: Identifies a simple error in someone's actions by recognizing that an intended outcome has not been reached

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

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# FIXING THINGS
### EARLY INTERVENTION WITH YOUR YOUNG CHILD

**WHAT CAN I SAY?:**
- Problem, Fix, Solve
- *"Go! Stop!"*
- *"Uh oh, I think the ball is stuck! What can we do?"*
- *"How can we make the ball roll again?"*
- *"How can we fix this problem?"*
- *"You did it! You solved it! You thought it through and solved the problem!"*

**ACTIVITY DESCRIPTION:**
Play a back-and-forth game with the child such as rolling a ball. Then add a "roadblock" (with a box, block, or another object that will stop the ball) so that the ball gets stuck. Help your child solve the problem and clear the way for the ball (or object you are rolling back and forth).

**STEM LEARNING AREA:**
**Computational Thinking (early concepts involved in programming computers and coding):**
Debugging (figuring out what is wrong and fixing it)

**STEM PROGRESSION STEP:**
**Simple Error Fixer**: Identifies a simple error in someone's actions and makes a change - reorganizing two steps into correct order when out of order or fixing an error with adult help

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

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