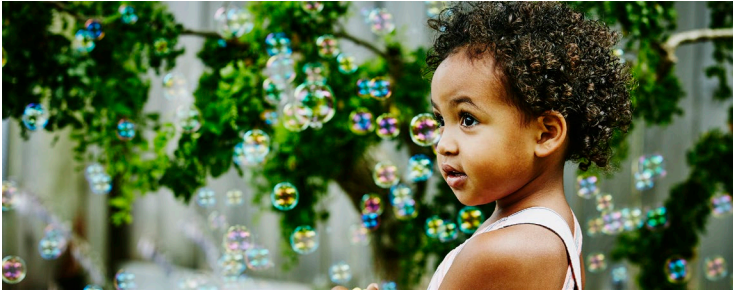




NOTICING BUBBLES MOVE

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:

Blow bubbles for your child. Notice if your child tracks the bubbles with their eyes or tries to chase after/move towards the bubbles. Talk to your child about the movement of the bubbles.

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)
- Motion Identification (knowing that things move, how they move, and why they move.)

STEM PROGRESSION STEP:

Motion Noticer: Notices the motion of objects

WHAT CAN I SAY?:

- Bubbles, Move, Float, Blow
- "Blow the bubbles."
- "Wow! You observed the bubbles moving! I saw you chasing after the bubbles. Let's try that again!"
- "The bubbles are moving!"
- "Where do you think the bubbles are going?"
- "Do you see the bubbles moving?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Microsoft Stock



EXPLORING OBJECT MOVEMENT

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:

Bring a ball when you go to the park (or any object that can easily move). Show your child how to roll or kick the ball. As the ball is moving, ask your child if the ball is moving. When the ball stops moving, ask your child again if the ball is moving. If your child needs more support to understand what is moving or not, tell your child when objects are moving and not moving.

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)
- Motion Identification (knowing that things move, how they move, and why they move.)

STEM PROGRESSION STEP:

Motion Recognizer: Understands what is and is not moving

WHAT CAN I SAY?:

- Ball, Move, Kick, Roll, Push, Stopped
- "The ball is moving."
- "The ball is not moving."
- "What else do you notice is moving?"
- "What else do you notice is not moving?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Pexels





IDENTIFYING MOTION

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 round and a flat object (like a ball and a wood chip) when you and your child go to the playground. Encourage your child to place the objects down the slide and ask them how the objects move

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)
- Motion Identification (knowing that things move, how they move, and why they move.)

STEM PROGRESSION STEP:

- **Motion Type Recognizer:** Understands that objects move differently but may identify the motion incorrectly
- **Motion Type Identifier:** Correctly identifies types of object movement when they see it.

WHAT CAN I SAY?:

- Block, Move, Slide, Roll, Bounce, Bump, Round, Flat
- "It rolls/They roll! The ball rolled down the slide."
- "It slides/They slide! The block slid down the slide."
- "How did the ball move on the slide? How did you move on the slide?"
- "I wonder what will happen when we put the ball at the top of the slide?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Microsoft Stock

