



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 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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NOTICING ICE CREAM CHANGE

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 snack time, enjoy ice cream with your child. Encourage your child to notice how the ice cream changes as you're eating it and talk about how the temperature affects the ice cream

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:

Change Recognizer: Demonstrates awareness that states of matter can change (e.g., cold things melt)

WHAT CAN I SAY?:

- Hard/Soft, Cold/Warm/Hot, Melt, Frozen
- "The ice cream tastes cold."
- "It is melting!"
- "What happened as it melted? It changed! It went from solid to liquid."
- "What would happen if we put the melted ice cream back in the freezer for a few hours?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

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