



NOTICING BATHTIME OBJECTS

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 time, help your child to explore and learn about properties of objects that are part of bathtime like, toys, soap, and washcloths.

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?:

- Label characteristics (e.g., wet/dry, warm/cold, hard/soft)
- "Oh, wow. This is wet/dry/warm/cold".
- "You are moving/splashing!"
- "I wonder how it will feel when I wash your arm."
- "Look – when you hit the water, it splashed outside the tub/sink."
- "Oooh, the shampoo smells sweet."
- "The soap feels slippery and the washcloth feels rough."
- "Your toy car was dry, but now it's wet!"

IDEAS TO SUPPORT MY CHILD'S GOAL:

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NOTICING WHILE COOKING

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:

Invite your child to do a cooking activity with you! Make something simple like pudding, cookies, or pancakes and help your child notice the characteristics of the food and the materials used to make the food.

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?:

- "Oh, this is liquid/solid"
- "This smells sweet/funny".
- "The spoon is metal/cold".
- "This flour got wet when we mixed in the milk."
- "What will happen if we mix more? I wonder if the lumps will go away."
- "What do you notice?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Freepik





NOTICING GROCERIES

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 grocery shopping. Talk about the characteristics of different groceries you are selecting. Show grocery items to your child that they may particularly like. Encourage your child to feel, smell, or perhaps taste the food item.

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?:

- Name (label) objects being put in cart (e.g., banana, strawberry), Label characteristics (e.g., color, shape, size, texture, smell, sounds)
- "These strawberries are red. What color are the bananas? They are yellow."
- "I am going to drop this box or crackers into the cart. It is going to make a big sound."
- "Smell these berries. Very sweet."

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Microsoft Stock



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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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:

Image credit: Creative Commons



EXPLORING BATHTIME OBJECTS

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 explore the properties of bath time materials and toys. Ask your child about the different characteristics of the objects such as the shape, size, and texture and help them recognize similarities and differences. Explore which objects can hold water.

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?:

- Color, Shape, Size, Texture of Materials
- "Let's take the (color/shape/size) objects out of the water and put them in the bucket."
- "Let's squeeze the soft toys and see what happens to the water."
- "This is a big bucket. It holds a lot of water. Which bucket is small?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: 123rf





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



COMPARING AT THE GROCERY STORE

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:

At the store, help your child participate during grocery shopping by using a picture shopping list or chart of favorite foods. Label items in the store and help the child recognize their properties and what makes them the same and different (e.g., color, size, taste, texture, category; use of the item).

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?:

- "Cereal is in a box. Apples are not."
- "We can eat this, not that!"
- "What is first on your shopping list? Can you find it in the store?, "What is next on the list?"
- "Can you help me find a red fruit?"
- "Which one feels smooth - the apple or the potato?"
- "I need to find some big and small tomatoes."
- "Can you help me find the small ones?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Jen, Flickr





COMPARING WHILE COOKING

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 join you in a simple cooking activity like making pudding, cookies, pancakes, or something else your child likes. Point out characteristics of the ingredients and utensils. Talk about how they are the same and different.

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, this milk is turning pink because we mixed in the red color."
- "This cheese is hard. What about this pudding? It is soft and smooth. I wonder if we can find something else that is smooth."
- "This flour got wet when we mixed in the milk. I wonder what will happen if we mix in even more milk?"
- "This batter is very lumpy. What do we have to do to make it smooth?"
- "What do you notice?"

IDEAS TO SUPPORT MY CHILD'S GOAL:

Image credit: Pixabay



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:

Image credit: Getty

