



MOVING BLOCKS

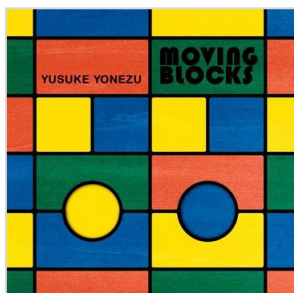
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with babies and toddlers uses strategies such as:

- **Pointing to pictures**
- **Using expressive facial features and voices**
- **Spending as much time as your child wants on pages, they are very curious about**
- **Modeling the right answer to help your child learn new words**
- **Asking simple Wh- questions, such as "What is this color?"**

ABOUT THIS BOOK



Moving Blocks is a book written and illustrated by Yusuke Yonezu. This book uses simple words and **colorful shapes** to ask questions about what kinds of **moving** vehicles can be **created** with blocks. What can you **build** with blocks?

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Foundational | Engineering

Moving Blocks

By Yusuke Yonezu

Point to pictures



Be Expressive!



Model correct answers

"The plane goes 'Whizzz!'
Say 'Whizzz!'"



'WH' questions

"What things were built?"
(bus, plane, train, rocket, boat)



Do not rush

Wait for a response after each comment or question



STEM Words & Ideas to Explore

- Colors
- Build
- Move





MOVING BLOCKS

ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.

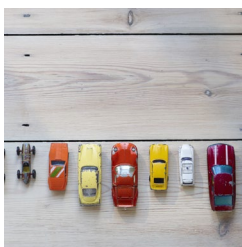


Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

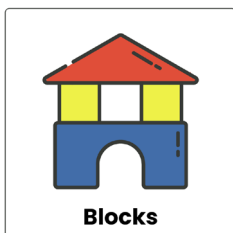
Select corresponding items and place them in a container or a box. Items may include:

- Various blocks
- Other building materials, like boxes
- Transportation toys

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



MOVING BLOCKS

VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

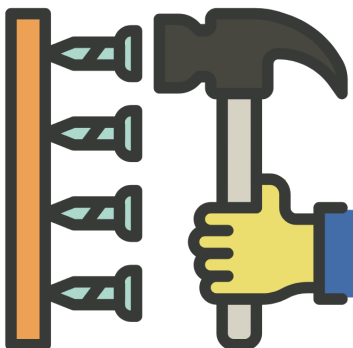
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

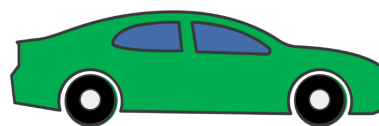
[A Guide to Visual Supports.](#)



Blocks



Build



Toy car



Bus



Train



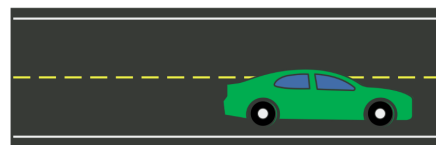
Ship



Airplane



Rocket



Moving



MOVING BLOCKS

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

BUILDING WITH BLOCKS

Description: Help your child **explore** blocks and use them to **build, test, and adjust** creations.

What My Child Is Learning!

Early engineering for young children is about exploring, playing, and figuring out how things work by trying ideas, testing them, and learning from what happens.

Provide a variety of blocks of different **sizes, textures, and weights/thickness** for the child to **explore building** towers, buildings, mazes, or bridges. Building with blocks is a wonderful way for children to practice elements of the **engineering design cycle (exploring, planning, testing, evaluating, and adjusting)**.

Compare **properties** of different types of blocks used to construct (**big/small, hard/soft, flat/bumpy**).

Ask,

- What would happen if you stack this block **on top** of that block?
- Which block tower is **taller? Shorter? Wider?**
- **How high** can we build with these blocks?
- What would happen if we stacked a **big** block on top of a **small** block?

ADDITIONAL ACTIVITY IDEAS:

- Use spatial and positional language! Use these tips for integrating spatial and positional language into everyday conversation. Ask, "What did you **create**?" "Can you fit [**inside, outside, under, on top** of it?" "What is it for?"
- Play imitation games with blocks. Build a simple structure with a couple blocks and encourage your child to build the same one. Problem-solve and support your child to imitate your structure. These can get more complex as you go!
- Explore symbolic play and pretend blocks are something they are not. A long flat block could be a pretend phone and a round block could be a pizza. What else can you make the blocks represent?
- Check out our [Discovery Play Activities](#) for Building Blocks.

