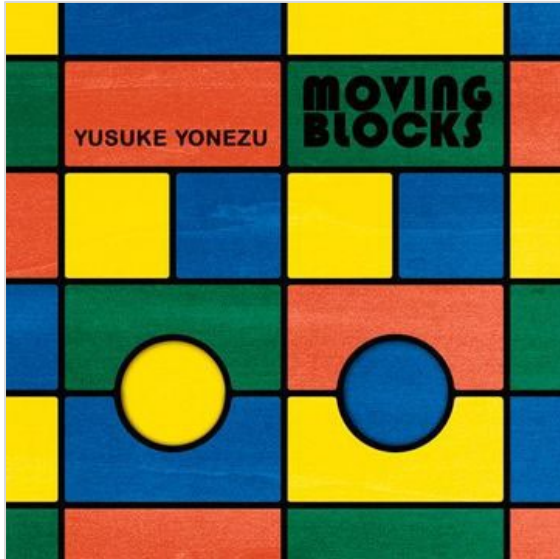




MOVING BLOCKS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.

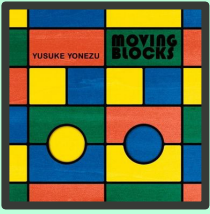


Did you know reading books is a great opportunity to support STEM learning?

Moving Blocks is a board book written and illustrated by Yusuke Yonezu.

Moving Blocks uses simple words and **colorful shapes** to ask questions about what kinds of **moving** vehicles can be created with blocks.

- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.



MOVING BLOCKS BOOKMARK

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- Print this page and cut around the edges.
- 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?"
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:
<https://stemie.fpg.unc.edu/guide-book-adaptations>
- If you print this page, you can download or view online by scanning the QR code below.



Foundational | STEM

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

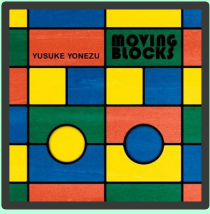
Wait for a response after a comment or question

STEM Words & Ideas to Explore

- Shapes
- Colors
- Move



stemie.fpg.unc.edu



MOVING BLOCKS

ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

STORYBOX

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

- Different shaped blocks
- Transportation toys (i.e., car, train, plane)



This adaptation can also...

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



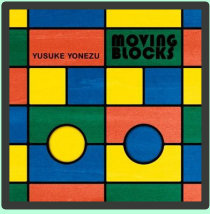
Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



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.



MOVING BLOCKS ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

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



Image Credit: STEMIE

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



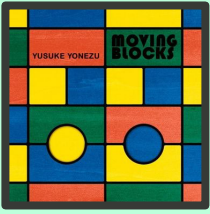
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VISUAL CUES:
USE TO PROMPT

HOW TO:

Step 1: Print and cut out the images. You can also create your own visual cues (empty squares included).

Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



Build



Car



Bus



Train



Ship



Plane



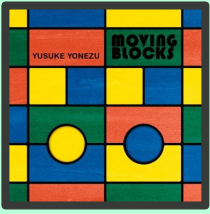
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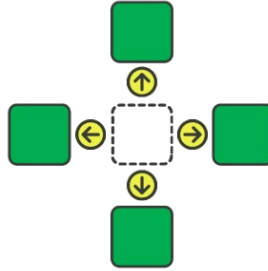
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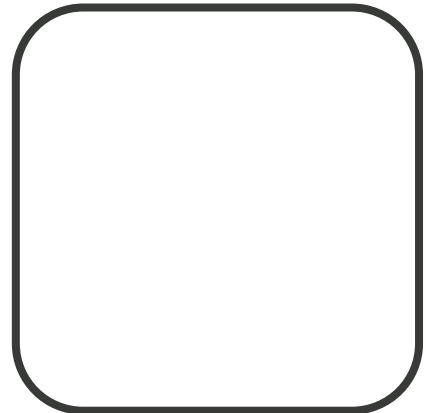
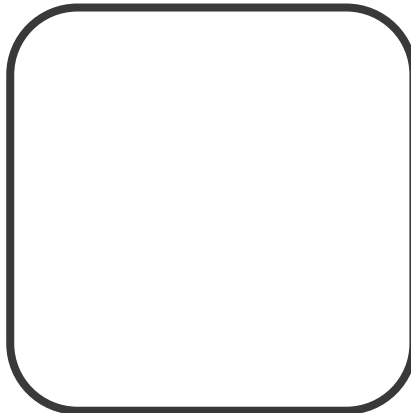
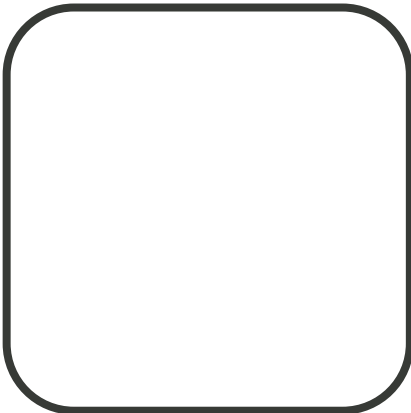
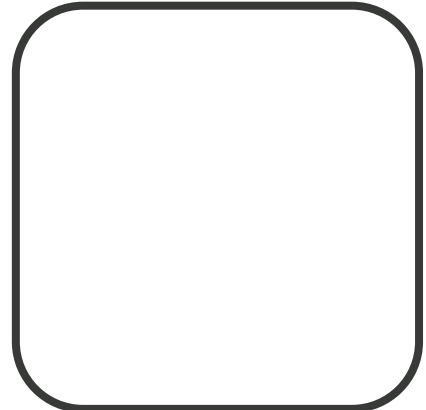
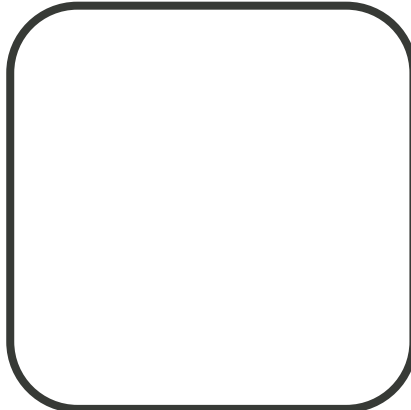
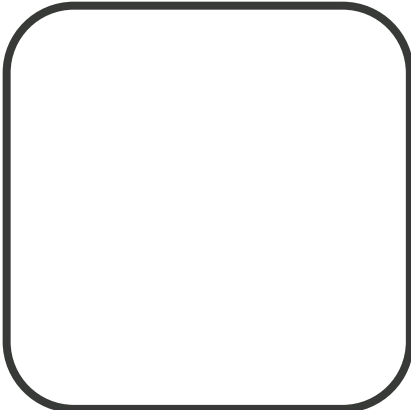
Rocket



Move



Blocks



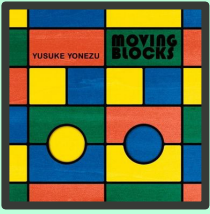
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MOVING BLOCKS

EXPLORATION

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Building with Blocks

Description: Help your child explore blocks. Encourage your child to describe, test, and improve their block builds.

What My Child Is Learning!

Engineering for children birth to five is about exploring materials and building knowledge about them so that the materials can be used to solve problems and/or create something.

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

Compare properties of different types of blocks used to construct (**big/little, hard/soft, smooth/rough**).

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?



MOVING BLOCKS



ADDITIONAL ACTIVITY IDEAS

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- As a variation of Peek-a-boo, use a block to hide under, then reveal with an enthusiastic 'Peek-a-block.' Encourage your child to 'hide' themselves and then reveal.
- Stack small blocks in short towers and go bowling! See if you can knock over the towers with a ball. Encourage your child to predict and test which block towers get knocked down.
- 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, on top of, under**] of it?" "What is it for?"
- Play imitation games with blocks. **Build** simple structures with 2-3 blocks and see if your child can imitate them. Use more blocks and make the **designs** more complex as you go. (You can do this activity with pictures of designs too!)
- Challenge your child to design something specific like a bridge. Help them **make a plan, design it, and then try it out/build** the structure. If it doesn't work, **revisit the plan and see what you can change**.

