

Description: Explore different items to notice objects that are inflated or deflated

Materials

- Beach balls
- Bubble Wrap
- Plastic bags
- Paper bags

Set Up

- Invite children to explore items that have air inside of them and ones that do not
 - Some examples include inflated and deflated beach balls, plastic bags, bubble wrap, or closed paper bags

Head Start Early Learning Outcome Framework Alignment

▲ **Goal IT-C 10.** Child uses matching and sorting of objects or people to understand similar and different characteristics.

| DEVELOPMENTAL PROGRESSION | | | INDICATORS |
|---|--|---|---|
| Birth to 9 Months | 8 to 18 Months | 16 to 36 Months | By 36 Months |
| Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy. | Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll. | Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles. | <ul style="list-style-type: none"> ▲ Sorts toys or other objects by color, shape or size. ▲ Orders some objects by size. ▲ Identifies characteristics of people, such as "Mom has black hair like me." |

▲ **Goal IT-C 1.** Child actively explores people and objects to understand self, others, and objects.

| DEVELOPMENTAL PROGRESSION | | | INDICATORS |
|--|--|--|---|
| Birth to 9 Months | 8 to 18 Months | 16 to 36 Months | By 36 Months |
| Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping. | Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table. | Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. | <ul style="list-style-type: none"> ▲ Learns about characteristics of people and properties and uses of objects through the senses and active exploration. ▲ Experiments with everyday objects or materials to answer "What?", "Why?" or "How?" questions. |

These images have been adapted from: U.S. Department of Health and Human Services, Administration for Children and Families. "Head Start Early Learning Outcome Framework." *Head Start Early Learning Outcome Framework*, Office of Head Start. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

Suggestions for Teaching

Depending on the age of the children, this activity will look different. This is open ended and sensory activity, there is no wrong way to do it! Keeping that in mind, here are some suggestions:

Here are some activity extensions and adaptations:

- Invite children to use their feet to explore the materials! Tape a square of inflated bubble wrap to the floor and invite children to walk on it. What happens?
- Let children explore the materials and notice the similarities and differences
- If children are ready for sorting materials, invite children to sort them into items that are inflated or deflated (have air inside, or have no air inside)
- Count the materials with the children, "One beach ball, two beach balls, three beach balls..."
- Have a group of objects with many items and one with only a few, talk about which has more.
- Ask children what is similar, and what is different about the objects?

Description: Explore and play with water sensory bottles

Materials

- Mini water bottles
- Items that sink
- Items that float
- Water color
- Glue or tape to close the bottles

Set Up

- Depending on how old the children are, you can either make the bottles with the children or make them ahead of time
- If you are making them ahead of time, make a variety of bottles with different colors and items in them

Head Start Early Learning Outcome Framework Alignment

▲ **Goal IT-C 10.** Child uses matching and sorting of objects or people to understand similar and different characteristics.

| DEVELOPMENTAL PROGRESSION | | | INDICATORS |
|---|--|---|---|
| Birth to 9 Months | 8 to 18 Months | 16 to 36 Months | By 36 Months |
| Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy. | Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll. | Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles. | <ul style="list-style-type: none"> ▲ Sorts toys or other objects by color, shape or size. ▲ Orders some objects by size. ▲ Identifies characteristics of people, such as "Mom has black hair like me." |

▲ **Goal IT-C 1.** Child actively explores people and objects to understand self, others, and objects.

| DEVELOPMENTAL PROGRESSION | | | INDICATORS |
|--|--|--|---|
| Birth to 9 Months | 8 to 18 Months | 16 to 36 Months | By 36 Months |
| Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping. | Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table. | Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. | <ul style="list-style-type: none"> ▲ Learns about characteristics of people and properties and uses of objects through the senses and active exploration. ▲ Experiments with everyday objects or materials to answer "What?", "Why?" or "How?" questions. |

These images have been adapted from: U.S. Department of Health and Human Services, Administration for Children and Families. "Head Start Early Learning Outcome Framework." *Head Start Early Learning Outcome Framework*, Office of Head Start. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

Suggestions for Teaching

Depending on the age of the children, this activity will look different. This is open ended and sensory activity, there is no wrong way to do it! Keeping that in mind, here are some suggestions:

Here are some activity extensions and adaptations:

- Practice movements like shaking, stacking and rolling the bottles
- Listen to them and notice how they sound
- Match similar and different bottles
- Notice what bottles have items that sink, and one that have items that float

Credits and rights

Developed by the Sciencenter for the Collaborative for Early Science Learning.
Contact: Victoria Fiordalis vfiordalis@sciencenter.org
Copyright 2018, Sciencenter, Ithaca NY



This project was made possible in part by the Institute of Museum and Library Services