

**Description:** Use a variety of blocks for building and experimenting.

**Materials**

- Blocks

**Set Up**

- Set blocks out and invite children to pick them up to explore by playing and building

**Head Start Early Learning Outcome Framework Alignment**

▲ **Goal IT-C 2.** Child uses understanding of causal relationships to act on social and physical environments.


DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	<ul style="list-style-type: none"> <li>▲ Makes simple predictions about what will happen next, such as in a story or in everyday routines.</li> <li>▲ Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.</li> </ul>

▲ **Goal IT-C 9.** Child uses spatial awareness to understand objects and their movement in space.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Explores or examines objects and watches objects when they move.	Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	<ul style="list-style-type: none"> <li>▲ Does puzzles with interlocking pieces, different colors and shapes.</li> <li>▲ Understands some effects of size or weight when picking up or moving objects.</li> </ul>

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:

- Narrate what the children are doing while they are exploring! This provides spatial language support.
- Take turns stacking blocks with the children to make a tower.
- Experiment with rolling or dropping the blocks to observe how they move.
- Create a tower for the children to knock down.
- Categorize the blocks by shape or color or size.

**Description:** Explore how air moves using these colorful tools!

## Materials

- Ribbon of different lengths and colors
- Straws
- Tape

## Set Up

- Create ribbon wands by taking 3-6 ribbons and taping them to one end of a straw
  - Children can choose the ribbons or you can pre-make the ribbon wands

## Head Start Early Learning Outcome Framework Alignment

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## Suggestions for Teaching

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Here are some activity extensions and adaptations:

- Turn on some music and have a dance party!
- Play Simon Says, and have children repeat your actions by waving the wand above your head or by your feet.
  - Using directional language supports spatial skill development, and moving ribbons around different sides of the body supports developing motor skills!
- Place the wands over a fan or vent or bring out on a windy day to watch them move!
- Attach feathers or other objects to the ends of the ribbon to support different observations

## Credits and rights

Developed by the Sciencenter for the Collaborative for Early Science Learning.

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