

Description: Use a variety of materials to explore making bubbles!

Materials

- Blocks
- Finger Paints or Stamp Pads
- Table cloths/cover for table or floor
- Butcher paper or individual paper for children

Set Up

- Place paint and blocks on to plates and set up paper for children to explore

Head Start Early Learning Outcome Framework Alignment

▲ **Goal IT-C 6.** Child learns to use a variety of strategies in solving problems.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	<ul style="list-style-type: none"> ▲ Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help. ▲ Tries to solve the same problem in several different ways at different times.

▲ **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:

- Depending on the age, model for children how to make the block prints using different colors of paint
- Encourage children to make their own designs and creations
- Have children try to print different patterns
 - You can set up the paper with patterns already created too!
- Experiment with mixing primary colors
- Place paper on a tray and allow children to roll the painted blocks around to make different tracks
- Use other tools or shapes to add to the exploration experience

Problem Solving: Blowing Bubbles

Early Head Start Activity

Description: Use a variety of materials to explore making bubbles!

Materials

- Bubble solutions
- Bubble wands
- Cone water cups
- Slotted spoons
- Pie tins for bubble solution

Set Up

- Use a variety of materials for children to explore bubbles with
 - Use slotted spoons and cone water cups with the end cut off as a fun option
- Try this outside!

Head Start Early Learning Outcome Framework Alignment

▲ **Goal IT-C 6.** Child learns to use a variety of strategies in solving problems.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	▲ Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help. ▲ Tries to solve the same problem in several different ways at different times.

▲ **Goal IT-C 7.** Child uses reasoning and planning ahead to solve problems.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	<ul style="list-style-type: none"> ▲ Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper. ▲ Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.

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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:

- Blow the bubbles for the children if they are too young to make bubbles. Notice where they go and how to pop them.
- Try other types of bubble wands that have not been listed, how do the bubbles look depending on the wand?
- What actions do you make to create bubbles?

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