

Description: Explore and play using blocks and containers.

Materials

- Unit blocks (that are not choking hazards)
- Tupperware containers in a variety of sizes

Set Up

- Collect blocks for children to use (make sure they are a good size for the children in your classroom)
- Find a variety of Tupperware containers with lids, you can have many sizes and shapes
- Set out blocks and containers and invite children to put blocks inside of the containers, and vice versa

Head Start Early Learning Outcome Framework Alignment

▲ **Goal IT-C 8.** Child develops sense of number and quantity.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Attends to quantity in play with objects, such as reaching or looking for more than one object.	Uses a few basic words to refer to change in the amount of objects, such as asking for "more" or saying "all gone" when a plate is empty.	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	▲ Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order. ▲ Identifies "more" or "less" with a small number of items without needing to count them. ▲ Uses fingers to show how old they are.

▲ **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."

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:

- Give children the lids to the containers and notice what happens when you shake them
- Count how many items you can fit in a container
- Have a variety of different blocks and categorize the big blocks into the big containers and the small blocks in the small containers
- Dump out the containers and try again! Enjoy!

Description: Build and explore with ice cubes.

Materials

- Ice
- Salt
- Spoons
- Water
- Trays
- Unique shape ice trays

Set Up

- Freeze or purchase ice cubes
 - It is fun to freeze water in containers that are different sizes and shapes
- Set up a building zone using trays or an empty sensory table
- This can be a great activity to do outside

Head Start Early Learning Outcome Framework Alignment

▲ **Goal IT-C 8.** Child develops sense of number and quantity.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Attends to quantity in play with objects, such as reaching or looking for more than one object.	Uses a few basic words to refer to change in the amount of objects, such as asking for "more" or saying "all gone" when a plate is empty.	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	<ul style="list-style-type: none"> ▲ Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order. ▲ Identifies "more" or "less" with a small number of items without needing to count them. ▲ Uses fingers to show how old they are.

▲ **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"> ▲ Does puzzles with interlocking pieces, different colors and shapes. ▲ Understands some effects of size or weight when picking up or moving objects.

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Suggestions for Teaching

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Here are some activity extensions and adaptations:

- Practice language such as cold, warm, melt and frozen
- Let children use additional tools to support exploration, like spoons, water droppers, or magnifying glasses
- Challenge children to build tall structures or wide structures
- Encourage children to explore the ice cubes with all of their senses
- The ice can be made in different colors to make fun observations when the different cubes melt

Description: Explore volume and characteristics of water by using containers, water, and rocks.

Materials

- A variety of clear containers
- Rocks or other objects that will sink
- Water
- Water table or large tub for overflow

Set Up

- Set up an invitation for children to explore filling clear containers with rocks and water
 - Have some containers filled with water, have a collection of rocks to use, and set up an environment that can handle a water mess- this can be a great activity to set up outside!

Head Start Early Learning Outcome Framework Alignment

▲ **Goal IT-C 8.** Child develops sense of number and quantity.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Attends to quantity in play with objects, such as reaching or looking for more than one object.	Uses a few basic words to refer to change in the amount of objects, such as asking for "more" or saying "all gone" when a plate is empty.	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	<ul style="list-style-type: none"> ▲ Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order. ▲ Identifies "more" or "less" with a small number of items without needing to count them. ▲ Uses fingers to show how old they are.

▲ **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.	<p>▲ Makes simple predictions about what will happen next, such as in a story or in everyday routines.</p> <p>▲ Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.</p>

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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:

- What type of splashes can you make?
- What types of sounds do you hear?
- How many rocks will it take to overflow a container?
- Count the blocks as you add them in!
- Provide different shapes and sizes of containers

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

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