

Description: Use air to move objects around your classroom!

Materials

- Paper
- Tape
- Feathers
- Straws

Set Up

- Make a paper fan by folding paper back and forth like an accordion
- Use the fan or a straw to move the feather across the room or float it up in the air!

Head Start Early Learning Outcome Framework Alignment

▲ **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.

▲ **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.

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 an open ended and exploratory activity, there is no wrong way to do it! Keeping that in mind, here are some suggestions:

Here are some activity extensions and adaptations:

- Experiment moving other objects besides the feather
- Make predictions and sort items by if you think they will move or not
- Sort the items after testing if they move!
- What happens when you have more than one person trying to move the feather around?
- Have a start line and a finish line for moving the feather across to make this activity more goal oriented

Observations: Oobleck

Early Head Start Activity

Description: Explore a unique material! What do you notice?

Materials

- Cornstarch
- Water
- Bowls
- Liquid water color (optional)
- Bathtub color fizzes (optional)
- Newspaper/table cloth

St Up

- In a bowl, mix about a cup of cornstarch with about half of a cup of water.
 - Slowly add water to cornstarch
- Stir the mixture with your hands or a spoon- mix as much as possible.
- To test the oobleck, grab a handful and try to form a ball. The hardest part about making this is getting the right consistency- it is rarely exactly two parts cornstarch to one part water
 - You should be able to form a ball with the oobleck- if too watery, add more cornstarch
 - If it isn't runny like a liquid when picked up, it is too thick. Add more water a little at a time.

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▲ **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:

- Use different tools to explore the oobleck, like spoons or cookie cutters, or even try dropping different balls into it!
- Squeeze it into different containers.
- Try adding fizzy bath tablets! You can break the tablets into smaller pieces and add them to create bubbles and colors.
- Experiment with freezing oobleck
- If you have a large tub, try running on oobleck!

Description: Use ramps to explore how objects roll and slide.

Materials

- Blocks or table to build ramps
- Pieces of cardboard
- Tape
- Paper towel rolls
- Balls
- Blocks for sliding down ramp
- A variety of other objects that move differently down the ramp

Set Up

- Build a few different ramps with a variety of steepness
- Invite children to roll different items such as blocks, ball, and paper towel rolls to experiment and see what happens!

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▲ **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

Depending on the age of the children, this activity will look different. This is open ended and all about exploring and noticing. Keeping that in mind, here are some suggestions:

Here are some activity extensions and adaptations:

- Change the size and steepness of the ramps
- Measure how far different items roll after they make it down the ramp
- Let children choose what items from the classroom they would like to roll/slide down the ramps
- Look for ramps around the room and outside to test
- Add texture to ramps (wax paper, aluminum foil, sand paper) to see how it changes how items move down the ramp

Credits and rights

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

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