

Predictions: Block Bowling

Early Head Start Activity

Description: Children build different structures out of blocks and then roll balls at them to see if they will fall down.

Materials

- Foam or wooden blocks
- Soft soccer balls or any other soft ball
- Tape to create designated building sections of the floor

Set Up

- Children can build structures in the designated building areas using the blocks
- Invite children to take turns rolling balls at the buildings to knock the structures down

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

▲ **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.

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:

- Build the structures for very young children and then have them knock the buildings down
- Have children work together to build and bowl the buildings down
- Add a ramp into the activity to help children roll the ball at the blocks
- Introduce a variety of other materials to the building zones!

Description: Children notice what happens when they put different objects in the water.

Materials

- Water table or large tubs filled with water
- Various objects that float or sink (sponges, pencils, plastic bottles, wooden blocks, craft sticks, etc)

Set Up

- Collect a variety of materials that you feel comfortable with the children putting in water- make sure that some sink and that some float.
- Let children place objects in the water to see what happens!

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

▲ **Goal IT-C 3.** Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	<ul style="list-style-type: none"> ▲ Comments about similarities or differences between new people, objects, or events, and ones that are more familiar. ▲ Tells others about what will happen next or about changes in usual routines or schedules.

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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:

- Practice language such as heavy, light, sink and float
- For a more in depth activity, make predictions before you put an object in the water on if it will sink and float. Or, sort the materials after!
- This does not need to be a structured activity, the experience of playing in water and watching how different items move is enriching for young children

Description: Children notice what happens when they put different objects in front of a hand held fan.

Materials

- A hand-held fan
- A variety of items from around the classroom, some that will move and some that wont

Set Up

- Show children how items move when they are in the wind, use a light ball or feather to see how it moves in the fan's wind
- Have children gather other items and put them in the fan's wind, what do you notice?

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

▲ **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."

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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:

- Use straws instead of a fan. When using straws, you can have multiple people blow on an object to create more forceful wind!
- Make predictions before the activity and sort items into objects that will move and ones that will not
- For very young children, just show them the feeling of the fan, perhaps put a feather in front of the fan and see how it moves!

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 Contact: Victoria Fiordalis vfiordalis@sciencenter.org
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