



**Communication/
Language**

Exploring Words

- Option 1** (OO) A young infant participates in a book sharing that emphasizes listening to a caregiver’s voice and looking at pictures of forest animals.
- Option 2** (OO) An infant participates in a book sharing with opportunities to help turn the book’s pages, lift flaps, and communicate about forest animals.
- Option 3** (OO) An older infant participates in a book sharing with opportunities to hold, lift flaps, and turn the pages of a book and communicate about forest animals.



Cognitive

Exploring Objects

- Option 1** (OO) An infant looks at and listens to a caregiver describe items and activities seen through a window.
- Option 2** (OO) An infant uses his/her hands to play with a small amount of water on a tray.
- Option 3** (IG) Infants play with floating balls in a small amount of water.



Self-Regulation

Getting Calm

- Option 1** (OO) A young infant practices calming down after a mildly stimulating activity while being held in a caregiver’s arms.
- Option 2** (OO) An infant practices calming down after a mildly stimulating activity while sitting on a caregiver’s lap.
- Option 3** (OO) An infant practices calming down after a mildly stimulating activity while standing and holding hands with a caregiver.



Social-Emotional

Interacting with Others

- Option 1** (OO) A young infant participates in back-and-forth interactions with a caregiver.
- Option 2** (OO) An infant participates in back-and-forth interactions with a caregiver focused on block play.
- Option 3** (OO) An older infant participates in back-and-forth interactions with a caregiver during play with a ball.



Physical/Health

Using Our Hands

- Option 1** (OO) An infant practices reaching for a toy while lying on his/her back or tummy.
- Option 2** (OO) An infant practices reaching for and grasping a toy while sitting.
- Option 3** (OO) An infant practices reaching for, grasping, and holding toys of different shapes while sitting.

(OO)=One-to-One, (IG)=Informal Gathering



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Receptive language
Expressive language

A young infant participates in a book sharing that emphasizes listening to a caregiver's voice and looking at pictures of forest animals.



Key Concepts

Book
Look
Touch



Materials Needed

Peek-a-Boo Forest by
Lamaze



Also Promotes

Cognitive

BEGIN: [Sit with a young infant reclined in your lap. Support the infant's head in the bend of your arm. This will allow for your hands to hold the book and turn the pages while also securely holding the infant.]

ACT: [Hold the book about 12 inches from the infant and point to the picture on the cover.]

ASK: I have a book for us to read together! Look, do you see the owl? You can touch the owl!

[Point to the owl. Pause and watch for the infant's response. The young infant may show interest in the book by vocalizing, turning toward you, gazing at the picture, or reaching out and batting at the book. Acknowledge the infant's response. Example: "You are looking at the owl, Julian. I will hold the book closer, so you can touch the owl!"]

EXPLAIN: There are pictures of animals in our book. The animals are hiding! Let's open the book and see what we find!

ACT: [Open the book to the first page. Point to and talk with the infant about the picture. It is not necessary to read the text as infants will benefit from hearing you talk about the pictures as you share the book together. Some infants will enjoy the game of Peekaboo as you lift the flaps to reveal the animal underneath. Example: "Who is hiding behind the tree? Let's look under the flap! Peekaboo!"

Continue to talk with the infant about book pictures using strategies, such as the following:

- Point to and describe pictures. Example: "Look, the moon is in the sky. (Point.) Here is a lightning bug. (Point.) The lightning bug has a bright tail. See? I wonder what is hiding under the leaf. Let's lift the flap and look! Peekaboo!"
- Spend a little more time talking about pictures that seem to be of particular interest to the infant. Example: "You are looking at the mama bear and her two baby bears. They are sleeping in their den. Peekaboo, bears!"
- Describe and respond to gestures or vocalizations. Example: "You cooed when we looked at the green leaf. We are listening to the



**Option 1 continued**

sound the book makes when we touch it! 'Crackle, crackle' says the book!"

- *Use your voice to add interest and enjoyment to the book sharing. Pause and slowly lift the flaps, saying "peekaboo" with enthusiasm as you reveal the picture underneath.*

Transition out of the activity when the infant shows signs of disinterest.]

RECAP: *[Describe what happened during the book sharing. Example: "We read a book together! Our book had pictures of animals that were hiding. We lifted the flaps and said "peekaboo!" when we found the animals! This was a fun book to read together!"]*

Birth–12 Months

Option 2 One-to-One



Skill and Goal

Receptive language
Expressive language

An infant participates in a book sharing with opportunities to help turn the book's pages, lift flaps, and communicate about forest animals.



Key Concepts

Book
Look
Touch



Materials Needed

Peek-a-Boo Forest by
Lamaze



Also Promotes

Cognitive
Physical/Health

Invite an infant to sit on your lap to read a book. Introduce the book by pointing to the cover and encouraging the infant to look at the picture with you. Example: "See the picture of the owl? The owl is going to hide. Our book is about animals that are hiding. We can touch the flaps and listen to crackling sounds. Let's the read the book and find the animals!"

Open the book and begin looking at and talking about the pictures with the infant. Encourage the infant to help you turn the pages and touch the flaps. Use strategies, such as the following:

- Point to and name objects pictured. Example: "We found the owl! Peekaboo owl! The owl was hiding under the leaf. See the moon in the sky? It is nighttime."
- Invite the infant to touch the flaps and listen to the sounds. Example: "Here, you can touch the log. What do we hear? Let's see what animal is hiding under the log! Peekaboo!"
- Describe what the infant is looking at. Example: "You are looking at the yellow moose. The moose has brown antlers. The moose has a smiling mouth. I think the moose is happy!"
- Spend a little more time talking about pictures of particular interest to the infant. You may wish to provide additional context or information. Example: "You are tapping the fish. The fish are swimming in the blue water. I wonder what animal is hiding by the fish. You can open the flap and see!"
- Describe and respond to gestures or vocalizations. Example: "You are smiling and cooing at the owl. The owl has big eyes. You are touching the leaf the owl was hiding under! Do you hear the leaf crinkling when you touch it?"
- Help the infant connect book information to their experiences and developing knowledge. Example: "The mama bear is sleeping with her baby bears. The bears are going night night in their den. Where do you go night night?"
- Use your voice to add interest and enjoyment to the book reading. Create anticipation as you slowly lift the flap, and then show enthusiasm as you say "peekaboo!" and reveal the animal underneath. Example: "Are you ready to lift the flap and see what animal is hiding? What do you think we will see? Please help me lift the flap!"



**Option 2 continued**

- Follow the infant's cues about the pace of looking at pictures. Turn the pages as slowly or as quickly as the infant seems to prefer. Depending on the infant's interest, you may read the text as written or you may simply talk about the pictures on each page. Watch the infant's cues to know when to stop the book reading.
- Conclude the session by recognizing the infant's participation in the book reading. Example: "We had fun reading this book together, Kamilah. You smiled and kicked your legs when we found the animals that were hiding! You had fun helping me lift the flaps. You listened to the crackling sounds! I think you liked this book."

Birth–12 Months

Option 3 One-to-One



Skill and Goal

Receptive language
Expressive language

An older infant participates in a book sharing with opportunities to hold, lift flaps, and turn the pages of a book and communicate about forest animals.



Key Concepts

Book
Look
Touch
Peekaboo



Materials Needed

Peek-a-Boo Forest by
Lamaze



Also Promotes

Cognitive
Physical/Health

Invite an older infant to read a book with you. The infant may wish to sit next to you or prefer to stand close while you read. Introduce the book and invite the infant to hold the book, turn the pages, and/or lift the flaps.

Once the infant is comfortable and ready to read, point to the raised picture on the book cover. Example: “Look at the picture of the owl. The owl is going to hide in our book! Our book is about animals that are hiding. We can play Peekaboo with the animals and find them under the flaps! When we touch the flaps, we can listen to the crackling sounds they make! Would you like to help me turn the page?” The infant may help you turn the page or turn the pages independently. Use strategies, such as the following to share the book:



- Point to and label objects in the pictures. Example: (Point to each.) “This is the moon in the night sky. Do you see the lightning bug flying? The lightning bug has a tail that lights up! Look, here is a ladybug on a leaf. Let’s see what is hiding under the leaf!”
- Invite the infant to point to objects that you label. Example: “Look, what do you see sitting on the log? I see a green frog! Can you point to the green frog?”
- Describe what the infant is looking at and provide additional context or information. Example: “You are pointing to the owl. The owl has big eyes and an orange beak. The owl says ‘who, who.’ Please say ‘who, who’ with me!”
- Describe and respond to gestures or vocalizations. Example: “You said ‘peekaboo!’ You found the raccoon! Would you like to play again? You can lift the flap. Peekaboo raccoon!”
- Help the infant connect book information to their experiences and developing knowledge. Example: “The mama bear is sleeping with her baby bears. Bears sleep in a den. People sleep in houses. Do you sleep in a bed?”
- Encourage the infant to say “peekaboo” with you. Example: “Are you ready to lift the flap? You can say ‘peekaboo’ with me! Here we go. Let’s see what we find!” Also, encourage the infant to repeat the name of the item found under the flap.
- Follow the infant’s cues as to how quickly or slowly to turn the pages.

**Option 3 continued**

Conclude the session by recognizing the infant's participation in the book reading. Example: "You helped me hold our book, Sergio. You lifted the flaps and helped me say 'peekaboo!' You listened to sounds the pages made when you touched them. You pointed to the green frog! We had fun reading this book together."

👁️ What to Look For—Options 1–3

Many infants will delight in the familiar game of *Peekaboo* when the flaps of this book are lifted. The cloth pages with crinkling flaps encourage further exploration by the infant. In addition to helping you say "peekaboo!" an older infant may enjoy repeating the name of the animal found under a flap. Generously acknowledge any attempts to say the name.

Infants express interest in a book in different ways. An infant may gaze, point, touch, or use his/her hands to bat at or tap the pages. Infants may also express interest in the book by cooing, babbling, and later saying a version of the repeated word 'peekaboo.' Some infants may want to hold and explore the book independently. Infants may hold, turn, crinkle, and mouth the book. Older infants may also express interest by pointing or turning the pages in the book to a particular picture. Babies may want to repeat the *Peekaboo* game several times on the same page.

📊 More Scaffolding Tips—Options 1–3

Extra support ■ This book provides different options for exploring words. An infant may benefit from a primary focus, such as playing *Peekaboo* with the flaps, talking about and pointing to the animals, or touching and listening to the sounds of the crackling flaps. It is not necessary to pursue all options during a single book sharing session. ■ Hold the book close for a young infant to touch.

Enrichment ■ Invite the infant to play *Peekaboo* with you after the book sharing. The infant may want to cover his/her eyes or watch you cover yours. Infants may feel more comfortable playing *Peekaboo* with you briefly covering only your eyes, leaving your face in view of the infant during the game. ■ Invite up to three infants to share the book and play *Peekaboo* as the flaps are lifted. ■ Provide the opportunity for an interested infant to hold and explore the book independently after the book sharing.



Interest Area

Materials Needed: assortment of cloth and vinyl books in a basket

Infants explore new objects with their mouths as well as their hands and eyes. Provide opportunities for young infants to safely explore books in the ways that they choose. Cloth and vinyl books can be mouthed without being damaged. This helps young infants to develop an interest and understanding of how books work. As infants grow older, they develop the ability to begin learning appropriate book handling skills. Begin to show how to hold a book and turn the pages. Some infants may benefit from having a small toy to mouth while learning how to handle a book.



Family Child Care

Materials Needed: *Peek-a-Boo Forest* by Lamaze, assortment of stuffed animals or animal figures, several small blankets or scarves

Although this cloth book may appear to be for babies only, older children will likely enjoy participating in a book reading. Invite older children to guess which animals are hiding under the flaps. Toddlers and older children can call out the word 'peekaboo' with you as you read the book. After the book sharing, invite older children to play *Peekaboo* with the animals for the infants and younger toddlers to watch and enjoy. Some infants and younger toddlers may pull the blanket off of a favorite animal. Older children may enjoy "leading" this activity.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Object inquiry skills

An infant looks at and listens to a caregiver describe items and activities seen through a window.



Key Concepts

Look



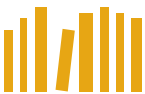
Materials Needed

None



Also Promotes

Communication/Language



Optional Reading

Black on White by Tana Hoban

Look, Look! by Peter Linenthal

BEGIN: *[Pick up an infant. Say “hello” in a gentle voice and mention an item that attracted the infant’s interest in the Block 1 tour of your room. In the suggested opening comment below, a mobile is mentioned.]*

We are learning about things in our room. We looked at a mobile and some other things in our room.

Today we can go on another tour.

ASK: *[Move near a window that permits views of objects or actions of others. Avoid a window the infant may associate with the arrival or departure of a parent or primary caregiver.]*

Would you like to look out our window?

[Pause for and comment on the infant’s response. Example: “You are looking at the window.”]

ACT: Let’s see what is outside our window.

[Hold the infant securely next to a window. Look outdoors (or into a hallway). Describe what the infant sees. Examples: “There are children playing.” “There is someone pushing a cart.”

Point (if you can do so safely) and ask simple questions that help draw the infant’s attention to objects or activities outside the window. Examples: “We see children playing with toys.” “We see the bird feeder outside our window.”

Use short phrases to describe what you and the infant see. Examples: “Children playing. We see children with toys.” “Leaves. You see leaves. The leaves are moving.”

Describe the infant’s responses to what he/she is viewing. Example: “You are excited. You are kicking your legs.”]

RECAP: Today we went on another tour of our room. We looked out our window.

[Describe the items or activities you and the infant saw. Example: “We saw children playing. We also saw a tree.” Also, describe the infant’s reaction. Example: “You kicked your legs when you saw the children with toys.”]

Option 1 continued What to Look For—Option 1

Initially, an Infant may respond by focusing on the window rather than the objects or activities outside the window. Describe the window and the infant's actions. Example: "You are touching the window. The window is smooth." If after a minute the infant does not focus beyond the glass, turn toward the room and describe objects and/or children and their activities.

It may take repeated experiences at the window for an infant to see beyond the glass. If a focus on the window pane continues over time, consider hanging a mobile outside the window that an infant can more readily see. If it is possible at your site, consider placing a bird feeder where infants can see birds.

It may be difficult to determine what an infant is actually seeing. You may wish to describe several possibilities, such as parked vehicles or traffic moving at a distance and a swing located close to the building.

 More Scaffolding Tips—Option 1

Extra support ■ Help an infant focus by carrying him/her to a non-moving object. Then gradually introduce the infant to objects that are moving slowly, such as hanging mobiles or streamers. ■ Infants may enjoy watching colorful scarves and ribbons that you hang outside the window. ■ If it seems especially challenging for an infant to look outside the window, postpone the tour of things outside the window or include some time at the window as part of another tour of the room. ■ Speak slowly. Pause to notice the infant's reactions.

Enrichment ■ Arrange toys in novel places an infant is likely to see on his/her own. ■ Share a book of simple pictures that are similar to objects or activities observed outside the window.



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Object inquiry skills

An infant uses his/her hands to play with a small amount of water on a tray.



Key Concepts

Water
Touch
Splash



Materials Needed

Non-breakable tray
3–4 tablespoons of water
Towel
Absorbent mat



Also Promotes

Communication/Language
Physical/Health

Be Prepared: Place the clean tray on top of a towel on the floor or on a highchair tray where the infant is sitting. Have dry clothes ready. Consider presenting this sensory exploration after a meal or snack time when the infant is already sitting in a chair with a tray. Another time to present the activity is before a diaper change when it is convenient to use dry clothes for an infant.

Invite an infant to explore a small amount of water on a tray. Sit with the infant facing you. Point to the empty tray and then pour a small amount of water into the tray. Describe the tiny puddle and encourage the infant to touch the water. Generally, infants will enjoy touching the water with both hands. If the tray is placed on the floor, some infants may be comfortable sitting to explore the water.

Describe the infant's actions as he/she explores the water. Infants may splash the water by slapping their hand(s) in the puddle during exploration. It is okay if some infants put their wet hands on their face or hair.

Add a little more water if there is not enough for the infant to see. Use the infant's name as you encourage him/her to touch or splash water.

Bring the activity to an end by saying "We are all done with water play." Before you dry the infant's hands and face, show the infant a dry cloth or towel and explain it is to dry him/her.

What to Look For—Option 2

Infants will enjoy the simple cause-and-effect experience of patting or slapping the water. Some infants may lick the water from their hands, which may indicate thirst. Offer a small drink of water from an infant cup.

More Scaffolding Tips—Option 2

Extra support ■ Touch the water with your hand and talk about how it looks and feels. ■ Dip your finger in the water and place one drop on the infant's hand.

Enrichment ■ Color the water to make it more visible on the tray. ■ Pour a small stream of water over the infant's hands.



Birth–12 Months

Be Prepared: Collect dry clothes for each infant.

Option 3 One-to-One



Skill and Goal

Object inquiry skills

Infants play with floating balls in a small amount of water.



Key Concepts

In
Ball
Water



Materials Needed

Sensory table
12 small balls that float
Container for balls
Pitcher of warm water
Dry clothes for each infant



Also Promotes

Communication/Language
Physical/Health

Mobile infants who are able to stand with good balance will be interested in water and floating balls. Invite several infants to put small balls into the sensory table or tub. Emphasize the word in. Show the pitcher of water and explain that you are going to add water to the table (or tub). Pour water into the tub as infants watch. Describe each step of the action. Example: “The water goes in the tub. Balls and water are in our tub.” Encourage the infants to touch the water.

Kneel or sit next to the children so you are at their eye level. Demonstrate how to make a ball move by gently pushing it with your finger. Observe the infants’ reactions to the water and balls. Encourage infants to touch the balls. Draw attention to how the balls move when the infants touch or push them.

Talk with each infant about his/her individual focus. Describe an action of one infant and pause for his/her response. Some infants may be interested in touching the water and/or splashing. Some infants may be more curious about the balls bobbing in the water.

Bring the activity to a close after 10–15 minutes, or sooner if infants lose interest. If infants are interested in taking the balls out of the tub, encourage them to move the balls into a basket. Show the infants how the water drains out of the tub into a container. For some infants this will be very interesting! Emphasize the concept “the water is all gone.” Let the infants know when the activity is finished.

What to Look For—Option 3

Playing with water and floating balls will be exciting and fun for most infants. Infants may rotate in and out of the activity. Some infants may leave the water play activity and return a few minutes later.

Some mobile infants may throw the balls out of the water tub. Consider this action as a communication (“I know that balls are for throwing”). In a gentle manner, tell an infant “Our balls stay in the water.” If there is an infant who wants to throw balls, be sure to involve him/her in the process of closing the activity. Example: “We can take the balls out of the water. Let’s put them in the container.”

**Option 3 continued** **More Scaffolding Tips—Option 3**

Extra support ■ Begin with a couple inches of water only and introduce the balls later in the activity, or the following day. ■ Take a photo of the balls in the water and post it where infants can see it. For the infants who participated, describe the activity later in the day to help them remember. ■ Repeat the activity with balls of all one color.

Enrichment ■ For infants who are interested, offer a terry cloth for wiping the water off the balls before putting them in another location. ■ For further water exploration, give each mobile toddler a small bottle of water to pour out on the sidewalk or the grass. Refill the bottles as needed. Repeating the action is key to learning about water.

**Interest Area**

Materials needed: books, toys with texture, balls, stacking rings

Provide 20 to 25 books for infants. Place some on a book display and others in baskets. While keeping a couple of favorite books out, rotate half of the books weekly. Share books one-to-one with each infant every day.

For non-mobile infants, provide cloth and board books with pictures of faces, toys with different textures placed in a tummy time spot, and balls on rings for young infants to see. Arrange play materials where infants who creep and crawl may find them. For mobile infants, place small balls onto stacking rings arranged in a line on a low surface. Infants may enjoy moving the balls off and onto the rings.

**Family Child Care**

Materials needed: water play materials as described below, *Water is Water* by Miranda Paul, *Goodnight Lake* by Adam Gamble

Provide water exploration for toddlers and preschool-age children by placing one type of toy into a sensory tub each day. Prepare the water play materials. Sit or kneel to talk with children about their actions and ideas.

Provide non-breakable bottles and containers children can manage for pouring to foster fine motor skills. Place toy dishes, baby dolls, and no-tears bubbles in the water tub to foster social interactions. Provide ice for children to add to warm water to promote early observation of change in objects. Provide funnels along with containers that are low and wide and long and narrow to promote beginning awareness of volume. Share the books with children one at a time and in small groups.



Birth–12 Months

Option 1 One-to-One



Skill and Goal Self-control

A young infant practices calming down after a mildly stimulating activity while being held in a caregiver's arms.



Key Concepts Calm



Materials Needed None



Also Promotes Communication/Language Physical/Health

Be Prepared: Become familiar with the words, rhythm, and movement of the “Rig-a-Jig-Jig” song through an online resource or perhaps a co-worker. See the lyrics in this activity description.

BEGIN: [*Hold the infant in your arms with his/her head well supported in the bend of your arm, ensuring the infant can clearly see you.*]

ASK: Are you ready for a little motion and fun?

[*Pause and acknowledge infant’s response. Example: “I see you are looking at me now. Let’s move a little bit.”*]

ACT: [*Smile and make eye contact with the infant. Begin singing the cheerful “Rig-a-Jig-Jig” song with a light bouncing motion. You may gently move your arms up and down, or sway slightly side to side. If the infant seems to enjoy the movement, gradually increase the amount of bounce when you reach the second verse of the song.*]

Rig-a-Jig-Jig

Oh, rig-a-jig-jig and away we go,
[with gentle bounce]

Away we go, away we go;

Rig-a-jig-jig and away we go,
Heigh-ho, heigh-ho, heigh-ho.
[with low-medium bounce]

As I was walking down the street,
Down the street, down the street,
Little (infant’s name) I chanced to meet;

Heigh-ho, heigh-ho, heigh-ho.
[with medium bounce]

A-rig-a-jig-jig and away we go,
Heigh-ho, heigh-ho, heigh-ho.
[bounce slows to stop]

If the infant develops a frown or appears at all distressed, modify or stop the song. You may wish to offer the song without the movement or continue gentle movements without the song. Talk with the infant about his/her reaction. Example: “You are making a sad face. I think you are feeling unhappy. Let’s stop our song and find a way to feel

**Option 1 continued**

calm and happy.” Describe your response to the infant’s expression. Example: “You did not want to bounce, so I stopped. We can calm down now.”

If the infant enjoys the singing and bouncing, acknowledge his/her pleasure. Example: “What a big smile you have! You like the bouncing with our song!”

At the conclusion of the song, use a quiet, soothing voice to tell the infant it is time for us to rest. Hold the infant and provide comfort, such as patting on the back, quietly singing a familiar song, or offering soft-voice reminders that it is time to calm down. Example of a verbal reminder: “Our song is over. All done. We can calm down now.”

RECAP: *[Smile and make eye contact as you describe what happened. Examples: “We had fun with our song, Rio! You laughed and told me with your big smile that you liked the song and bouncing. We stopped and I held you while you got calm again.” “You didn’t like the bouncing, Aiden. We stopped and you calmed yourself. You liked listening to me sing the song quietly while you were getting calm.”]*

Birth–12 Months

Option 2 One-to-One



Skill and Goal

Self-control

An infant practices calming down after a mildly stimulating activity while sitting on a caregiver's lap.



Key Concepts

Calm



Materials Needed

None



Also Promotes

Communication/Language

Physical/Health

Be Prepared: Become familiar with the words, rhythm, and movement of the “Rig-a-Jig-Jig” song through an online resource or perhaps a co-worker. See the lyrics in Option 1.

Invite an infant to sit on your lap for a special song. Place the infant facing you on your lap, holding him/her securely around the waist. Make eye contact and ensure the infant feels secure and ready for the activity. Example: “I am going to sing a song. We will move together! Are you ready?” Pause and acknowledge that the infant is ready. Example: “I see you are smiling. I think you are ready for our song!”

Begin singing “Rig-a-Jig-Jig” in a cheerful voice while bouncing the infant gently on your lap. You may move your legs up and down or slightly sway the infant from side to side. If the infant shows signs of enjoyment, gradually increase the amount of movement as you reach the second verse of the song. If the infant shows signs of disinterest or distress at any time, stop the bouncing and end the song.

Talk with the infant about his/her response to the song and movement. Examples: “You had fun with our song today, Mariah! You smiled and laughed when I bounced you up and down.” “You made a sad face, Jaquan. You did not like our song. We stopped bouncing. Now we are getting calm again.”

After the song and movement, quietly yet clearly announce that the song is over and it is time to rest and be calm. Use one or more of the following additional ways to help the infant calm down, depending on your knowledge of the infant and the amount of excitement he/she showed during the activity:

- Bring the infant gently toward you, holding his/her back against you and your arms around the infant.
- Quietly hum or sing a familiar song.
- Provide quiet time for the infant to calm him/herself.
- Provide gentle reminders.

Conclude the time together by describing what happened, especially the calming down segment. Example: “We had fun singing and bouncing during our song! We rested when the song was over. Now we are calm.”



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Self-control

An infant practices calming down after a mildly stimulating activity while standing and holding hands with a caregiver.



Key Concepts

Calm



Materials Needed

None



Also Promotes

Communication/Language
Physical/Health

Be Prepared: This activity is for mobile infants who are able to stand with assistance. Become familiar with the words, rhythm, and movement of the “Rig-a-Jig-Jig” song through an online resource or perhaps a co-worker. See the lyrics in Option 1.

Invite an infant to join you for a special song. Sit facing the infant, and invite him/her to stand up while holding both of your hands. Alternatively, place your arms firmly around the child’s waist during the activity. Make eye contact and ensure the infant feels secure and ready for the activity. Example: “I am going to sing a song and you can dance! Are you ready?”

Begin singing “Rig-a-Jig-Jig” in a cheerful voice and demonstrate bouncing or “dancing” by gently moving your upper body and arms up and down. Smile and encourage the infant to do the same with his/her body. Many mobile infants will naturally begin to bounce up and down during the song, whereas others may need additional prompting or physical support. If the infant shows signs of disinterest or distress at any time, end the song.

Describe the infant’s response to the song and movement. Examples: “You had fun dancing while I sang our song today, Taylor!” “You didn’t feel like dancing today, but you enjoyed listening to the words of our song!”

After the song and movement, invite the infant to sit and rest with you. The infant may want to sit near you or on your lap. Provide quiet time for the infant to calm him/herself. If needed, support the infant by patting his/her back, quietly humming or singing a favorite song, or offering gentle reminders that it is time to rest.

Recognize and acknowledge the infant’s behavior as he/she becomes calm after the song and movement. Example: “You had fun dancing during the song! Now you are sitting with me and resting. We are feeling calm.”

👁️ What to Look For—Options 1–3

Each of the activity options supports an infant in becoming familiar with a way(s) to calm down after an appropriately exciting experience. Some infants will enjoy the song and movement, and may move their head or bodies in an attempt to bounce themselves. Older infants may understand the idea of “dancing” to music, and will enjoy bouncing up and down as you sing. Some infants may signal they would like you to repeat the song by smiling and making eye contact with you, attempting to bounce themselves, or vocalizing their interest by cooing or laughing aloud. If the infant gives a clear signal, ask if he/she would like to bounce again and repeat the song once the infant is ready. Watch closely for signs of the infant becoming overly excited. Some infants may have difficulty calming down after two or three repeats of the song. Limit the number of times you offer the song. It is important to also



watch closely for indications of distress during the activity. Some infants may not enjoy the song and motion, or may prefer the song without the movement. As indicated in the activity descriptions, stop the activity and provide comfort (perhaps with the song alone) if the infant shows any signs of distress.

More Scaffolding Tips—Options 1–3

Extra support ■ Reduce the amount of stimulation in the activity if an infant appears to feel uncomfortable sitting upright on your lap or standing while holding your hand. Ensure each infant has the opportunity to enjoy and be successful at one of the activity levels in this plan. ■ If you anticipate an infant may become overly excited during the activity, offer a slower, quieter version of the song. Sing the first verse quietly and slowly, while providing slight, gentle movements. ■ If an infant in Option 1 or 2 needs extra support to become calm, hold the infant while shifting your weight from one foot to the other to create a calming swaying motion. ■ Reposition the infant at the beginning of the calming down segment to provide another signal that it is time to rest.

Enrichment ■ If the infant enjoys the activity, imitate the infant’s facial expressions as he/she responds to your singing and movements. ■ Vary the speed of the song and movements by starting slowly, speeding up, and then returning to a slower pace.

Interest Area

Materials Needed: music player with lively and soft music

Play lively music and invite infants to “bounce” or “dance” their bodies to the music. Mobile infants may stand and bounce, whereas young infants may bob their head or sway their upper bodies. Play soft music for several moments prior to stopping the music. Encourage the infants to calm down after the exciting activity using one or more of the strategies in this plan.

Family Child Care

Materials Needed: music player with lively and soft music

Children of all ages enjoy moving their bodies to music. Play variations of lively and quieter music while encouraging children to move and dance. Older children may enjoy a stop-and-go game with the music. Infants and toddlers will enjoy watching, and possibly imitating, their older peers. Before moving on to the next activity, invite all the children to rest and sit quietly for a few moments.

The “Rig a Jig Jig” song in Option 1 is a popular silly song from the 19th century in the U.S. A range of different lyrics has been used across the years by early childhood professionals and professional singers.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Social interaction skills

A young infant participates in back-and-forth interactions with a caregiver.



Key Concepts

Smile
Hear



Materials Needed

None



Also Promotes

Communication/Language

BEGIN: [Sit in a comfortable position holding an infant in your arms or on your lap, facing you.

Smile and begin talking with the infant. Example:

“Hello, Mateo. I am happy you are here today!” Watch the infant for signs of interest in interacting with you, such as gazing at you, vocalizing, kicking his/her legs, or reaching toward you.

Acknowledge the infant’s reactions, including any vocalizations, facial expressions, or gestures. Examples: “You are smiling, Jasmine! I smiled at you, and you are smiling at me!”

If the infant shows signs of disinterest (such as looking away, fussing, or turning away from you), end the activity and try engaging him/her at a later time.]

ACT: [Encourage the infant to engage in a back-and-forth exchange with you by imitating the infant’s facial expressions and vocalizations. Example: “You are kicking your legs and talking to me, Lucia. I hear you! ‘Da-da-da, da-da-da.’”

Pause for the infant to respond. Continue to smile and make eye contact with the infant. After a pause, imitate the infant’s facial expressions and extend any vocalizations.

To continue the interaction, add a new facial expression and/or vocalization for the infant to react to. Consider using actions, such as the following:

- Stick out your tongue
- Make a surprised face with mouth wide open
- Make an interesting sound with your mouth, such as sticking out your tongue and blowing air through your lips
- Make early babble sounds using strings of sounds, such as “ba-ba, ga-ga” or “pa-pa-pa, ma-ma-ma.”

Remember to pause and provide space for the infant to respond throughout the interaction. Allow the infant’s reactions to lead the activity. If the infant responds with vocalizations, respond with the same. If the infant gazes at your face and shows interest in your facial expressions, respond with a different type of facial expression. Wrap up the activity when the infant begins to show signs of disinterest.]

BLOCK
2

Interacting with Others *(continued)*



Option 1 continued

RECAP: *[Offer a brief description of what happened during the activity. Example: "Thank you for spending time with me, Mateo. We made some silly faces. I stuck out my tongue. Then you stuck out your tongue! You smiled so big when I blew raspberries! We had fun together."]*



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Social interaction skills

An infant participates in back-and-forth interactions with a caregiver focused on block play.



Key Concepts

Look
Blocks
Play



Materials Needed

Ten small blocks
Medium-size bucket (or bowl)



Also Promotes

Communication/Language
Physical/Health

Invite an infant to sit with you on the floor to play together with blocks. Place the bucket between you and the infant, with half the blocks next to the infant and half next to you. Invite the infant to play by describing the items and activity. Point to the blocks and bucket as you describe each. Example: “Hi Tiana! Look, I have some blocks for us to play with. Here are blocks for you. Here are blocks for me. Let’s have fun putting the blocks in the bucket!”



Begin the play by dropping one of your blocks into the bucket. Watch the infant’s reaction to the dropped block and recognize his/her response. Example: “You watched me drop my block into the bucket. You are looking in the bucket! Did you hear the ‘plop’ sound?” Once the infant has had time to respond, point to the blocks next to the infant and invite him/her to place a block into the bucket. Example: “Would you like to put a block in the bucket? It is your turn to drop a block in!” If the infant does not put a block in, demonstrate again how to drop a block into the bucket. Describe your actions and show enthusiasm as the block drops in. Encourage the infant to do the same.

Continue the activity by encouraging the infant to take turns placing the blocks into the bucket. Use strategies, such as the following, to promote back-and-forth interactions with the infant during the activity:

Describe what is happening. Examples: “You smiled when my block dropped into the bucket. I think you like watching the blocks drop into the bucket!” “We are taking turns putting blocks in the bucket! I put a block in. Then you put a block in. We are putting our blocks in the bucket.”

- Recognize and respond to each of the infant’s reactions. Example: “You clapped your hands when your block dropped in the bucket! Clap, clap, Maria! You put your block in the bucket!”
- If the infant prefers to watch you with the blocks, invite him/her to participate in the process. Examples: “You are watching me. Would you like me to put another block in the bucket? Which block should I use? This block or this block?” “Here is a block. Should I drop it in the bucket now? Listen for the sound!”

Remember to pause for the infant to respond to your words and to the activity itself. Leave spaces in your back-and-forth interaction for the infant to start or contribute to the exchange. Focus on interactions with the infant, rather than getting all the blocks in the bucket or having a perfect turn-taking pattern.



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Social interaction skills

An older infant participates in back-and-forth interactions with a caregiver during play with a ball.



Key Concepts

Ball



Materials Needed

Soft, medium-size ball



Also Promotes

Communication/Language
Physical/Health
Self-Regulation

Invite an infant to sit across from you on the floor to play with a ball. Stretch your legs out toward the infant to create a border for the ball. Engage the infant by talking and showing him/her the ball. Roll the ball gently toward the infant. Encourage the infant to roll the ball back to you. Example: “I roll the ball to you, Matthew. You roll it back to me!” If the infant is not able to roll the ball, move closer and provide additional assistance to help him/her touch and move the ball. Show enthusiasm each time the ball reaches the infant and he/she rolls the ball back to you. Continue to encourage the infant to participate in the simple back-and-forth game. Some infants may want to play with the ball for several minutes, others for a shorter time. Describe the infant’s participation in the interaction. Remember that back-and-forth interaction with the infant is more important than back-and-forth action with the ball.



👁️ What to Look For—Options 1–3

Each of these options encourage responsive interactions with infants that can strengthen both social and emotional connections between you and the infant. Allow the infant’s reactions to lead the activity. Be flexible about how you approach each option while attempting to engage the infant in a turn-taking exchange. Example: If an infant is not interested in placing the blocks in the bucket, suggest a related activity with the blocks. (See Extra Support tip below.) Pay attention to the infant’s level of excitement about the activity and adjust your response. (See Extra Support tip below.) Watch for signals that suggest the infant wishes to continue interacting. If the infant looks away, fusses, or turns his/her body away from you, shift the activity to allow a break from the interaction. Affirm the infant’s efforts to engage in back-and-forth interactions.

📊 More Scaffolding Tips—Options 1–3

Extra support ■ As you interact with the infant, remember to pause frequently for the infant to respond. Strive to interact with the infant in a back-and-forth manner, rather than the infant simply watching you. ■ Pay attention to the infant’s level of excitement during the activity and adjust your response. Examples: If an infant seems excited about the activity, you might say “Oh, wow, Tiana! You put two blocks in our bucket!” If an infant offers a quieter reaction to the activity, consider providing a calm and informative response, such as “You are having fun, Tiana. First you put one block in our bucket. Then you added one more block.” ■ In Option 2, if an infant is uninterested in

**Option 3 continued**

placing the blocks in the bucket, suggest a related activity, such as taking turns placing the blocks side by side. ■ Provide time for infants to independently explore the play materials from this block at a time when they are not expected to engage in back-and-forth interactions.

Enrichment ■ In Option 2, invite the infant to select which block you will use during your turn. Example: “Now it is my turn! Which block should I put in the bucket next?” If the infant remains interested and engaged, provide more blocks and a container of a different shape, such as a pitcher. ■ If an infant is enjoying the activity of taking turns with the ball in Option 3, ask if he/she would like to invite a friend to play. Facilitate the ball activity between the two infants.

**Interest Area**

Materials Needed: assortment of blocks; several containers, such as a bucket, basket, or bowl

Provide opportunities for infants to play with blocks and containers. Infants may enjoy exploring the blocks individually, or practice filling and dumping the containers. Infants may enjoy watching their peers engage in the materials in similar ways. Describe the infants’ actions with the blocks. Recognize facial expressions and repeat and extend any vocalizations while the infants play.

**Family Child Care**

Materials Needed: several soft balls

Provide balls for small groups of children to play with. You may wish to pair one or two older children with infants (who are sitting independently) and toddlers. Invite the small groups of children to place their feet far apart and meet each other to help keep the ball from leaving the area. Young infants can participate while sitting in your lap during the activity. Give each group a ball to practice rolling back and forth. Talk with children about their actions and efforts to take turns rolling the ball.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Fine motor development

An infant practices reaching for a toy while lying on his/her back or tummy.



Key Concepts

Reach
Touch
Hold



Materials Needed

Stacking rings (see Be Prepared)



Also Promotes

Cognitive
Communication/Language

Be Prepared: Stacking rings are used as separate toys in this activity, not as items to stack.

BEGIN: [*Sit on the floor facing an infant who is on his/her back or tummy. Place the infant on his/her back if the infant is not able to push up with his/her arms and hold up his/her head/neck. Comment on the colorful ring when you present it to the infant as follows:*



- *If the infant is on his/her back: Hold a ring near the center of infant's chest within easy reach of the infant and within the infant's line of vision. Do not place the ring in his/her hand without first providing a sustained opportunity for the infant to reach for the ring.*
- *If the infant is on his/her tummy: Place a ring on the floor directly in front and within reach of the infant.]*

ACT: [*Encourage the infant to reach toward the ring with either hand. Move the ring slightly if the infant does not look at the ring you offer.*



Invite the infant to play with the ring.

Describe the infant's actions. Examples: "You reached for the red ring." "You reached for the red ring and held it." "You moved the red ring to your mouth."]

ASK: Would you like to see another ring?

ACT: [*If the infant is on his/her back: Hold another ring near the center of the infant's chest so he/she can see it and reach it.*

If the infant is on his/her tummy: Place another ring directly in front and within reach of the infant.

Move the ring slightly if the infant does not look at the ring you offer.

Watch and enthusiastically describe the infant's reaction. Examples: "You are looking at the ring. Maybe you would like to touch the ring later." "You reached for the ring." "You are touching the ring." "You are touching the big ring with your fingers."]

**Option 1 continued**

EXPLAIN: *[Optional: If the infant manipulates the ring, even in a slight manner, pick up and show a different ring.]*

I am going to hold a ring, too. I am going to move my ring just like you move your ring.

[Copy the infant's movements with the ring. Example: If the infant moves the ring, move your ring in response.]

Use a casual conversational tone to describe what the infant is doing with his/her ring. Examples: "You have a good grip on your ring." "Now you are putting the ring in your mouth." "You can move the ring by yourself."

Wait for the infant to react to your comments or actions with the ring. Acknowledge the infant's reactions. Example: "You smiled when I told you what you are doing with your ring!"

If the infant remains interested in the ring, continue the activity for about another minute by copying the infant's actions with his/her ring.]

RECAP: You are learning how to look at (or touch or hold) a toy!

[Describe the infant's main actions in the activity. Examples: "You watched the ring I was holding for you." "You reached for the ring and touched it with your hand." "You reached for a ring and held it with your hand." "You put the ring in your mouth." "You let go of the ring and rolled over!"]

What to Look For—Option 1

This activity builds on an infant's typically keen interest in looking at and touching objects. Age and development will determine the emerging skill most interesting to an individual infant. Pay close attention to the infant's abilities and preferences regarding each of the separate skills involved in the activity: reaching, touching, grasping, and maybe manipulating. An infant may be able to reach for and grasp a ring but prefer to simply hold it rather than manipulate it. Or an infant may hold the ring and bring it to his/her mouth. Some infants may let go of the ring soon after they grasp it. Other infants may not be able to voluntarily let go of the ring. Focus on the specific skill(s) that seems to be enjoyable to the infant and offer gentle encouragement for actions that may be challenging for the infant to do.

More Scaffolding Tips—Option 1

Extra support ■ Use a smaller toy if the stacking ring is too big for the infant to hold. ■ Help the infant retrieve a ring that rolls out of his/her reach. ■ If the infant shows interest in touching the toy, but is not able to hold the toy, hold the toy near the baby's hands so he/she can touch and feel the toy. Describe the baby's exploration of the item.

Enrichment ■ For an infant who reaches for toys while on the floor and rolls over, place a toy to the side of the infant where he/she can see it. ■ Offer other small toys of different shapes. ■ An infant will enjoy holding items with different textures and shapes, such as a toy made of cloth. ■ Offer the infant a small item that makes a sound, such as a rattle or bell.



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Fine motor development

An infant practices reaching for and grasping a toy while sitting.



Key Concepts

Reach
Hold
Let go



Materials Needed

2–3 stacking rings (see Be Prepared)



Also Promotes

Cognitive
Communication/Language

Be Prepared: Select rings of different colors. Stacking rings are used as separate toys in this activity, not as items to stack.

Invite an infant who can sit with support or sit independently to explore several colored rings with you. Describe the rings as you arrange them on the floor where the infant can see them. Hold out a ring near the center of the infant’s chest to encourage the infant to use one hand to reach to his/her midline. Encourage the infant to hold the ring with either hand. Watch and describe the infant’s movements. Examples: “You are holding a colorful ring!” “You held the ring, and then you let go of the ring. The ring fell to the floor.”



Copy the infant’s movements. Example: If the infant shakes the ring, shake your ring in response. In a casual conversational tone, describe how the infant handles the ring. Example: “You have a good grip on your ring. You were shaking the ring and now you are putting the ring in your mouth. You can move the ring by yourself.” Pause for the infant to react. Enthusiastically respond to all vocalizations and non-verbal responses.

Offer the infant a second ring. Patiently hold the ring close to the infant so he/she may grasp it. The infant may need a few seconds to reach for the ring you offer. The infant may take the ring with his/her other hand. The infant may let go of the first ring to get the second ring. Pause for and describe the infant’s reaction. Examples (which include opportunities to point to a ring and/or hand you describe):

- “You had a red ring in one hand. You saw the (second) yellow ring. You used your other hand to reach for the yellow ring. Now you have two rings. One ring in this hand. One ring in the other hand.”
- “First you held the red ring. You moved your hand toward the yellow ring and opened your fingers. The red ring dropped. You used the same hand to grasp our yellow ring. The red ring is on the floor and now you are holding the yellow ring!”

Ask the infant “Would you share a ring with me?” Hold out your hand to receive a ring. If the infant holds on to the ring, simply say “I would like to hold the ring.” If the infant releases a ring to you, describe the infant’s action.

**Option 2 continued**

Example: “You let go of a ring. You are sharing a ring with me.” If the infant remains interested, continue offering and receiving a ring for several more minutes.

👁️ What to Look For—Option 2

The activity does not involve a particular pattern or sequence. What’s important is to offer supportive opportunities for an infant to reach, grasp, hold, and maybe manipulate. The activity includes an opportunity for you to copy the infant’s movements with a ring. The intent is to draw the infant’s attention to his/her manipulation of the ring. Be careful to not allow this segment of the activity to shift into a pattern of do what I do, with you offering actions you’d like the infant to copy.

📈 More Scaffolding Tips—Option 2

Extra support ■ Pick up a dropped ring and offer to the infant again. Describe what is happening while offering the ring. “The red ring fell to the floor. I am holding it for you to take. Would you like to hold the ring again?” ■ Offer the rings in various places in relation to the infant’s body, such as closer to a hand or lower than the chest. Describe your actions and offer encouraging statements. “I am holding the ring close to your hand. You can move your hand closer to my hand. You can hold the ring.”

Enrichment ■ Offer various-sized rings for the infant to hold. ■ Play a simple game of give and take. Example: Offer a ring. Infant takes the ring. Ask for the ring back. Infant gives ring. Offer the ring again.



Birth–12 Months

■ **Be Prepared:** Toy possibilities include *Slide and Click* or *Big Sensory Squigz*.

Option 3 One-to-One



Skill and Goal

Fine motor development

An infant practices reaching for, grasping, and holding toys of different shapes while sitting.



Key Concepts

Hold



Materials Needed

Cylinder-shaped toys (see Be Prepared)



Also Promotes

Cognitive

Communication/Language

This option is designed for infants who sit independently and can also crawl or walk. Sit on the floor facing an infant and offer a cylinder-shaped toy. Hold the toy near the center of the infant’s chest to encourage a reach toward the middle of the infant’s body. The infant may hold the shape using either hand. Describe the infant’s actions and respond to his/her vocalizations. Offer a toy with a different shape. Watch and describe how the infant adjusts his/her grasp of the new shape. Examples: “You moved your fingers so you could hold the toy better.” “You are trying different ways to hold the toy.”



👁️ What to Look For—Option 3

At this age, exploring play materials with the mouth is an important way to learn. You may see an infant attempt to put a novel toy into his/her mouth, even if it is too large. Infants often bang toys on a surface. If the toy is dropped, encourage the infant to get the toy. Observe as the infant adjusts his/her position to reach for the toy.

📈 More Scaffolding Tips—Option 3

Extra support ■ Suggest the infant use two hands to grasp and/or hold a toy. You may wish to demonstrate use of two hands. Describe how the infant is using each hand to grasp or hold the toy.

Enrichment ■ Offer toys of various shapes (cube and cylinder) for the infant to hold. Describe the way the infant holds each shape. Example: “You are holding the cube with two hands.” ■ Encourage the infant to place the toy in your hand. Give the infant a toy in exchange. ■ Offer two toys at the same time and describe the infant’s reactions.



Interest Area

Materials Needed: small soft toys, small pail

Position the infant on the floor on his/her tummy. Arrange 3–4 small toys on a mat for the infant to reach. Sit next to the infant and encourage exploration of the toys. Carefully monitor the infant and never leave the infant unattended.

Early mobile infants enjoy removing small toys from a small pail. Place a pail with easy-to-grasp toys in a location where crawling infants will discover them on their own.

Place several toys on a low table for standing and walking babies to discover. Soft toys that are easy to grasp are suggested. Infants who walk may enjoy carrying items from place to place.



Family Child Care

Materials Needed: small gift bag or pillowcase or lunch bags; small toys, such as little blocks and balls, small tongs; little objects, such as counters; cloth bag or box with a hole

Below are suggestions for engaging toddlers and older children in grasping and releasing different objects while infants work with you on reaching, grasping, and/or holding.

Find a small gift bag. Place two types of small toys on a low table, such as little blocks and small balls. Ask the toddlers to hold one little block and one ball. Encourage the toddlers to drop the toys into the bag. Give each toddler a turn to reach into the bag and grasp one of the toys. Toddlers will enjoy reaching in to grasp one ball and one block. An alternative to use of a bag is a pillowcase folded down at the top. Older children will enjoy having individual lunch bags to hold small objects. Encourage older children to identify an item by touch.

Toddlers may enjoy a game of dropping items into a container. Add challenge for older children by providing small tongs for grasping little objects, such as counters used in preschool-age activities.

Place several familiar toys into a cloth bag or a box with a hole. Toddlers will enjoy reaching into the box to recover a toy. Help a toddler name the toy after he/she can see it. Preschool-age children will enjoy placing their hand into the box and identifying an object by touch. Older children may help find a variety of small items to place in the bag or box.