



**Communication/  
Language**

**Exploring Sounds**

- Option 1** (OO) A young infant participates in a book sharing that emphasizes the sounds of familiar items shown in pictures.
- Option 2** (OO) An infant participates in a book sharing with opportunities to help turn the book’s pages and communicate about the sounds of items shown in the pictures.
- Option 3** (OO) An older infant participates in a book sharing with opportunities to hold and turn the pages of a book, and communicate about the sounds of items shown in the pictures.



**Cognitive**

**Solving Problems**

- Option 1** (OO) A young infant considers how to explore one or two toys.
- Option 2** (OO) An infant figures out how to take a toy out of a box.
- Option 3** (OO) An infant joins a caregiver in finding and retrieving a “lost” toy.



**Self-Regulation**

**Focusing and Remembering**

- Option 1** (OO) An infant practices watching a rattle as it is moved by a caregiver.
- Option 2** (OO) An infant practices focusing on and remembering the location of a rattle as it is moved by a caregiver.
- Option 3** (OO) An infant practices focusing on and remembering the location of a rattle hidden by a caregiver.



**Social-Emotional**

**Interacting with Others**

- Option 1** (OO) A young infant participates in responsive interactions with a caregiver, focused on pictures of baby faces.
- Option 2** (OO) An infant participates in responsive interactions with a caregiver, focused on imitations of facial expressions.
- Option 3** (IG) Older infants participate in responsive interactions with a caregiver during a song that emphasizes facial expressions.



**Physical/Health**

**Moving Our Bodies**

- Option 1** (OO) An infant experiences a body position and caregiver encouragement that support rolling over.
- Option 2** (OO) An infant experiences a body position and caregiver encouragement that support crawling.
- Option 3** (OO) An infant participates in open-ended play with a caregiver that supports moving into a sitting position.

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



## Birth–12 Months

### Option 1 One-to-One



**Skill and Goal**  
Receptive language  
Expressive language  
Awareness of differences  
in sounds

A young infant participates in a book sharing that emphasizes the sounds of familiar items shown in pictures.



#### Key Concepts

Book  
Look  
Hear  
Listen



#### Materials Needed

*I Hear* by Helen Oxenbury



#### Also Promotes

Cognitive

**Be Prepared:** Become familiar with the book to identify sounds associated with items shown in the illustrations.

**BEGIN:** [*Sit with the 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 little boy and his dog?

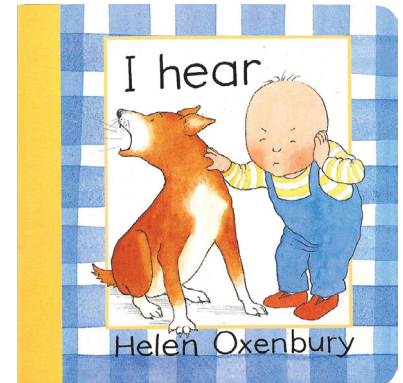
[*Pause for and watch the infant's response. The young infant may show interest in the book by vocalizing, turning toward you, gazing at the picture, or reaching out and batting at the book. Describe the infant's response. Example: "You are looking at the doggy, Eliana. I think the doggy is barking!"*]

**EXPLAIN:** The dog is barking. Look at the little boy. The boy hears the dog barking! Our book is about things we hear. I wonder what sounds we are going to hear in our book. Let's open the book and find out!

**ACT:** [*Open the book to the first page. Point to and make the sound of the bird. Example: "This is a bird. 'Tweet, tweet' says the bird!" Talk with the infant about the picture. Example: "Look at the little boy. The little boy is smiling. I think the little boy hears the bird! Did you hear the bird?"*]

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

- *Emphasize the sound associated with a picture. Example: "Look at the rain! The little boy is in the rain. He is holding an umbrella. The rain is falling on the umbrella. 'Plip-plop, plip-plop' goes the rain on the umbrella."*
- *Spend more time talking about a picture(s) that seems to be of particular interest to the infant. Example: "You are looking at the baby. The baby has a sad face. The baby is crying! 'Boo-hoo' says the baby. Look at what is happening in this picture. The little boy is helping the baby! Now the baby is happy!"*



**Option 1 continued**

- *Describe and respond to gestures or vocalizations. Example: "You are kicking your legs and looking at the doggy. The dog is barking. 'Woof, woof,' says the dog! Do you hear the doggy? 'Woof, woof!'"*

*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 about the sounds different things make. You looked at the pictures. You listened to the sounds. You smiled and kicked your legs when I made the barking sound of the dog! This was a fun book to read together!"]*

## Birth–12 Months

### Option 2 One-to-One



#### Skill and Goal

Receptive language

Expressive language

Awareness of differences  
in sounds

An infant participates in a book sharing with opportunities to help turn the book's pages and communicate about the sounds of items shown in the pictures.



#### Key Concepts

Book

Hear

Listen



#### Materials Needed

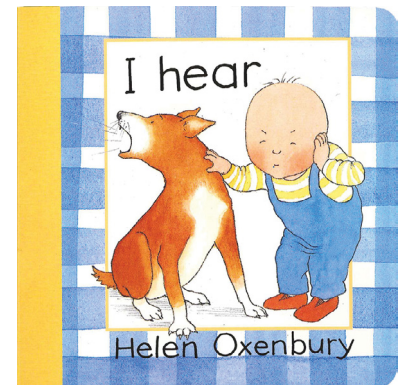
*I Hear* by Helen Oxenbury



#### Also Promotes

Cognitive

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: "Do you see the little boy with his dog? The dog is barking! The little boy is listening to the dog bark. Our book is about things we hear. We can listen to the sounds of things shown in our book. I wonder what we are going to hear!"



Encourage the infant to turn the book pages with you. Use book sharing strategies, such as the following:

- Point to and describe the pictures, emphasizing sounds associated with the pictures. Example: "This is a yellow bird. Do you see the bird's mouth? The bird is singing! 'Tweet, tweet,' sings the bird! The little boy is smiling. I think he likes listening to the bird."
- Pause and talk about pictures that seem to be of particular interest to the infant. You may wish to provide additional context or information. Example: "The little boy is sitting with his grandfather. Look! The little boy is listening to his grandfather's watch! See the watch? 'Tick, tock,' says the watch."
- Describe and respond to gestures or vocalizations. Example: "You said, 'baby.' Yes, this is a baby! The baby is crying. 'Boo-hoo,' says the baby."
- Help the infant connect book information to their own experiences and developing knowledge. Example: "This is a telephone. This telephone looks different from the telephone we have in our room! The little boy is holding the telephone. We can talk and listen on the phone. 'Ring-ring! Hello?'"
- Exaggerate the sounds and say them with enthusiasm. Use your voice to add interest and enjoyment to the book reading.
- Follow the infant's cues as you read the book. Turn the pages as slowly or as quickly as the infant seems to prefer.
- Recognize the infant's participation in the book reading. Example: "We had fun reading this book together, Daniel. You listened to the different sounds. You said 'baby' when you looked at the picture of the baby crying. You smiled at the sound of the telephone ringing! I think you liked this book!"

## Birth–12 Months

### Option 3 One-to-One



#### Skill and Goal

Receptive language  
Expressive language

Awareness of differences  
in sounds

An older infant participates in a book sharing with opportunities to hold and turn the pages of a book, and communicate about the sounds of items shown in the pictures.



#### Key Concepts

Book  
Look  
Hear  
Listen



#### Materials Needed

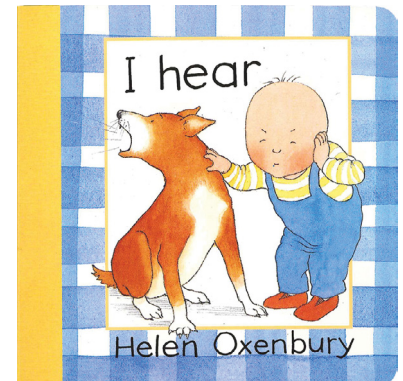
*I Hear* by Helen Oxenbury



#### 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 and turn the pages. You may wish to keep all of the pages in your right hand except for the page to be turned. This will help the infant to turn one page at a time. A standing infant may want to use one hand to help turn the pages.



Once the infant is comfortable and ready to read, point to the picture on the book cover. Example: “Look, do you see the little boy with his dog? The dog is barking! The little boy is covering his ear. I think the barking is too loud for him! Our book is about things we can hear. You can listen to the sounds in our book. I wonder what we are going to hear! Would you like to help me turn the page and see?” The infant may help you turn the page or turn the pages independently. Use strategies, such as the following, to share the book with the infant:

- Point to and describe the pictures, emphasizing the sound associated with the picture. Example: “This is a rain cloud. See the rain falling? The little boy has an umbrella to keep him dry! The rain is falling on the umbrella. ‘Plip-plop, plip-plop’ goes the rain.”
- Encourage the infant to repeat and say some of the sounds with you. Show enjoyment and enthusiasm as you say the sounds in the book.
- Invite the infant to point to objects that you label. Example: “Look at the little boy in his yellow raincoat. Do you see the little boy? Show me where the little boy is!”
- Describe what the infant is looking at and provide additional information. Example: “You are looking at the baby. The baby has a sad face. The baby is crying! ‘Boo-hoo,’ cries the baby! I wonder why the baby is crying. Look at the little boy. What do you think is going to happen next?”
- Describe and respond to the infant’s gestures or vocalizations, especially those related to sounds depicted in the book. Examples: “You are pointing to the doggy. You said ‘woof!’ You know that dogs say ‘woof.’ ‘Woof, woof,’ says the dog!”
- Help the infant connect book information to his/her experiences and developing knowledge. Example: “The little boy is listening to his grandfather’s watch. See the watch? ‘Tick-tock, tick-tock’ goes the watch. Look! I have a watch too! Let’s listen close. Can you hear it?”

**Option 3 continued**

- Follow the infant's cues as to how quickly or slowly to turn the pages. Some infants may turn pages forward and backward, and others may want to return to a favorite page several times.
- Conclude the session by recognizing the infant's participation, including sounds made and efforts to manage the book. Example: "You helped me hold our book, Adalyn. You pointed to the little boy in the yellow raincoat. You said 'woof' when you looked at the picture of the dog. You turned the pages to see what was next. We had fun reading this book together!"

**👁️ What to Look For—Options 1–3**

Infants enjoy looking at pictures of familiar things, including items that make a sound. Actively encourage older infants to make the sound associated with a picture, and enthusiastically acknowledge any young infant vocalizations that appear to be related to your description of the picture and its sound. Young infants often express interest in book pictures by cooing or babbling. An infant also may show interest in a picture by gazing, pointing, touching, or using his/her hands to bat at or tap the pictures. Repeat any sounds the infant appears excited about.

Watch the infant's response to the book introduction, especially in Option 1. An infant may show he/she is ready to read the book by gazing at the cover picture, vocalizing, and/or reaching toward the book. Some infants may grasp the book.

In Options 2 and 3, some infants may be eager to turn the pages and spend little or no time looking at the pictures. One way to deal with this interest is to support one or two rounds of mostly turning pages, and then engaging the infant in turning the pages more slowly so pictures can be looked at and talked about. It may be helpful to acknowledge the infant's page-turning interest and the purpose of sharing a book. Example: "It is fun to turn pages of a book. We also want to have fun looking at the pictures in our book. We turn the pages so we can see the pictures."

**📈 More Scaffolding Tips—Options 1–3**

**Extra support** ■ Provide further description of pictured items that may be unfamiliar to the infant. Example: "This is a picture of a telephone. The boy is talking on a phone. We have a telephone in our room. The phone rings and I answer it so I can talk to other people!" ■ If the infant's interest in the book seems to be short, gently say the name and the sound of the item pictured on selected pages.

**Enrichment** ■ With an older infant, make the sound of the pictured item and invite the child to point to the item. Example: "Tweet, tweet!" "What is saying 'tweet, tweet' in this picture? Can you point to it? Yes, the birdy is saying 'tweet, tweet!'"



### Interest Area

**Materials Needed:** several books with pictures and sounds of familiar objects and animals, such as *I Hear* by Helen Oxenbury

Provide the books for the infants to explore during floor time. Look at the pictures with the infants and say each of the sounds on the pages the infants turn to. Encourage older infants to imitate some of the familiar sounds, such as a dog barking, or speaking “hello” into a telephone.



### Family Child Care

**Materials Needed:** *I Hear* by Helen Oxenbury; several familiar items that make sounds, such as a bell, keys, music shaker, or rainstick; basket to hold items

Share the book *I Hear* with children. As you read, invite toddlers and older children to name the items and to imitate the sounds that they make. Infants may enjoy holding a related item from the book, such as a toy dog or toy phone. After the book sharing, invite children to explore the items in the basket and talk about the sounds they make.



## Birth–12 Months

### Option 1 One-to-One



#### Skill and Goal Problem-solving

A young infant considers how to explore one or two toys.



#### Key Concepts

See  
Reach



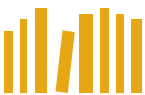
#### Materials Needed

2 small animal toys



#### Also Promotes

Communication/Language  
Physical/Health



#### Optional Reading

*My Colors Mis Colores* by  
Rebecca Emberley

**BEGIN:** [*Lay a non-mobile infant on his/her tummy on the floor for a few minutes of tummy time. Sit on the floor close to the infant so he/she can see and hear you.*]

**EXPLAIN:** [*Use the infant's name as you tell him/her about the two smiling toys. Place the toys where the infant can easily see both little animal figures.*]



**ASK:** Do you see our toys?

[*Point to each toy.*]

Here is the turtle and here is the hedgehog.

**ACT:** [*For an infant who is learning to control his/her head, encourage looking at the animals. For an infant who can roll over, place the toys in front of the infant where he/she can reach them.*]

- Gently jiggle the toys so the infant can detect motion. Talk to the infant about each of the toys. Example: “Riley, here is the little hedgehog. Our hedgehog has a bumpy back.”
- Describe the infant’s actions. Examples: “Sammy, you are looking very carefully at our toys. I think you are looking at both toys.” “You are reaching for the little turtle, Andrea. I think you want to touch the turtle.”
- If the infant shows signs of frustration, move one or both of the toys closer to his/her hand. If the infant is fussy, pick him/her up, hold the infant securely in your arms, and give him/her one of the toys to explore.]

**RECAP:** [*Briefly describe the infant’s actions. Examples: “You held your head up to see the smiling animals.” Or, “You saw the smiling animals and reached forward to get a hold of the turtle.”*]

### 👁️ What to Look For—Option 1

The very young infant’s challenge in this activity is to figure out how to explore one or both toys. For a very young infant, looking at a toy will occur before moving toward the toy. Looking is a valuable form of exploration. For an infant who is learning to control his/her head, lifting the head and looking at one or both toys are appropriate ways to address the challenge. These actions



**Option 1 continued**

represent forward movement in both cognitive and motor development. The act of looking occurs before an infant will try to reach for a toy.

The decision to look at or reach for one or both toys is another problem for an infant to consider in this activity. It is not important for the infant to touch or explore both toys. Some infants may get one toy and explore it with his/her hands and maybe mouth. Some infants initially may want to reach for both toys and then figure out that he/she can pursue one toy at a time. As indicated in the activity description, move a toy(s) closer to an infant who communicates frustration. Verbally acknowledge his/her frustration as you move the toy(s).

 **More Scaffolding Tips—Option 1**

**Extra support** ■ Position the infant's arms for good support. Gently move his/her hands and forearms against the floor.

**Enrichment** ■ Draw attention to the smooth flat turtle and the bumpy hedgehog.



## Birth–12 Months

### Option 2 One-to-One



#### Skill and Goal

##### Problem-solving

An infant figures out how to take a toy out of a box.



#### Key Concepts

In  
Out



#### Materials Needed

2 small toy animals  
2 small boxes or containers



#### Also Promotes

Communication/Language  
Physical/Health



#### Optional Reading

*Baby Animals* by Roger Priddy

Invite an infant to play a game using two toy animals and two small boxes. Sit on the floor facing an infant and place the toys between you. Point to and describe the little animal toys. Tell the infant the animals want to go into their houses.



While the infant is watching, place one animal into each little box. Talk about each animal going into the house as you place each one. Example: “Our little turtle is going in his house. Bye-bye, turtle.” Encourage the infant to peek into the box.



Ask the infant if he/she can get the turtle out of the box. Pause for the infant to consider how this problem might be pursued. Offer suggestions if it appears the infant is uncertain about how to consider your request. Describe or demonstrate reaching into the box or turning the box upside down to shake out the toy. Offer a demonstration with one box only so the infant has the opportunity to try your approach with the second box.

Respond with happy surprise if/when the infant takes the animal out of the box! Next, ask if the infant can get the other toy out of its box (house). Acknowledge the infant’s efforts in getting the toy out of the box. Emphasize the words in and out.

### 👁️ What to Look For—Option 2

Pay close attention to whether the infant seems to comprehend your verbal request to take the toy animal out of the box. Retrieving the toys is likely to be an infant goal independent of your request because the whereabouts of the toy animals will be of interest. Understanding that an object (or person) exists even when we cannot see the object (or person) is an important cognitive milestone, technically known as object permanence. Use short sentences for your request to get the toy out of the box and emphasize the word “out.” If you offer a demonstration, be sure to offer the second toy/box as a turn for the infant to implement a solution to the problem of how to get the toy.

**Option 2 continued**

If the infant is uninterested in the little animals, select toys that are more appealing to him/her, such as little vehicles or cloth toys. Encourage the infant to reach into the box or turn the box upside down to shake the toy out.

Some infants may enjoy added challenge of a two-step process to get the toy, as suggested in the Enrichment tip.

 **More Scaffolding Tips—Option 2**

**Extra support** ■ Place the toy in the box so a part of it extends outside the box. ■ Use a larger toy, such as a texture bear that is very easy to grasp. ■ Offer repeated opportunities for the infant to take a toy out of a box if action is of interest to the infant.

**Enrichment** ■ An infant may want to try two different ways to retrieve the toy animal from the box—reaching into the box, and turning over the box. ■ Offer a two-step process to get the toy out of a box by using a small box with an easy-to-open lid, or covering the box with a bandana or washcloth after you place the toy inside.

## Birth–12 Months

### Option 3 One-to-One



#### Skill and Goal Problem-solving

An infant joins a caregiver in finding and retrieving a “lost” toy.



#### Key Concepts

Find  
Look



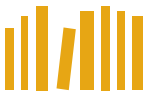
#### Materials Needed

Infant climbing form  
2 small toys



#### Also Promotes

Physical/Health  
Social-Emotional



#### Optional Reading

*Who: Peek-a-Flap Board*  
*Book by Jaye Garnett*  
*Where’s Spot* by Eric Hill

When the infant is not looking, place one small animal toy on the step of a foam-covered infant climbing form that is surrounded by play mats. Invite a mobile infant to help you find the toy.

Example: “I want to show you a neat toy turtle. But I do not know where it is. Let’s find our lost

turtle.” Sit on the floor close to the infant climbing form. Describe the places you are looking. Example: “Is turtle in the dolly bed?” (Look in doll bed.) “We looked in the doll bed. We did not see the turtle. Is turtle on our little climber?” If necessary, point to the location of the toy animal you placed on the step. Describe the infant’s reaction to seeing the toy. Example: “You are smiling. You are happy we found the toy turtle!” Encourage the infant to retrieve the toy.

Some infants may crawl or walk to the toy and simply take it off the climbing form. Other infants may go up the first small step to get the toy turtle. Offer assistance if necessary. Some walking infants may need to hold your hand when carrying the toy. Share the infant’s delight in finding and getting the toy.



### What to Look For—Option 3

Pay attention to how the infant manages two different problems in this activity. The first is the search for the lost toy. Offer more or less support for looking for the toy based on the infant’s approach to this task. The activity description’s example of looking in the dolly bed is intended as a demonstration of how you and the infant can look for the toy. You can extend the search by asking the infant if there are other places we should look or suggesting other places to look. The second problem for the infant to address is how to retrieve the toy. The approach will differ by the infant’s motor development skills. Offer assistance when needed. At about 11 months of age, many infants are skilled at crawling and pulling up to stand. Some infants may be walking. Even though the toy is small enough for the infant to grasp in one hand, stay close by to give physical support if needed. Notice that the activity’s goal statement recommends a collaborative arrangement for the toy search.

### More Scaffolding Tips—Option 3

**Extra support** ■ Omit use of the small climber if you anticipate this may offer too much challenge or distraction for the infant. ■ Repeat the activity if the infant seems interested, initially using the same toy and placing the toy in the same place each time you play.

**Enrichment** ■ Place an attractive toy in a place that requires more advanced search strategies and toy retrieval efforts, such as in a tunnel.

 Interest Area

**Materials needed:** colorful toys, soft toy, nesting cup, containers or cloth bags

Arrange colorful toys for non-mobile infants to see from various distances. Hold an infant on your lap with an interesting toy to explore.

For early mobile infants, arrange several familiar toys in a novel way to create interest in getting things. Example: put a small soft toy inside a nesting cup and place it in a spot for an infant to discover.

For mobile infants, place a few small toys inside containers or cloth bags to support problem-solving skills.

 Family Child Care

In the course of one day, toddlers and preschool-age children will encounter problems they can solve with your help and guidance. Encourage toddlers to pull a paper towel out of a dispenser, or turn off the water faucet. Guide a toddler in how to pull a chair out from the table.

Help a preschool-age child arrange blocks or toys on a shelf so they all fit side by side. Provide small bags for crayons that zip or snap closed and assist preschool children in opening and closing the bags.



## Birth–12 Months

### Option 1 One-to-One



#### Skill and Goal

##### Executive function

An infant practices watching a rattle as it is moved by a caregiver.



#### Key Concepts

Watch  
Remember  
Find



#### Materials Needed

Blanket or mat  
2 infant rattles  
Small blanket, piece of fabric, or scarf



#### Also Promotes

Cognitive  
Communication/Language  
Physical/Health

**BEGIN:** *[Place the infant on his/her tummy on a comfortable blanket or mat in front of you. Sit on the floor very close to the infant so he/she can see your face and hear your voice. Smile and make eye contact with the infant.]*

**EXPLAIN:** I will put you on your tummy for a short time. You can see me. I will stay close to you.

**ACT:** *[Place the rattle in front of the infant.]*

**ASK:** Here is a rattle. Would you like to touch it?

**ACT:** *[Encourage the infant to touch and explore the rattle for a few moments. If the infant is reluctant to give up the rattle for the next portion of the activity, present the second rattle.]*

We are going to play a game of finding the rattle. I am going to move the rattle, and you can find it!

*[Place the rattle on top of the small blanket or piece of cloth in front of the infant.]*

*Do you see the rattle? Where is it?*

*[Watch the infant's response closely. Young infants may respond by gazing at the rattle. Acknowledge the infant's response. Example: "You are looking at the rattle. You found the rattle on top of the blanket!"]*

I am going to hide the rattle. Watch and see where I put the rattle!

*[This time, with deliberate movements in view of the infant, hide the rattle under the blanket with a portion of the rattle showing. Ensure the rattle is in reach of the infant and that a portion of the rattle is showing.]*

Our rattle is hiding! Where is the rattle now? Can you find it?

*[Show enthusiasm and excitement if the infant reaches for or gazes at the rattle. Example: "You are reaching for the rattle. The rattle was hiding. You found it under the blanket!"*

*If the infant remains interested, repeat the above deliberate actions, remembering to keep a portion of the rattle in full view of the infant. Again, show enthusiasm and excitement if the infant reaches for the blanket or rattle.*

**Option 1 continued**

*Acknowledge the infant's efforts to find the rattle. Examples: "You remembered that I put the rattle under the blanket! You looked for the rattle. Now you are holding the rattle." "You are looking at the rattle. You found the rattle on the blanket!"*

*Some infants may be ready for a different position or activity after several minutes. Example: "I can see that you are fussing. Are you ready for a different kind of play? Let's find something else to do."]*

**RECAP:** *[Smile and make eye contact with the infant as you describe what happened. Example: "You watched me hide the rattle. You smiled when I took the blanket off the rattle! We found it! We had fun together."]*



## Birth–12 Months

### Option 2 One-to-One



#### Skill and Goal

##### Executive function

An infant practices focusing on and remembering the location of a rattle as it is moved by a caregiver.



#### Key Concepts

Watch  
Find



#### Materials Needed

2 rattles  
Small blanket, piece of fabric, or scarf



#### Also Promotes

Cognitive  
Communication/Language  
Physical/Health

Invite an infant to sit on your lap to play a game. Have the small blanket, piece of fabric, or scarf close at hand. Place the infant facing out, turned slightly and securely in your arms so he/she is able to make some eye contact with you. With your arms around the infant, introduce the rattle. Encourage the infant to hold and explore the rattle for a few moments. Explain that we are going to play a game of finding the rattle. If the infant prefers to continue holding the rattle, use the second one for the game.

Start by placing the rattle on top of the small blanket or cloth within reach of the infant. Example: "I moved the rattle. Do you see it? You can find the rattle!" Pause for the infant to respond. The infant may reach for or gaze at the rattle. Describe the infant's response. Example: "You are reaching for the rattle. You found the rattle on the blanket!"

Announce that you are going to hide the rattle. Encourage the infant to watch you move the rattle. With deliberate movements the infant can fully see, place the rattle under the blanket with a portion of the rattle showing. Invite the infant to find the rattle. Show excitement and enthusiasm if the infant reaches for or gazes at the rattle.

Hide the rattle once more with the infant watching, this time completely hidden under the blanket. Encourage the infant to find the hidden rattle. Younger infants will likely be unsure what happened to the rattle, whereas older infants may reach for the blanket and rattle. If the infant is unable to retrieve the rattle, lift the blanket with enthusiasm and show excitement about finding the rattle.

If the infant remains interested, you may wish to hide the rattle under the blanket one more time. Depending on the infant's response to the last hiding action, you may hide the rattle with a portion showing or hide it completely under the blanket.

Wrap up the activity when the infant begins to lose interest. Example: "I can see that you are done watching the rattle. Let's find another activity." Acknowledge the infant's focus during the activity. Example: "We had fun looking for the rattle, Martina. You watched me hide the rattle. We found the rattle under the blanket! Thank you for playing with me."





## Birth–12 Months

### Option 3 One-to-One



#### Skill and Goal Executive function

An infant practices focusing on and remembering the location of a rattle hidden by a caregiver.



#### Key Concepts

Watch  
Remember  
Find



#### Materials Needed

2 rattles  
Small blanket, piece of fabric, or scarf



#### Also Promotes

Cognitive  
Communication/Language  
Physical/Health

Invite an infant who can sit independently to play a game with you. Sit facing the infant with a smile and introduce the rattle. Encourage the infant to hold and explore the rattle. Explain that you are going to hide the rattle for the infant to find. Ask the infant if he/she is ready for you to hide the rattle. If the infant prefers to keep holding his/her rattle during the activity, introduce the second rattle for the hiding game.

Encourage the infant to watch your movements as you place the rattle underneath the small blanket or cloth. Leave a portion of the rattle in view. Invite the infant to find the rattle.

Example: “You watched me hide the rattle. Do you remember where the rattle is hiding? You can find it!” The infant may reach for the rattle or show awareness of the rattle’s location by gazing at the rattle. Show excitement and enthusiasm as the rattle is revealed.

Hide the rattle again, repeating the above steps. This time, hide the rattle completely under the blanket and out of view. Younger infants may be unsure what happened to the rattle, whereas older infants may reach to remove the blanket. If needed, lift the blanket for the infant, showing enthusiasm and excitement about finding the rattle.

If the infant remains interested, repeat the above steps. Depending on the infant’s reactions to the previous hiding attempts in this activity, you may wish to leave a portion of the rattle showing or hide the rattle completely.

Transition out of the activity when the infant begins to show signs of disinterest with finding the rattle. Acknowledge the infant’s focus during the activity. Example: “You watched me hide the rattle. You remembered where the rattle was hiding. You found it! I had fun playing this game with you.”



### 👁️ What to Look For—Options 1–3

These options support infants in learning to focus on an object and remember where the object is hidden. Infants who are beginning to understand that things still exist when they cannot be seen (technically known as object permanence) may easily find the hidden rattle and delight in lifting the blanket to reveal it. All infants should be recognized for efforts to watch the rattle as it is moved and hidden, including partially hidden. The focus (watch) element of the activity is key to the remember element. Younger infants cannot be expected to remember the location of a fully hidden object.



Keeping a part of the rattle fully visible to younger infants is consistent with their phase of cognitive development and promotes a positive experience with the activity. Closely watch the infant's interest in the activity to determine how long to sustain the activity.

### More Scaffolding Tips—Options 1–3

**Extra support** ■ Watch to make sure a second rattle is helpful and not a distraction. You may wish to use one rattle only. But keep in mind that infants explore things with their mouths as well as their hands, and may like to mouth a second rattle while watching the whereabouts of the other rattle. ■ Provide auditory hints to the rattle's location. Gently touch the rattle under the blanket to make a sound.

**Enrichment** ■ Invite the infant to place the blanket over the rattle for you to find. ■ Hide the rattle under a different object, such as a basket or box.

#### Interest Area

**Materials Needed:** small toys, such as rattles

During floor time, invite one or several infants to watch you hide and then find a small toy under a blanket or basket. Leave a portion of the toy exposed for younger infants. Younger infants will benefit from watching their older peers find a completely hidden toy.

#### Family Child Care

**Materials Needed:** none

Play hide and seek games with children. Older children may hide under a blanket or table. Younger children may prefer to hide behind an object, such as a chair. Infants and young toddlers may enjoy "finding" their peers with help. These games can also be played with familiar toys, such as a ball or large block. Hide the object and invite the children to find it. Alternate between partially and completely hiding the objects.



## Birth–12 Months

### Option 1 One-to-One



#### Skill and Goal

**Social interaction skills**  
**Awareness of emotions**

A young infant participates in responsive interactions with a caregiver, focused on pictures of baby faces.



#### Key Concepts

Book  
Look  
Face



#### Materials Needed

*Baby Faces Peekaboo!* by DK Publishing



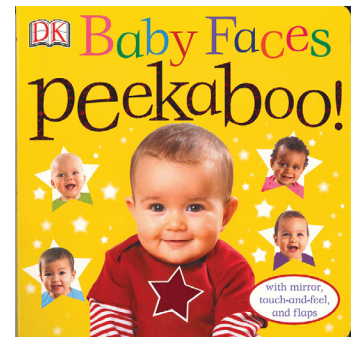
#### Also Promotes

Communication/Language

**BEGIN:** [Sit with the 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.]

Smile and talk with the infant about his/her most recent activity. Example: "Hi, Daniel! You woke up and had your bottle. Would you like to read a book with me now?" Pause for the infant to respond to your attention. The infant may look at you intently, move his/her body, or vocalize. Respond to the infant's interest and imitate any vocalizations.

Example: "You are looking at me and smiling, Olivia. I can hear you talking! You are saying 'ma-ma-ma-ma.' I think you are ready to read our book!"



**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 baby?  
[Pause for the infant's response. Imitate any facial expressions or vocalizations of the infant.]

**ACT:** [Begin looking at the pictures in the book with the infant. It is not necessary to read the text. Focus on the pictures of the babies and their facial expressions. Example: "Look at this baby! This baby is smiling. She is feeling happy."]

Continue to look at and describe the faces of the babies in the book. Comment on any verbal or non-verbal reactions the infant may have to a picture. Example: "You are looking closely and batting at the picture of this baby. The baby is making a silly face! I think you like this picture of the baby." Invite the infant to look in the mirror located at the end of the book. Talk with the infant about what he/she may see. Example: "You are smiling at the baby in the mirror! The baby in the mirror is you, Mariah! You are the smiling baby!"

**RECAP:** [Offer a brief description of what happened during the activity. Example: "Today we looked at pictures of babies in our book. You looked at the picture of the silly baby for a long time, Rowan. You smiled at your reflection in the mirror at the end of the book! Thank you for sharing time with me."]



## Birth–12 Months

### Option 2 One-to-One



#### Skill and Goal

##### Social interaction skills

An infant participates in responsive interactions with a caregiver, focused on imitations of facial expressions.



#### Key Concepts

Face



#### Materials Needed

Large mirror



#### Also Promotes

Communication/Language

Self-Regulation



#### Optional Reading

*Baby Faces Peekaboo!* by DK Publishing

Invite an infant to sit with you near a large mirror. Encourage the infant to look at you and make eye contact with you. Make an exaggerated facial expression, such as a silly face. (You may wish to copy some of the facial expressions from the Optional Reading book.) Invite the infant to imitate your facial expression. Example: “I am making a silly face! My tongue is out and my eyes are big! Now it’s your turn! Can you make a silly face like I am?” Describe and imitate the infant’s responding facial expressions and/or vocalizations.

After several moments, invite the infant to play the imitation game in the mirror. Sitting close to the infant, encourage him/her to notice the reflection in the mirror. Repeat the process of making an exaggerated facial expression and encouraging the infant to imitate you. Some infants may gaze at the reflections in the mirror, whereas others may prefer to look directly at you. Allow the infant’s responses to lead the direction of the activity as well as determine how long to continue the interaction.

For some infants, this activity will primarily involve you imitating the infant’s facial expressions. Some infants may enjoy imitating your expressions and enjoy a turn-taking approach to imitations. Emphasize the positive interactions between the two of you and affirm the infant’s efforts to focus on your face during the activity.



## Birth–12 Months

### Option 3 Informal Gathering



#### Skill and Goal

**Social interaction skills**  
**Awareness of emotions**

Older infants participate in responsive interactions with a caregiver during a song that emphasizes facial expressions.



#### Key Concepts

Smile



#### Materials Needed

None



#### Also Promotes

Communication/Language  
Physical/Health

Sit on the floor facing several older infants to share a song. Some infants may wish to sit close to you, whereas others may prefer to stand close by. Smile and talk with the infants as you introduce the song. Modify the familiar song, “If You’re Happy and You Know It,” to reflect several different facial expressions. Infants will likely delight in hearing this familiar song presented in a new way. Begin by making a large smile. You may use the following suggestions to modify the song:

**If you’re happy—make a smile**

**If you’re sad—make a frown**

**If you’re silly—stick out your tongue**

Sing the song with enthusiasm and use exaggerated facial expressions. Make eye contact with each infant and encourage them to participate in ways of their choosing. Some infants will respond to your facial expressions and others may wave their arms or bounce their bodies to the song. Some infants may prefer to watch and listen. Acknowledge each infant’s participation in the song activity.

### What to Look For—Options 1–3

Each of these options encourages warm and responsive interactions with infants. The activities build on infants’ natural interest in closely watching faces of others, including expressions of familiar adults. Responding to infants by making similar facial expressions and sounds in response to their actions will encourage infants’ efforts to gain and hold the attention of others. Some infants will enjoy imitating your expressions as well, perhaps moving to a turn-taking approach to making and/or imitating facial expressions.

Maintaining eye contact may be uncomfortable for some infants, especially after a minute or two. Watch for signals, such as the infant looking away, fussing, or turning his/her body away from you. You may wish to shift the activity to provide a break in the interactions, or end the activity and try again at a later time. Emphasize positive interactions and affirm an infant’s efforts to focus on your face during the activity.



### More Scaffolding Tips—Options 1–3

**Extra support** ■ Remember to pause frequently for an infant to respond. As much as possible, interact with the infant in a back-and-forth manner rather than the infant simply watching you talk or change facial expressions. ■ Reposition an infant slightly to give him/her an option of where to look if he/she begins to show signs of discomfort. ■ Watch each infant’s reactions to the activities closely. Some infants may enjoy a livelier, more enthusiastic activity, whereas others may prefer calm, soothing interactions. ■ If the infant seems uninterested in face-to-face interaction in Option 2 or 3, you may read the book in Option 1 and offer Option 2 or 3 another day.

**Enrichment** ■ Mimic the faces of the babies pictured in Option 1. Example: “This baby is making a happy face! The baby is smiling, see? Now I am making a happy face. I am smiling like the baby in the picture!” ■ Invite the infant to play a game of *Peekaboo* while looking in the mirror during Option 2. ■ Infants who are familiar with imitating facial expressions (such as sticking out their tongue) may enjoy Option 2 each day for a week or less. ■ Introduce several other positive facial expressions, such as silly or sleepy.

### Interest Area

**Materials Needed:** *Baby Faces Peekaboo!* by DK Publishing, large mirror, several sheer scarves

Provide opportunities for infants to explore their reflections alongside each other in a large mirror. Briefly share the book with the infants, engaging them in a game of *Peekaboo* with the pictured babies. After the book sharing, invite the infants to interact with the scarves in front of the mirror. Some infants may use the scarves to play *Peekaboo*. Some may have other ideas for the scarves. Many infants may not recognize their own reflections in the mirror, but will enjoy looking at all the baby faces reflected back at them!

### Family Child Care

**Materials Needed:** several books with photos of babies making different facial expressions, such as *Baby Faces Peekaboo!* by DK Publishing, several age-appropriate handheld mirrors, basket or display shelf for the books

Place the books and mirrors in a comfortable area. Invite several toddlers and children at a time to explore the faces in the books and to examine their own reflections in the mirrors. Encourage children to experiment with making different faces in the mirrors. Help infants look into a mirror. Describe facial expressions you observe. Infants and young toddlers will enjoy watching the facial expressions of their older peers.



## Birth–12 Months

### Option 1 One-to-One



#### Skill and Goal

##### Gross motor development

An infant experiences a body position and caregiver encouragement that support rolling over.



#### Key Concepts

Lift  
Roll over



#### Materials Needed

Several infant-sized toys



#### Also Promotes

Self-Regulation

**Be Prepared:** This brief activity is for an infant who can lift his/her head and sit with support (generally about 3–4 months of age). Offer the activity to an infant who is content and alert.

**BEGIN:** [Place the infant on a flat firm surface on his/her tummy. Sit on the floor to one side of the infant so he/she can easily see your face. Engage the infant with your smile. Talk with the infant, leaving little pauses for him/her to react.]

Position your face in a way that encourages the infant to use his/her arms for support in lifting his/her head and then shoulders to see you and/or to interact. The pleasure of the interactions may be exciting to the infant and cause him/her to move parts of his/her body.]

**ACT:** [Continue talking with the infant and making pleasing sounds when the infant moves. Example: “Mateo, ooh. Hi friend. You are lifting yourself up. Ooh! Are you doing teeny push-ups?”]

The infant may be more interested in lifting up his/her head and shoulders if you introduce a colorful toy or ring a little bell rattle. Present the toy where the infant can easily see it.

Describe what the infant is doing. Example: “You are lifting your head and shoulders and looking around. Your legs, arms, back, and tummy muscles get stronger when you move around. Every day you get stronger. Someday you will roll over!”

The infant may surprise himself/herself by flipping over. The infant may use his/her legs and arms to increase motion for rolling from tummy to side.

Be aware of fussing that shows the infant is working hard to achieve his/her goal. Encourage the infant to persist for a moment or two before helping. Give verbal encouragement. Example: “You are really working hard to roll over!”

Watch for signs of fatigue. Fussing or looking away can also indicate a change in activity is needed. Hold or carry infants who need a change of pace.

This activity may span 1–2 minutes for some infants, longer for others.]

**Option 1 continued**

**RECAP:** [Describe the infant's actions, especially body movements. Example: "You held yourself up on your arms."]

**👁️ What to Look For—Option 1**

An infant generally learns to flip over after developing the ability to hold his/her head and sit with support. Some infants are thrilled about rolling, while others may not prefer it. Many infants first roll from tummy to back and later develop a back to tummy roll. While development normally follows a pattern, each infant has an individual approach.

At about five months some infants push their chest off the floor and kick their legs. These movements strengthen an infant's torso muscles, which are needed to complete a roll.

You may also see an infant push up onto his/her hands and shift weight more to one side, causing him/her to roll over onto the back. Rolling takes practice. It may take a while for an infant to duplicate an accidental roll, or to learn to move his/her arm out of the way on the way over.

Your role in this activity is to offer encouragement, which includes appropriate excitement in your voice and actions (perhaps with a toy) that encourage the infant to hold up his/her head and shoulders.

**📊 More Scaffolding Tips—Option 1**

**Extra support** ■ Gentle assistance may be offered occasionally. If an infant is trying repeatedly to roll over and needs a little bit of support, you may position one arm at his/her side or lift it over his/her head to allow the infant to roll all the way over.

**Enrichment** ■ Sit on the floor in an open space with an infant who has learned to roll and place several novel toys on either side and encourage the infant to roll toward a toy. ■ Place a non-breakable mirror near the infant to encourage rolling.





## Birth–12 Months

### Option 2 One-to-One



#### Skill and Goal

##### Gross motor development

An infant experiences a body position and caregiver encouragement that support crawling.



#### Key Concepts

Crawl



#### Materials Needed

1 soft toy



#### Also Promotes

Self-Regulation

Social-Emotional



#### Optional Reading

*Move* by Elizabeth Verdick and Marjorie Lisovskis

**Be Prepared:** This activity is for an infant who can roll his/her body. Select a floor surface that you anticipate will best support the infant. Some infants move forward on a carpet with greater ease than on a hard surface. Select a soft toy that will appeal to the infant.

Sit on the floor close to an infant who has become accustomed to rolling. Observe and describe his/her motions. Some infants prefer to roll from place to place for several weeks, whereas other infants are working on getting into a crawling position, with weight balanced between hands and knees.

Stay close to the infant and encourage his/her motions. Position yourself for optimal interaction with the infant, especially so the infant can easily see your face and a toy you offer.

Sometimes an infant gets into a crawling position and rocks himself/herself without moving forward. Your smiles and positive descriptions of what you see can provide helpful encouragement. Example: “Alicia, you are up on your hands and knees. Rocking, rocking back and forth. I think you are getting ready to crawl!”

Encourage the infant to shift weight to one hand and reach with the opposite hand. Place a soft, attractive toy near the infant, so he/she can reach out to touch it with one hand. If the infant feels ready, he/she may reach toward the toy.

Infants often find it entertaining if a familiar adult crawls along on the floor close by. A gentle and lighthearted game of chase on hands and knees will delight some infants. Encourage an infant to crawl after you.

### What to Look For—Option 2

You will see many differences in the ways infants begin to move from place to place. For some infants, rolling is a way to move from place to place. There is no need to actively encourage getting up on hands and knees. Many infants progress from creeping with their tummy on the floor to crawling on hands and knees. Every infant has an approach to early locomotion.

An infant may crawl close to a wall and be unsure about how to turn around. Sit close to the infant and assist with problem-solving by reassuring the infant and showing him/her how to turn around.

The surface on which the infant is placed is important, as noted in Be Prepared. Outdoors, encourage an infant to move forward on hands and knees in a sandy area. For some infants, the feel of grass on their hands and feet is uncomfortable until they become familiar with the texture.

**Option 2 continued****More Scaffolding Tips—Option 2**

**Extra support** ■ Move closer to the infant to let him/her know you are there for support. Speak softly and encouragingly to the infant. ■ Slide the toy a little closer to the infant. Use a cheerful voice to encourage the infant to reach. Use words that speak to the infant's determination. Example: "Leroy, you are trying so hard to reach that toy."

**Enrichment** ■ Pretend to be a pet crawling on all fours. ■ Roll a ball on the floor and encourage a crawling infant to follow it. ■ Place an interesting toy several feet from the infant and encourage him/her to crawl or creep toward it.



## Birth–12 Months

### Option 3 One-to-One



#### Skill and Goal

##### Gross motor development

An infant participates in open-ended play with a caregiver that supports moving into a sitting position.



#### Key Concepts

Sit



#### Materials Needed

Soft toys (see Be Prepared)



#### Also Promotes

Self-Regulation

Cognitive

**Be Prepared:** This activity is for infants who are kneeling and beginning to stand. Select soft toys that are easy for the infant to grasp, such as people figures. The caregiver actions recommended below may occur as part of playtime with several infants.

Place play materials at different levels within the infant’s reach. Provide an enjoyable activity, such as playing with people figures on a low surface. An infant who is adept at crawling will discover play materials on low surfaces. Foster movement by providing space for infants to crawl and a variety of interesting toys.

Crawling and changing positions are complicated movements that take practice. Offer encouragement for an infant’s efforts to sit, including specific movements. Moving from a creeping position to sitting requires an infant to lean forward, and shift weight to hands. Weight from the knees then shifts to the infant’s buttocks.

Draw attention to the infant’s use of two hands to manipulate a toy(s). Infants enjoy using two hands to examine toys from the sitting position.

Enthusiastically acknowledge the infant’s efforts! Example: “Stella, you crawled over to the toy. Now you are sitting down to hold it. You did something new today!”

### What to Look For—Option 3

Curiosity about the environment and a desire to interact are both motivating factors for infants on the go. Observe and positively comment on the infant’s movements as you would an athlete in a favorite sport.

Often after attempting a new skill an infant will look toward or go to a nurturing caregiver for support and encouragement. Motor skills are physical in nature, but they occur within social-emotional relationships the infant has with caregivers.

### More Scaffolding Tips—Option 3

**Extra support** ■ For an infant who is new to standing, sit close for extra support. ■ If the infant begins to lose balance, reposition his/her feet for a stance that increases balance. ■ Encourage an infant to bend his/her knees and sit back down if he/she becomes unsteady.

**Enrichment** ■ Place a few musical instruments on a low shelf for the infant to find. Encourage the infant to play with a musical instrument while kneeling or standing. This may prompt interest in sitting. Sing a silly song with the infant

**Option 3 continued**

as he/she plays the instrument. Example: "Alicia is ringing a bell, ringing a bell, ringing a bell, Alicia is ringing a bell on this happy morning" (Tune: "Mary Had a Little Lamb").

**Interest Area**

**Materials Needed:** infant gym with toys, cloth books, non-breakable containers, toys, small bags or pails, several cube chairs

Create a space for non-mobile infants to move freely. Arrange toys close to non-mobile infants. Also place one or two toys slightly out of reach to encourage movement, such as rolling. Hang a few toys from a simple infant gym to encourage infants to swipe at the hanging toys. Place cloth books where infants can reach them.

For crawling infants, place interesting play materials in non-breakable containers. Infants will enjoy taking toys out of containers. Crawling infants may also enjoy the feeling of moving on a tiled floor as well as carpeting. Place several toys on different surfaces.

If infants in your room are walking, offer items they can carry from place to place, such as small bags or pails. Put several cube chairs side by side. Infants will enjoy pulling to stand and moving around the supports.

**Family Child Care**

**Materials Needed:** sling or baby pack, *Itsy Bitsy Yoga* by Helen Garabedian, *The Kids' Yoga Deck: 50 Poses and Games* by Annie Buckley

Children of all ages will enjoy moving in new ways. While infants are developing skills needed for crawling, younger infants will benefit from being held and carried in different positions. Depending upon an infant's age and strength, carry some infants facing out, away from you.

*Itsy Bitsy Yoga* and *The Kids' Yoga Deck: 50 Poses and Games* are useful resources for yoga activities that offer appropriate challenge for preschool-age and older children in body control.

A rainy day game for all ages can provide a movement challenge for older children. Invite children to sit in a large circle with space in the middle. Each older child can have a turn in the middle of the circle to show a favorite move, such as jumping, crawling, standing on one foot. Encourage children to be a good audience and clap for every child.