



**Communication/
Language**

Exploring Words

- Option 1** (OO) A young infant participates in a book sharing that emphasizes listening to a caregiver’s voice and talking about pictures of animals.
- Option 2** (OO) An infant participates in a book sharing with opportunities to help turn the book’s pages and communicate about pictures of animals.
- 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 pictures of animals.



Cognitive

Exploring Objects

- Option 1** (OO) A young infant looks at small toys as part of brief play with a caregiver.
- Option 2** (OO) An infant participates in guided play with opportunities to reach for and manipulate different toys.
- Option 3** (IG) Infants strengthen their ability to look at different objects.



Self-Regulation

Paying Attention

- Option 1** (OO) A young infant watches a caregiver make different kinds of facial expressions.
- Option 2** (OO) An infant watches a caregiver make different kinds of facial expressions, including imitations of the infant’s expressions.
- Option 3** (OO) An infant participates with a caregiver in making different facial expressions, including the opportunity to imitate the caregiver’s expressions.



Social-Emotional

Interacting with Others

- Option 1** (OO) A young infant participates in responsive interactions with a caregiver, focused on a toy rattle.
- Option 2** (OO) An infant participates in open-ended play with a caregiver, focused on toy animal figures and a muffin pan.
- Option 3** (OO) An older infant participates in responsive interactions with a caregiver that include opportunities to move animal figures from one muffin pan to another.



Physical/Health

Using Our Hands

- Option 1** (OO) An infant watches a caregiver make sounds by shaking a toy, with the opportunity to hold and shake a sound-making toy.
- Option 2** (OO) An infant shakes different types of sound-making toy(s) with caregiver guidance.
- Option 3** (OO) An infant participates with a caregiver in shaking a sound-making toy with one or two hands.

(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 talking about pictures of animals.



Key Concepts

Book
Look



Materials Needed

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. and Eric Carle



Also Promotes

Cognitive

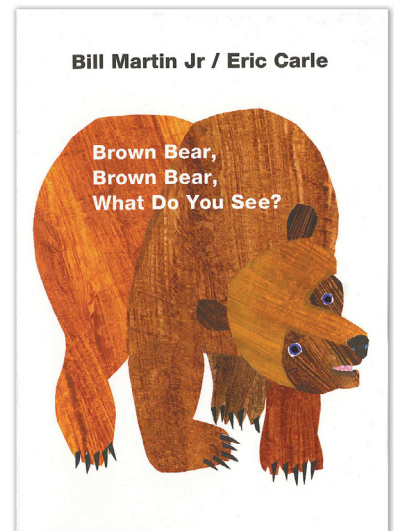
BEGIN: [*Sit with the young infant reclined in your lap. Support the infant's head in the bend of your arm. This will allow for your hands to hold the book and turn the pages while also securely holding the infant.*]

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 big brown bear?

[*Point to the bear. Pause and watch for the infant's response. The 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 brown bear, Hiba. I can hear you cooing!"]



EXPLAIN: This is a brown bear. The brown bear sees different animals in our book! Let's open the book and see what animal is on the next page!

ACT: [*Begin reading the rhythmic, rhyming text as you point to and describe pictures. Example: "Here is a red bird. The bird has a yellow beak. Look at the bird's red wings! I wonder what animal we are going to see next!" Use strategies, such as the following, to engage the infant with the book:*]

- *Spend a little more time talking about pictures that seem to be of particular interest to the infant. Example: "You are looking at the black sheep. The sheep has a lot of black fluffy wool! Look! Where are the sheep's ears? Here they are!"*
- *Describe and respond to gestures or vocalizations. Example: "You are kicking your legs and looking at the children! I see the children's eyes and hair. (Point.) I wonder what the children are going to see next. Let's turn the page and see!"*

**Option 1 continued**

- *Use your voice to add interest and enjoyment. Infants may enjoy a slightly higher pitch and a slower tempo. You may wish to emphasize the rhythm of the rhyming text by reading in a sing-song voice.*

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 different animals. We looked at pictures of animals. We pointed to the sheep's ears. You kicked your legs when we looked at the picture of all the children! 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 and communicate about pictures of animals.



Key Concepts

Book
Look



Materials Needed

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. and Eric Carle



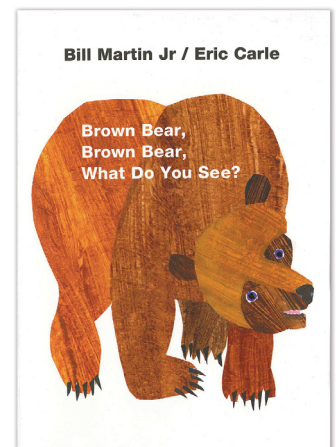
Also Promotes

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: “Look! Do you see the brown bear? Our book is about different animals. I wonder what animals we are going to see in our book!”

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

- Point to and name objects pictured. Example: “This is a green frog. Here is the frog’s pink tongue. Look at the frog’s feet! These feet help the frog hop. What else do you see?”
- Describe what the infant is looking at. Example: (Point to each object as you speak.) “You are looking at the white dog. The white dog has a red collar. Do you see the dog’s ears? Look! Here is the dog’s pink tongue!”
- Pause and talk about the pictures that seem to be of particular interest to the infant. You may wish to provide additional context or information. Example: “You are looking at the teacher. The teacher has brown hair. She is wearing glasses, just like I do! What do you think the teacher is going to see on the next page?”
- Describe and respond to gestures or vocalizations. Example: “You are pointing to the blue horse. This is a silly picture of a horse! Do you see the horse’s blue tail? Where is the horse’s mouth?”
- Help the infant connect book information to his/her experiences and developing knowledge. Example: “You are pointing to the purple cat. You have a cat that lives at your house! The cat in our picture has a long tail and a pink tongue. Does your cat have a long tail?”
- Use your voice to add interest and enjoyment. Infants may enjoy some of the repetitive text read in a sing-song voice. Emphasize the repeated phrases.
- Follow the infant’s cues as you read the book. Turn the pages as slowly or as quickly as the infant seems to prefer without compromising the purpose of sharing a book. Watch for an infant’s signal that may suggest it is time to stop the book reading.
- Recognize the infant’s participation in the book reading. Example: “We had fun reading this book together, James. You looked at the pictures of different animals. You touched the picture of the blue horse. You smiled at the picture of all the children! 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 and turn the pages of a book, and communicate about pictures of animals.



Key Concepts

Book
Look



Materials Needed

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. and Eric Carle



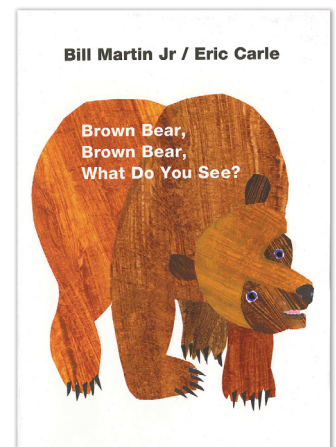
Also Promotes

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 its 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 brown bear? The brown bear sees different animals in our book. Would you like to help me turn the page to read the book?” Some infants 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 label objects in the pictures. Example: “This is a blue horse. The blue horse has a long tail. Do you see the horse’s ears and teeth? I wonder what the blue horse is going to see on the next page!”
- Invite the infant to point to objects that you label. Example: “This is a yellow duck. The duck has orange feet. Do you see the duck’s feet? You can point to the duck’s orange feet!”
- Describe and respond to gestures or vocalizations. Examples: “You said ‘woof, woof!’ You are looking at the picture of the dog. Dogs say ‘woof, woof.’ What do you think the dog is going to see next?”
- Help the infant connect book information to his/her experiences and developing knowledge. Example: “Look at all the children! The children are looking at the animals. Do you see the children’s eyes? Where are your eyes?”
- Show enjoyment as you read the rhythmic, rhyming, repetitive text. Emphasize the repeated phrase “what do you see?”
- 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.
- Recognize the infant’s participation in the book reading. Example: “You helped hold our book, Asia. You pointed to the purple horse. You said ‘meow’ when you looked at the picture of the cat! You turned the pages to see what was next. We had fun reading this book together!”



**Option 3 continued** **What to Look For—Options 1–3**

Each of the three activity options encourages responsive and enjoyable book sharing experiences with infants. Many infants will connect with the colorful animals and repetitive, rhythmic text in this book. Infants will likely enjoy looking at the pictures of the colorful animals against the white background. Infants may show interest in the pictures by gazing, pointing, touching, or using his/her hands to bat at or tap the pictures. Infants may also express interest in the book by vocalizing, including cooing, babbling, and later saying a word or making a corresponding sound (such as a cat's 'meow'). Older infants may imitate your sounds and/or intonation as you read. Some may attempt to imitate the repeated phrase "What do you see?" Older infants may also express interest by pointing or turning the pages in the book to a particular picture. Encourage the infant to have an enjoyable experience with the book in his/her own way. Some book sharing activities may be long, others much shorter.

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

Extra support ■ Help a young infant focus on your voice by softly singing the rhythmic text. ■ Provide an object or prop related to the book for the infant to hold during or after the book sharing.

Enrichment ■ Introduce the older infant to the color of each animal. Although infants are not expected to learn or remember color names, using color names while talking about pictures can promote early awareness of colors and color names.

**Interest Area**

Materials Needed: several Eric Carle books with repetitive text, such as *Brown Bear, Brown Bear, What Do You See?* *Baby Bear, Baby Bear, What Do You See?* and *Polar Bear, Polar Bear, What Do You Hear?*

Books by Eric Carle appeal to infants with rich colors, repetitive text, and animals that are both familiar and new. Place the books in a comfortable area of the room during floor time. Ask infants which book they would like to read with you. Repeated experiences with similar text and illustrations support infants' language and literacy development.

 Family Child Care

Materials Needed: *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle; large piece of white paper affixed to a low table; crayons or markers in bright primary colors

This is a favorite book of children of all ages! Invite older toddlers and children to “read” the repeated words with you as you share the book. Show enthusiasm as you turn each page to reveal the next animal. After the book sharing, invite children to create a group art mural. Older children may use the bright colors to create animals from the book, or have their own ideas for drawing. Toddlers will enjoy experimenting making marks with the primary colors on the white paper. Infants may enjoy holding a colorful animal from the book during the activity.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Object inquiry skills

A young infant looks at small toys as part of brief play with a caregiver.



Key Concepts

See
Look



Materials Needed

2 different small toys



Also Promotes

Physical/Health

Hold an infant on your lap in a sitting position, with the infant's back fully supported by leaning against you. Place one hand on the infant's chest to prevent him/her from tipping forward. Use your arm to support the infant's head, if needed.

Invite the infant to play by saying his/her name and talking with a happy and quiet voice. Example: "Let's look at a toy, Shawn. I think you will like this toy." Use the following sequence to help the infant explore a toy:

- Show the infant a toy. Hold it still, about 12 inches from his/her face. Describe the toy.
- Move the toy slightly. Describe what is happening to the toy.
- Touch the toy to the infant's hand. Some infants may grasp the toy.
- Describe the infant's reaction to the toy.



At this age, an infant may focus on a toy for a few seconds. Repeat the sequence with the second toy if the infant is calm and alert.

If the infant needs help calming, hold him/her while gently swaying side to side. Talk or hum quietly. Example: "Seeing the toy and hearing my voice were exciting for you. You looked away, so I put away the toy."

👁️ What to Look For—Option 1

Non-mobile infants are generally alert for short periods of time. There may be a few minutes to engage in a play activity after the infant has had food or bottle and feels comfortable. Another good time for brief play with some infants is upon waking. Introducing a toy-focused play activity is generally not helpful to an infant who is tired or fussy.

Watch the infant's visual attention to a toy. Remember that looking is a way to explore an object. A young infant typically will be able to clearly see an object that is about 12 inches away. Use a slow pace to allow the infant to see the shape and color of the toy. Most young infants will not be able to reach for or grasp a small object.

Option 1 continued More Scaffolding Tips—Option 1

Extra support ■ Incorporate the activity into a diapering routine. Lay the infant on the diaper table and hold one hand on his/her torso. Present toys one at a time. Describe the infant's reaction. Set the toys aside and proceed with the diaper routine.

Enrichment ■ Use a small toy that produces a sound, such as a wrist rattle.





Birth–12 Months

Option 2 One-to-One



Skill and Goal

Object inquiry skills

An infant participates in guided play with opportunities to reach for and manipulate different toys.



Key Concepts

Hold
Look
Watch



Materials Needed

2 different small toys (see Be Prepared)



Also Promotes

Physical/Health
Self-Regulation

Be Prepared: The activity description uses a toy bear and a turtle as examples. Use two different toys that you anticipate will appeal to the infant. Use toys with different textures if you expect this will be of interest to the infant.

BEGIN: [*Sit on the floor facing an infant who can sit alone. Begin the interaction by describing the infant's actions. Example: "Adrianna, you are looking at me with your big brown eyes. You are watching what I am doing."*]

ACT: [*Hold one toy within easy reach of the infant and within the infant's line of vision. Do not place the toy in the infant's hand without first providing a chance for the infant to reach for the toy.*]

Here is a soft little toy. Our toy is a bear.

[*Playfully describe the toy. Focus on aspects of the toy that seem to be of particular interest to the infant. Examples: "The teddy bear has a big nose." "I think you are looking at the bear's ears. The bear has soft ears."*]



ASK: Would you like to hold our bear?

[*Encourage the infant to grasp the soft bear. Describe the infant's actions. Respond to the infant's vocalizations, leaving pauses for the infant to respond.*]

[*If the infant does not take the bear, playfully tip it from side to side and pretend the bear is talking or singing. Move the toy close to the infant and ask again "Do you want to hold the bear?" Continue to describe the toy and the infant's actions. Examples: "The bear is soft." "You are pulling on his ear." "You are feeling the bear's nose."*]

[*If the infant is holding and/or manipulating the first toy, offer the second toy in the same manner you offered the first toy. Describe the toy with a playful voice. Example: "This is a turtle. The turtle has eyes." Move the turtle toy close to the infant and ask "Do you want to hold our turtle?" Pause for the infant to respond.*]



[*If the infant looks, but does not reach for the toy turtle, playfully tip it from side to side and pretend the turtle is talking. If the infant looks*

Option 2 continued

away from the toy, put it down. Pause and observe to determine infant's interest. Follow the infant's cues about what to do next.

The infant may hold a toy in each hand. Point to and describe what the infant is doing. Example: "You are holding two toys. You have one soft bear in this hand and a turtle in your other hand."

Describe the feel of each toy. Emphasize bumpy turtle and soft bear.


If the infant drops one toy, pick it up and hold it so he/she can see the toy. If the infant wishes to reach out and grasp the toy again, encourage him/her to "get the toy." Put the toy aside if the infant shows no interest in it.

Continue the activity as long as the infant remains interested.]

RECAP: *[Offer a brief summary of what the toys look like and what the infant did with each one. Example: "We played with a soft bear and a turtle. You held the bear's soft foot. You made a singing sound and shook the little turtle."]*

 **What to Look For—Option 2**

Notice what the infant looks at during the activity and, as suggested in the activity plan, build your description of the toy(s) on what seems to be the focus of the infant's gaze. Keep in mind that the infant's eyes may be fixed mostly on you and your actions rather than on the toy. Although the goal of the activity is to help an infant strengthen his/her ability to focus on objects, there also are opportunities for the infant to practice reaching, grasping, and manipulating an object. Infants will differ in their readiness to hold one or more items. Some infants may grasp one toy and release it when the second toy is presented. Some infants will hold the first toy and grasp the second toy with the opposite hand. Infants often shake toys and explore the texture by bringing it to their mouth. As described in the *ELM Curriculum User Guide: Birth–36 Months*, mobile infants may "take off" with the toy! Be patient in awaiting their return.

 **More Scaffolding Tips—Option 2**

Extra support ■ The infant may need your help in holding a soft toy while he/she explores it with eyes and hands. ■ Use your leg to provide extra support for an infant who is learning to sit well-balanced. Your extra support will help the infant focus attention on the toys, without giving much attention to sitting. Maintaining focus is an important self-regulation skill.

Enrichment ■ An infant who readily grasps and manipulates a toy may enjoy a back-and-forth game of passing the toy with you. ■ If the infant enjoys the activity, offer a third toy, such as a rattle.



Birth–12 Months

Option 3 Informal Gathering



Skill and Goal

Object inquiry skills

Infants strengthen their ability to look at different objects.



Key Concepts

Look
Inside



Materials Needed

1–2 plastic bottles with items—1 per infant (see Be Prepared)
Box or basket



Also Promotes

Physical/Health

Be Prepared: Create discovery bottles for infants by putting a variety of small craft items into non-breakable bottles and securing the lids. Provide bottles with contrasting weight and different items. Water makes a bottle heavier and makes items inside float. Bottles with only light items inside offer a contrast infants will notice. Be sure to secure all lids with glue and tape.

Place all the bottles in a box or basket and invite several mobile infants to explore the toys. Sit on the floor facing the infants. If singing at the beginning of an informal gathering is a routine in your room, sing a favorite song. Invite the infants to remove the bottles from the box. An infant who is walking may enjoy carrying one or both bottles from place to place.

Talk about the bottles and encourage the infants' exploration. Describe and draw attention to what is inside the bottle. Example: "Look at what is inside this bottle. This bottle has a feather inside." Pause for an infant to respond. Point to the bottle you are describing. Some infants may focus on putting bottles into the box and taking them out again. Draw attention to the differences and similarities of the bottles. Describe each infant's actions.

What to Look For—Option 3

Notice how infants manage this open-ended play activity. As suggested in the activity description, some infants may focus on a bottle's contents, whereas other infants may enjoy moving the bottles around. To help infants focus on bottle contents, describe items in the bottle or characteristics of the bottle, including differences in bottles. Example: Point and say "this one is light." Touch or point to a water-filled bottle and tell the infant "It is heavy." To support infants who move the bottles around, talk about their actions or arrangements they may make with the bottles. Example: If an infant is interested in gathering the bottles, emphasize the concept of more bottles. You may also observe an infant moving the sensory bottles to a basket or cart to push.

Infants who crawl may enjoy pushing the bottles on the floor to make them roll. The craft items in liquid will move differently than small objects in an empty bottle. Walking infants will notice the difference in the weight and feel of the bottles while carrying them.

More Scaffolding Tips—Option 3

Extra support ■ To support an infant who seems unclear about how to approach the activity, offer to hold the infant on your lap or have the infant stand near you. Turn one bottle over and describe the movement of the items in the water.

Option 3 continued

Enrichment ■ Put beads inside bottles to produce sound when an infant shakes it. ■ Create a game by placing all the bottles in a tub or basket and ask mobile infants to help you take them out. Emphasize “in” and “out”.

 Interest Area

Materials needed: see activity description

Provide materials for infants to look at and manipulate. Non-mobile infants will enjoy exploring small rattles and books with textures, such as *Baby Touch and Feel Cuddly Animals* by D.K. Publishing. Rattles with handles and soft toys, such as texture bears or cloth dolls, will appeal to early mobile infants. Mobile infants typically like to play with stacking cups that include soft play materials inside that they can remove. Mobile infants also like to explore texture books, such as *Baby Touch and Feel First Words* by D.K. Publishing

 Family Child Care

Materials needed: puppets, soft toys, dolls or teddy bears, tub, sand, water

Children of all ages enjoy looking at, touching, and manipulating novel things. Preschool- and school-age children may enjoy playing with puppets or other soft toys while you engage an infant in Option 1 or 2. Consider setting up a tub with dry sand and giving toddlers and preschool-age children small amounts of water to add to the sand. Talk with children about how sand feels when it is dry and when it is damp. Preschool-age and older children will enjoy learning how to use a mold to form a shape with wet sand.



Birth–12 Months

Option 1 One-to-One



Skill and Goal Concentration

A young infant watches a caregiver make different kinds of facial expressions.



Key Concepts Watch



Materials Needed None



Also Promotes Communication/Language Physical/Health

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.*]

ACT: [*Smile and encourage the infant to make eye contact with you.*]

ASK: I am smiling at you! Do you see my face?

[*Pause and acknowledge the infant's response. Describe any visual attention the infant gives to you. Example: "You are looking at me! You can see that I am smiling at you. Now you are smiling too!"*]

ACT: [*Keeping a pleasant face overall, move your facial features into a different expression for several moments. You may start with smiling while sticking your tongue out. Describe the infant's response. Example: "You are watching me! You are still smiling. I think you liked my silly face!" Change your expression and describe the change. Example: "Now I am making my eyes and mouth open big! Do you think I look silly?" Some infants may try to imitate your actions, such as sticking their tongue out when you do. Others may enjoy watching your face change with each expression.*]

[*Explain that you are going to make a face like the infant's face. Example: "Now I am going to copy what you are doing. You are smiling. I am smiling too! What are you going to do next? I will copy you!" Continue to imitate the infant's facial expressions for several moments if the infant remains engaged.*]

[*Transition from the activity when the infant shows signs of disinterest, such as looking elsewhere. Example: "You are done looking at me. We can do something else now."*]

RECAP: [*Smile and make eye contact as you describe what happened. Example: "You watched me make different faces. Then I copied your face! We had fun making faces together."*]



Birth–12 Months

Option 2 One-to-One



Skill and Goal Concentration

An infant watches a caregiver make different kinds of facial expressions, including imitations of the infant's expressions.



Key Concepts

Watch



Materials Needed

None



Also Promotes

Communication/Language
Physical/Health

Invite an infant to sit with you for a short game. Place the infant facing you on your lap, holding him/her securely around the waist. Give the infant a large smile and encourage him/her to make eye contact with you. Example: "Good morning, Isaiah! I am happy to see you today. Do you see my face? I am smiling." Pause and describe the infant's visual attention. "You are watching me. You are looking at me smiling." Move your facial features into several different expressions, pausing and describing each one. Start with an expression the infant can easily identify, such as sticking out your tongue. Example: "I am going to stick out my tongue. I am making a silly face. Do you see?" Describe the infant's reactions. The infant may watch your face closely and may imitate you. Also, imitate and describe an infant's facial expression. Example: "You are yawning. I am going to yawn, just like you."

Wrap up the exchange when the infant begins to lose interest. Example: "I think you are done watching me. Let's find another activity." Acknowledge the infant's focus during the activity. Example: "We had fun watching each other, Laila. You watched me smile and make silly faces. Then we both stuck out our tongues! Thank you for playing with me."



Birth–12 Months

Option 3 One-to-One



Skill and Goal Concentration

An infant participates with a caregiver in making different facial expressions, including the opportunity to imitate the caregiver's expressions.



Key Concepts

Watch



Materials Needed

None



Also Promotes

Communication/Language
Physical/Health

Invite an infant to play a face game with you. Sit facing the infant and invite him/her to stand up while holding on to both of your hands. Place your arms firmly around his/her waist if it appears the infant is unsure of his/her position. Make eye contact and ensure the infant feels secure and ready for the activity. Smile big at the infant and encourage him/her to watch your face. Example: "I am smiling at you, Isabela. I am happy that we are playing this game together! You are watching me and smiling too. Please watch what I do next!" Change your facial expression several times, pausing with each one to describe your actions as well as the infant's responses. Example: "You are watching me stick out my tongue. Now you are sticking out your tongue! We are both making a silly face." Invite the infant to make faces for you to imitate. Example: "Now I am going to watch you! What face are you going to make? I will do the same!"

Transition out of the activity when the infant begins to show signs of disinterest with the game. Acknowledge the infant's focus during the activity. Example: "You watched me make different faces. Some of the faces made you laugh! Then we made some faces together. I had fun playing this game with you."

What to Look For—Options 1–3

Each of the three options provides opportunities for an infant to visually focus on the expressions of a human face, which is an inherently appealing activity for infants. Ensure the activity is enjoyable for the infant by keeping your expressions pleasant or silly. Avoid stern or unpleasant facial expressions.

Watch the infant's interest in the activity closely to determine how much to change your facial expressions or how long to sustain the activity. An infant may focus on your face for several minutes or begin to lose interest much sooner. It is useful to draw the infant's attention to his/her participation, including instances of looking at your face and your making a face that mimics the infant's facial expression. An infant is likely to show disinterest in obvious ways, such as looking away, fussing, squirming, or crawling/walking away.

 A small icon of a staircase with three steps. **More Scaffolding Tips—Options 1–3**

Extra support ■ If an infant needs extra support to focus on you, bring your face slightly closer to the infant's face and repeat several changes in exaggerated facial expressions. Example: offer a large smile with your mouth open, smile with your tongue out, then return to smiling with your mouth open. ■ Use the infant's name frequently to encourage engagement in the exchange.

Enrichment ■ Engage an infant in front of a large mirror. Encourage the infant to focus on your expression in the mirror, and then to explore his/her own reflection in the mirror. ■ Vary your facial expressions to include more subtle changes, such as raising your eyebrows.

 A small red silhouette of a person's head and shoulders. **Interest Area**

Materials Needed: books with pictures of human faces, large mirror

Place the books near a large, unbreakable mirror. Invite one or several toddlers to look at pictures in the books. Mimic some of the faces pictured in the book. Encourage the infants to look at their own faces in the nearby mirror. Some infants may examine their reflection closely, whereas others may make faces in the mirror. Young infants are unlikely to be aware that the reflection they see in the mirror is their own.

 A small brown icon of a house with a chimney. **Family Child Care**

Materials Needed: book with pictures of different human facial expressions, Optional: age-appropriate handheld mirrors

Children of all ages enjoy making different faces. Read with children a book that includes illustrations of different facial expressions. Pause on each page and invite toddlers and older children to imitate a pictured face. After the book reading, invite one child at a time to make a face for others to imitate. Infants and younger toddlers will enjoy watching their older peers make different faces. You may wish to offer mirrors for the children to hold as they make different faces.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Social interaction skills

A young infant participates in responsive interactions with a caregiver, focused on a toy rattle.



Key Concepts

Smile
Look
Listen



Materials Needed

Soft rattle



Also Promotes

Communication/Language
Physical/Health
Self-Regulation

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, Jeremiah! You had a nice nap. You are all rested. Would you like to play with me? I am happy you are here today!” Watch the infant for signs of interest in engaging in a back-and-forth interaction with you. The infant may show interest in interacting by gazing at you, vocalizing, kicking his/her legs, or reaching toward you. Acknowledge the infant’s reactions, including any vocalizations, facial expressions, or gestures. Example: “You are smiling, Kiara! 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: [Introduce the toy rattle.]

Look! I have a rattle for us to play with! Listen to the sound it makes. Maybe you would like to touch and hold the rattle.

[Hold the rattle about 12 inches from the infant. Gently shake and move the rattle slowly from side to side to attract the infant’s attention. Watch for the infant to respond by gazing, batting at, or reaching for the rattle. When the infant responds to the toy, move it to the infant’s hand. Hold the rattle for the infant to touch if he/she is not yet grasping.

Describe the infant’s reactions to the toy. Examples:

- “Your eyes got wide when you saw our toy. Your eyes are following the rattle.”
- “You kicked your feet when you heard the rattle, Diego! I think you like our toy. I will hold it close so you can touch it.”
- “You reached for the rattle as soon as you saw it, Christina! I moved it closer. Now you are holding it.”

Continue interacting with the infant as he/she explores the rattle. Respond to vocalizations and facial expressions. Wrap up the activity when the infant begins to show signs of disinterest.]

RECAP: [Offer a brief description of the interaction. Example: “Thank you for sharing time with me, Christina. We talked about the rattle. You moved the rattle and listened to the sound it made! You kicked your legs when you listened to the rattle. We had fun together.”]

Birth–12 Months

■ **Be Prepared:** Place one animal figure in each cup of the muffin pan.

Option 2 One-to-One



Skill and Goal

Social interaction skills

An infant participates in open-ended play with a caregiver, focused on toy animal figures and a muffin pan.



Key Concepts

Look
Smile
Play



Materials Needed

Small animal figures
Muffin pan



Also Promotes

Communication/Language
Physical/Health
Cognitive

Invite an infant to sit with you on the floor to play. Introduce the muffin pan with animals and invite the infant to explore the new materials. Example: “We have some new toys today. Look at the animals in the pan! What would you like to do with our new toys?” As there are no



specific ways to use the materials, this activity focuses on the interpersonal connection with the infant. Watch the infant’s reactions as he/she explores the materials and allow the infant to lead the activity. Some infants may remove the animal figures to explore them, whereas others may focus on taking out and returning the animal figures to the muffin pan.

Describe the infant’s actions. Examples: “You are smiling at the new toys. You are taking out the animals. I wonder what you are going to do next!” “You are holding a pig. You are looking at the pig’s curly tail.” “You are looking at the toys and kicking your legs!” “I can see you are smiling and reaching for the animals. You want to play with our new toys.”

If the infant appears hesitant to interact with the materials, offer suggestions for play. Example: “You are looking at the animals. Would you like to take an animal out? Which one should we look at first? How about the brown horse?”

Remember to pause for the infant to respond to your comments.



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Social interaction skills

An older infant participates in responsive interactions with a caregiver that include opportunities to move animal figures from one muffin pan to another.



Key Concepts

Look
Smile



Materials Needed

Small animal figures
2 muffin pans



Also Promotes

Communication/Language
Physical/Health
Cognitive

Be Prepared: Place one animal figure in each cup of one muffin pan. Leave the second pan empty.

Invite an infant to play a game with you. The infant may wish to sit with you on the floor or stand at a low table for the activity. Introduce the muffin pan with animals inside and place the empty muffin pan nearby. Encourage the infant to explore the materials for several moments.

Invite the infant to take the toy animals out of the muffin pan and put them in the empty pan. Provide a demonstration and description with one animal figure, if appropriate. Describe the infant's actions with the materials.

Example: "You picked up a toy cow. Where are you going to put the cow? I see where you are putting it!" Follow the infant's lead as he/she interacts with the materials. If the infant appears hesitant, offer help and suggestions to extend the play. Example: "You took all the animals out of the pan. Look at all the animals lined up on the floor! What would you like to do next? Maybe you can put the animals in this pan!" Also, follow the child's lead on whether he/she wants you to participate in moving around the animal figures. Example: "Would you like me to help you?" Recognize and respond to the infant's reactions during the activity. Example: "I think you are excited about this new game! You are smiling and looking at all the animals."



👁️ What to Look For—Options 1–3

Open-ended activities are good opportunities to engage in positive interactions with an infant. You can promote responsive exchanges with the infant by commenting on the infant's actions with and reactions to the materials, and perhaps also by helping the infant play with the materials. Use the infant's reactions to the materials to shape the focus of your role, including whether the infant seems interested in your helping to manipulate the objects (especially in Options 2 and 3). Watch for and respond to vocalizations, focused looking, facial expressions (such as smiling) and other gestures or movements (such as clapping). Older infants may be interested in carrying a toy around the room. Maintain proximity to the walking infant and continue the interaction if possible.



More Scaffolding Tips—Options 1–3

Extra support ■ If a toddler appears uninterested in moving animal figures from one pan to another pan in Option 3, simply put aside the second pan and encourage participation with strategies suggested for Option 2. ■ If you anticipate offering a toy figure in each of the cups of a pan may be too overwhelming in Option 2 or 3, use a smaller number of toys. ■ Some infants may benefit from a longer period of time for exploring the animal figures in the opening segments of Options 2 and 3. ■ Remember to pause frequently for the infant to respond.

Enrichment ■ While the young infant in Option 1 explores the sounds of the rattle, sing a familiar song softly. You may wish to incorporate the infant’s name or actions into the song, such as “Shake, shake, shake the rattle. Juan is shaking the rattle.” ■ Encourage the infant to engage with the materials in Options 2 and 3 in new ways. Example: the muffin pan could be turned over and animals could be placed on top of the cups rather than inside.



Interest Area

Materials Needed: assortment of small toys, such as animal figures; 2 muffin pans; basket

Provide opportunities for infants to independently explore the materials included in Options 2 and 3. Place the small toys in the basket and lay the muffin pans nearby. You may wish to place a few toys in the cups of both pans to generate interest in the materials. Infants may enjoy exploring the animals individually, or practice filling and dumping the muffin pans. Infants may enjoy watching their peers engage with the materials in similar ways. Describe the infants’ actions with the materials. Recognize facial expressions and repeat and extend any vocalizations while the infants play.



Family Child Care

Materials Needed: various items to put in muffin pans (see below), 2–3 bowls or baskets, 2–3 muffin pans

Provide different types of items for children to explore putting in muffin pans. Infants will enjoy animal figures, large pop beads, rattles, and caged bells. Toddlers will enjoy counting bears, large pebbles, and plastic shapes from a shape sorter. Preschool-age children will enjoy large buttons (that are not a choking hazard), and craft pom-poms. Older children may like to sort items as they place them in a muffin pan. Older infants may enjoy putting items in, and then taking them out, of the pans.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Fine motor development

An infant watches a caregiver make sounds by shaking a toy, with the opportunity to hold and shake a sound-making toy.



Key Concepts

Hold
Shake



Materials Needed

1 small bell
1 small rattle



Also Promotes

Communication/Language
Cognitive

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 holds its head/neck.

If the infant is on his/her back: Hold the rattle in one of your hands and the bell in your other hand. Hold the two toys near the center of the infant's chest within easy reach of the infant and within the infant's line of vision. Do not place either of the toys in the infant's hand without first providing a sustained opportunity for the infant to reach for one or both of the toys.



If the infant is on his/her tummy: Place the rattle and the bell directly in front and within easy reach of the infant.

Gently move the toys as you present each, one at a time as suggested below. Point to your ear when you say "hear."]

Here is a rattle. Listen. Do you hear the sound of the rattle?

Shake, shake, shake. I am shaking the rattle. The rattle is making a sound.

Here is a bell. Listen. Do you hear the sound of the bell?

Shake, shake, shake. I am shaking the bell. The bell is making a sound.

ASK: Do you want to shake the rattle? Do you want to shake the bell?

[Encourage the infant to hold the bell or rattle with either hand. Shake the rattle or bell slightly if the infant does not look at the toys you offer. Depending on the infant's motor development, he/she may or may not reach for the toy you offer.

Invite the infant to shake the toy(s) he/she is holding. Offer a demonstration by gently shaking a toy, if appropriate.]

**Option 1 continued**

ACT: *[Describe the infant's actions. Examples: "You looked at the bell and at the rattle. You smiled when you heard the sound of the bell. You are holding and shaking the bell. You are smiling when you shake your bell." "You are shaking the bell in one hand and holding the rattle in your other hand."]*

Allow the infant to simply hold or mouth the toy if he/she likes. If the infant is not holding both of the toys, take the toy not being used by the infant and shake it. Describe what you are doing and the sound you are making. Ask the infant if he/she would like to shake his/her toy.

Offer the infant the toy you are holding and shaking. Provide an opportunity for the infant to reach for the toy rather than immediately putting it in his/her hand.

Describe the infant's vocalizations. Example: "You are laughing. You are laughing while you shake your bell."]

RECAP: We went shake, shake, shake with a bell and a rattle today. We heard the sound of a rattle and the sound of a bell.

👁️ What to Look For—Option 1

At this age, an infant may be engaged for a few seconds or may be interested in the sound making and interaction for several minutes. Be attentive to the infant's reactions to the sound of a toy. The infant may turn away or fuss if the sound is displeasing. If an infant prefers the sound of one toy over another, describe the infant's preference. Example: "I think you like the sound of the bell. We can put down the rattle for now." Welcome mobile infants who want to join you but be careful to not share toys that an infant has mouthed. Remember that an infant's interest in the activity is supported when you convey it is both interesting and enjoyable.

📈 More Scaffolding Tips—Option 1

Extra support ■ If an infant drops or throws the toy, describe the infant's action, pick up the toy, and offer it again to the infant with a gentle shake. If the infant continues to drop or throw his/her toy, move to a different activity and return to the rattle/bell at a later time. ■ If an infant shows interest in touching or holding a toy, but is not able to shake the toy while holding it, you may need to help the infant hold the toy so he/she can feel it. Describe the infant's actions.

Enrichment ■ Draw attention to the difference in the sound of the bell and the sound of the rattle without describing each sound. Example: "The bell and the rattle make different kinds of sounds. Listen. Here is the sound of the rattle. Here is the sound of the bell." ■ Sing a familiar song while shaking your sound maker. Encourage the infant to shake his/her sound maker as you sing. Incorporate the infant's name into the song.



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Fine motor development

An infant shakes different types of sound-making toy(s) with caregiver guidance.



Key Concepts

Shake
Sound



Materials Needed

1 small bell
1 small rattle
1 ring with beads inside
1 small tray



Also Promotes

Communication/Language
Cognitive

Sit on the floor facing an infant who can sit with support or sit independently. Put the three toys on the tray with sufficient space between each so the infant can clearly see each item. Place the tray of toys in front of you. Gently shake each item as you say its name and your action. Example:

“This is a bell. I am shaking the bell. The bell is making a sound. This is a rattle. I am shaking the rattle. Listen to the sound the rattle is making. This is a ring. The ring makes a sound when I shake it. Shake, shake, shake. Our toys make a sound when we shake them.”

Hold the tray of toys near the center of the infant’s chest. This provides an opportunity for the infant to practice reaching and grasping one or more of the toys. Encourage the infant to take one or more of the toys and to shake each toy he/she takes.

Describe the infant’s actions. Examples: “You looked at the bell, the rattle, and the ring. You picked the (name of toy) to hold and move.” “You are shaking the ring and making a sound.” “You moved the rattle from one hand to another hand.”

Take a toy not being used by the infant and shake it. Describe what you are doing and the sound you are making. You may wish to shake the toy in different ways (up and down, all around, side-to-side) but do not expect the infant to follow your pattern. Be sure to return the toy to the tray so the infant can hold it and maybe shake it. Draw attention to differences in the sounds of the toys.



👁️ What to Look For—Option 2

Watch for opportunities to show and describe how moving a toy with our hand can make a sound. If an infant shows interest in the ring, point to and name the beads inside the ring. Show how the beads move and make a noise when the ring is moved. Encourage the infant to move or shake the ring while watching the beads move around. This is another way to help an infant begin to understand that his/her action produces the sound. Although you may move a toy in different ways, as suggested in the activity description, remember that your role is to support the infant’s movement of a toy with his/her hand, not to entertain the infant with your own actions.

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

Extra support ■ Adapt your introduction of each toy to accommodate the infant's level of interest. Example: Do not introduce all three toys if the infant immediately reaches for the first toy you describe and demonstrate.

Enrichment ■ If the infant shows interest in taking turns with making a sound, follow his/her lead. Make a sound with your toy after the infant makes a sound with his/her toy. Say "Your turn" after you make a sound. Lean closer to the infant to prompt him/her for his/her turn. Imitate the sound he/she made. Examples: Make a short sound if the infant made a short sound. Make the sound for a longer period of time if the infant made the sound for a longer time.



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Fine motor development

An infant participates with a caregiver in shaking a sound-making toy with one or two hands.



Key Concepts

Shake
Sound



Materials Needed

2 bells (see Be Prepared)
2 rattles (see Be Prepared)
1 small tray



Also Promotes

Communication/Language
Cognitive

Be Prepared: One bell and one rattle are for the infant's use. One bell and one rattle are for your use.

Sit across from an infant who can sit alone. Place one bell and one rattle on the small tray. Encourage the infant to take one of the sound makers. Use the same type of sound maker the infant uses. Put the other sound makers (yours and the infant's) on the floor behind you. Use your same toy to imitate the actions of the infant. Describe the sounds. Example: "Our bells are ringing, ringing. You are shaking your bell to make it ring. I am shaking my bell to make it ring."

Sing a song that supports the infant's actions with the toy. See the following suggestion. Include the child's name in the song and gently shake your same toy as you sing. (Tune: "Wheels on the Bus")

Riana shakes a bell, with one hand;
With one hand; with one hand.
Riana shakes a bell, with one hand;
He/she makes a happy sound!

Lightly touch the infant's opposite hand. Ask the infant, "Would you like to move the (name of toy) with your other hand?" Demonstrate and describe the movement of your toy from one hand to another hand. Then say to the infant, "Let's try the other hand. I will sing a song for you." Gently move the infant's toy from one hand to the opposite hand if the infant seems interested in moving the toy to his/her other hand. If the infant is not interested in switching the toy to a different hand, acknowledge his/her wish. Example: "I think you want to hold your toy where it is. That's fine." Repeat the song you offered earlier in this activity. Encourage the infant to move the rattle or bell as you sing.

What to Look For—Option 3

Although this activity mostly supports fine motor development, an important gross motor action is involved in securing the toy. Pay close attention to whether the infant has the body strength and balance to reach for the toy. The infant must sit and lean forward to reach the toy and return to a sitting position unless you provide the toy to him/her (see Extra Support tip).

Look for opportunities to emphasize how movement of the infant's hand is what makes the toy make a sound, as suggested in the plan description. One of the ways this option is more challenging than Option 2 is the involvement

Option 3 continued

of four toys (two of each type) for the infant to notice. The activity plan suggests moving toys not being used behind your back to help the infant focus on one type of toy being manipulated.

 More Scaffolding Tips—Option 3

Extra support ■ If the infant is unable to reach the sound maker, hold it in your hand close to his/her midline. ■ Provide extra support for the sitting infant by moving your leg behind him/her, or offer a supportive cushion.

Enrichment ■ If the infant moves his/her sound-making toy to another hand, acknowledge this in your song. Example (Tune: “Wheels on the Bus”): “Riana moved her toy to her other hand, other hand, other hand. Riana moved her toy to her other hand. And she’s making a pretty sound.” ■ Demonstrate how to move one toy in each hand. Ask the infant if he/she would like to play both the bell and rattle. ■ Draw attention to the differences in the sounds of bell and rattle.



Interest Area

Materials Needed: wrist rattles; sound makers, such as bells or rattles

Young infants who do not sit independently will enjoy wrist rattles. Fasten the wrist rattle to an infant’s arm. Encourage the infant to move his/her arm by talking, smiling, and looking at the infant. Describe the sound. Example: “Your rattle makes a sound. Shake, shake, shake.” Talk with the infant about the sound his/her wrist rattle is making.

Place sound makers on a low table where mobile infants can discover them. Sit nearby so you can talk with the infants and join them in making sounds with a bell or rattle. As you shake the bell or rattle say, “My rattle makes a sound. Shake, shake, shake.”



Family Child Care

Materials Needed: things in your setting that make sounds, such as a box of cereal or pasta, set of measuring spoons, crumpled paper

If older children are interested in the sound-making activity, suggest they listen while you and the infant make sounds. Ask the older children to describe how the sound is being made (by moving our hands). Later, take children on a walking tour of your home to find things that make sounds when you move or touch them. Examples: box of cereal or pasta, set of measuring spoons, crumpled paper. As you touch or move each item, comment on how you are moving the item and the sound it makes. Example: “I am moving this paper. This paper makes a crunch, crunch sound.” Point out how moving an item with your hand (and maybe your arm) makes the sound.