



**Communication/
Language**

Exploring Words

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



Cognitive

Solving Problems

- Option 1** (OO) A young infant chooses a toy to play with.
- Option 2** (OO) An infant chooses toys for open-ended play with a caregiver.
- Option 3** (IG) Infants choose a sound-making toy to shake as part of a small gathering of mobile peers.



Self-Regulation

Focusing and Remembering

- Option 1** (OO) An infant is encouraged to persist in reaching for a toy during tummy time.
- Option 2** (OO) An infant is encouraged to persist in reaching for a toy from a sitting position.



Social-Emotional

Interacting with Others

- Option 1** (OO) An infant participates in responsive interactions with a caregiver focused on a teddy bear.
- Option 2** (IG) Infants are encouraged to imitate a caregiver’s simple actions with a teddy bear.
- Option 3** (IG) Infants participate in a book sharing that includes an opportunity to move teddy bears in ways similar to movements described in the book.



Physical/Health

Using Our Hands

- Option 1** (OO) An infant manipulates a rattle while lying on his/her tummy or back.
- Option 2** (OO) An infant manipulates a bell while sitting independently or with support.

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

Revision 07/16/20



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 the caregiver's voice and looking at pictures of animal mothers and babies.



Key Concepts

Book
Look



Materials Needed

Time for Bed by Mem Fox



Also Promotes

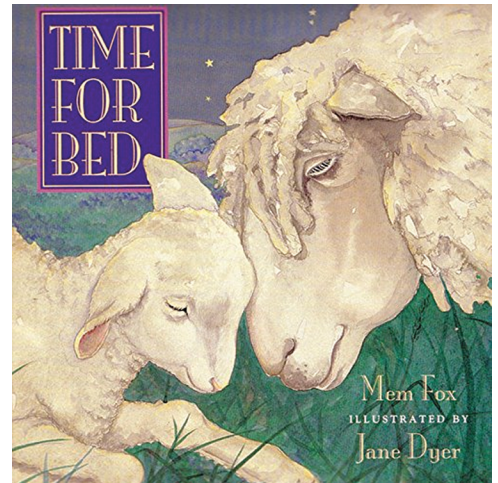
Cognitive
Social-Emotional

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

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

ACT: I have a book for us to read together! Look, here is a picture of a mama sheep and baby sheep.

[Pause and watch for the infant's response. The young infant may show interest in the book by vocalizing, turning toward you, gazing at the picture, or reaching out and batting at the book.]



Describe the infant's reaction to the book. Example: "You are looking at the mama and baby sheep, Taylor. I can hear you cooing! Let's turn the page and see what animals are next!"

EXPLAIN: This is the mama sheep. This is her baby lamb. It is time for bed. The mama is saying goodnight to her baby. Our book is about animal mommies saying goodnight to their babies. Let's open the book and see what's on the next page!

ACT: [It is not necessary to read the text. Infants will benefit from hearing you talk about the pictures as you share the book together. Use the following strategies to engage the infant in the book:

- Point to and describe pictures. Examples: "Here is the mama cow. Here is her baby calf. The moon is in the sky because it is nighttime. Look, there are stars in the sky too! It is bedtime for the little calf." "The mama fish is saying goodnight to her baby fish. Look at the bubbles! Let's see if we can find the little fish!"
- Spend more time talking about pictures of particular interest to the infant. Example: "You are looking at the flowers. Here is the mama bee on the flower. Here is her baby bee on this flower. The mama bee is saying goodnight to her little bee."

**Option 1 continued**

- Describe the infant's gestures or vocalizations. Example: "You are kicking your legs and looking at the mama fish making bubbles. I think you like this picture with the bubbles!"
- Use your voice to add interest and enjoyment to the book sharing. The infant may enjoy a slightly higher pitch and a slower tempo as you talk about the pictures.
- 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 animal mommies saying goodnight to their babies. We looked at pictures of different animals. You kicked your legs when we looked at the picture of the bubbles!"]

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 animal mothers and babies.



Key Concepts

Book
Look



Materials Needed

Time for Bed by Mem Fox



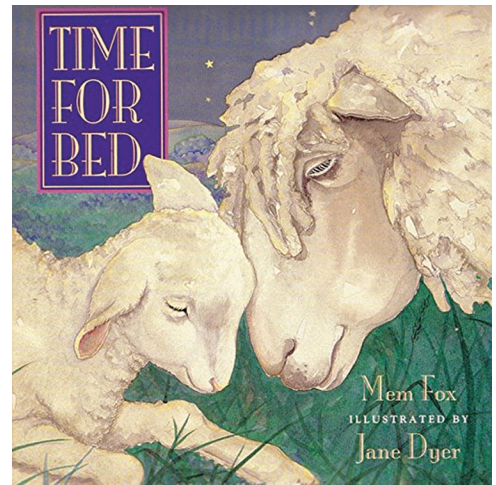
Also Promotes

Cognitive
Social-Emotional
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 sheep? This is a mama sheep. This is her baby lamb. It is time for the baby lamb to go to bed. Our book is about animal mommies saying goodnight to their babies. I wonder what animals we are going to see in our book!”

Watch the infant’s response to the book introduction. The infant may show interest by gazing at the cover picture, vocalizing, and/or reaching toward the book. Some infants may grasp the book and attempt to turn the pages. Use the following strategies to engage the infant in the book:

- Point to and name pictured objects. Example: (Point to each object as you say its name.) “This is a mama mouse. The mama mouse is saying goodnight to her baby mouse. Look, the mama is hugging her little mouse tight. What else do we see?”
- Encourage the infant to help you turn the pages.
- Describe what the infant is looking at. Example: “You are looking at the baby cat snuggling with the mama cat. It is time for bed. The little cat is sleeping. The mama cat is licking her little cat. Do you see the mama cat’s pink tongue?”
- Spend more time talking about pictures that appear to be of particular interest to the infant. You may wish to provide additional context or information. Example: “You are looking at the mama snake. The mama snake is big. Look, here is her baby snake! The baby snake is small. It is time for the little snake to go to sleep.”
- Describe the infant’s gestures or vocalizations. Example: “You are touching the picture of the little goose. You are smiling! The little goose is yellow and fuzzy. I think you like this picture.”
- Help the infant connect book information to his/her experiences and developing knowledge. Example: “The animal mommies said goodnight to their babies. Look at the little boy! It is time to sleep. His mommy is saying goodnight. You go to bed at nighttime. Your parent says goodnight to you!”



**Option 2 continued**

- Use your voice to add interest and enjoyment to the book reading. The infant may enjoy hearing some of the rhythmic, rhyming, repetitive text read in a sing-song voice. Emphasize the repeated phrases at the beginning of each page.
- Conclude the book sharing by describing the infant's participation. Example: "We had fun reading this book together, Isaac. You looked at the pictures of the animal mommies and babies. You touched the picture of the little goose. You smiled at the picture of the mommy saying goodnight to the little boy. You helped turn the pages of our 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 animal mothers and babies.



Key Concepts

Book
Look



Materials Needed

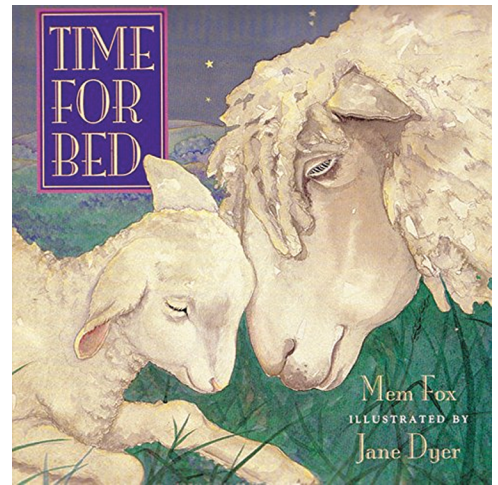
Time for Bed by Mem Fox



Also Promotes

Cognitive
Social-Emotional
Physical/Health

Invite an older infant to read a book with you. The infant may wish to sit next to you or stand close while you read. Introduce the book and invite the infant to hold (or help you hold) the book and turn its pages. Example: “Look, do you see the mama sheep and baby sheep? It is time for bed. The mama sheep is saying goodnight to her little sheep. Our book is about animal mommies saying goodnight to their babies. Would you like to help me turn the page to read the book? Would you like to hold the book?”



A sitting infant may help you hold the book and turn the pages. A standing infant may want to use one hand to help turn the pages.

Use the following strategies to engage the infant with the book:

- Point to and label pictured objects. Example: “This is a mama horse. This is her baby horse. Look at the baby horse’s long legs!”
- Invite the infant to point to objects that you label. Example: “This is the mama dog. Where is her baby puppy in our picture? You can point to the puppy!”
- Encourage the infant to turn the pages as you read the book. Provide assistance, if needed, by keeping all 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. 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.
- Describe what the infant is looking at and provide additional context or information. Example: “You are looking at the mama fish. Let’s look for her baby fish. There is the little fish! (Point.) The mama fish is talking to her baby. She is making bubbles. Let’s point to the bubbles!” Spend more time talking about pictures of particular interest to the infant.
- Describe and respond to the infant’s gestures or vocalizations. Example: “You said ‘night night!’ Yes, it is time for the little cat to go to sleep. Goodnight, little cat!”
- Encourage the infant to connect book information to his/her experiences and developing knowledge. Example: “The little bird is going to sleep with the mama bird. Birds sleep in a nest. Where is the birds’ nest in the tree? We don’t sleep in a nest! Where do you go to bed and sleep?”

**Option 3 continued**

- Show enjoyment as you read the rhythmic, rhyming, repetitive text. Emphasize the repeated phrases “it’s time for bed” and “it’s time to sleep” throughout the book.
- Conclude the session by recognizing the infant’s participation in the book reading. Example: “You helped hold our book, Maddie. You pointed to the little snake. You said ‘night night’ when you looked at the little cat. You turned the pages to see what was next! We had fun reading this book together.”

👁️ What to Look For—Options 1–3

Many infants will connect with the book’s familiar theme of going to bed. Infants will 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 perhaps saying a word or making a corresponding sound (such as a cow ‘moo.’) Older infants may imitate your sounds and/or intonation as you read. Older infants may also express interest by pointing or turning the pages in the book to a particular picture. Some book sharing activities may be long, others much shorter.

Infants will benefit from your descriptions of the book’s rich illustrations. Example: The little fish may be difficult for infants to find and focus on. Using your own words to describe pictures is highly important. Example: The book does not use the word “baby,” but many infants may more readily understand that the mother sheep is saying goodnight to her baby than to her little sheep.

Acknowledge an infant’s disinterest in the book, such as looking away, fussing, or turning his/her body away from the book. Example: “I can see you are squirming away from the book. I don’t think you want to read our book right now, Joaquin. I can hold you or we can find another activity.”

📈 More Scaffolding Tips—Options 1–3

Extra support ■ Softly sing or chant “time for bed” or “time to sleep” to the animals pictured on a page. ■ Depending on the infant’s reaction to the book, it may be helpful to point out the mother and baby on each page rather than reading the text. Example: “Here is the mama cat. Here is the baby cat.”

Enrichment ■ The infant may enjoy holding an animal figure from the book or a favorite blanket during and/or after the book sharing. ■ Introduce an older infant to the concepts of “big” and “small” (or “little,” as used in the book text) on pertinent pages of the book. You may use your hands to demonstrate big (open wide) and small (close together) with the infant.



Interest Area

Materials Needed: *Time for Bed* by Mem Fox, several stuffed animals or baby dolls, small blanket or scarf

Provide follow-up time with the book that includes stuffed animals or dolls for infants to touch and hold. Gently place the small blanket or scarf over an animal/baby and repeat the phrase from the book "It's time for bed, little (name of animal or baby doll), little (name of animal or baby doll)."
Some infants may say "night night" to their animal/doll. Infants may enjoy repeating this action.



Family Child Care

Materials Needed: several books with a goodnight theme, such as *Time for Bed* by Mem Fox, and *Goodnight Moon* by Margaret Wise Brown; toy barn and farm accessories; assortment of farm animal figures

Share the "goodnight" themed books with the children in your care. Arrange the farm animals and barn on a low table, placing the books nearby. Invite small groups of children to play with the farm materials. Infants can be held on a lap at the table and given a farm animal figure to manipulate. As the children engage with the materials, suggest a play theme of the animals going in the barn to sleep, then coming out to play. Some toddlers and children may enjoy moving the animals in and out of the barn, whereas others will have their own ideas for play.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Problem-solving

Object inquiry skills

A young infant chooses a toy to play with.



Key Concepts

Look



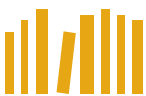
Materials Needed

- 1 sensory baby doll
- 1 texture bear



Also Promotes

Communication/Language



Optional Reading

Global Babies by Global Fund for Children Books

BEGIN: *[Place a non-mobile infant on his/her back so he/she can easily see your face and toys you present. Place an infant who can sit independently or with support on the floor, facing you.]*

EXPLAIN: Here are two toys. You can play with the toys.

[Hold the doll and bear side by side about 12 inches from the infant so he/she can clearly see the toys.

Wiggle the doll slightly to draw attention to the toy. Describe the doll. Example: “Our baby doll is wearing a hat. The doll has a smiling face.”

Next wiggle the bear while you hold the doll still. Talk about the bear’s texture and color.

Describe the infant’s reactions to the toys. Example: “Anthony, you are waving your arms and smiling at the bear. I think you like the happy face on our bear.”]

ACT: Which toy you would like to play with?

[Based on the infant’s reactions to the two toys, hold the preferred toy close to the infant again so the toy can be easily touched or grasped by the infant. Put aside the other toy. Invite the infant to hold the preferred toy. Example: “Do you want to hold the teddy bear?” Pause for the infant to focus on the toy and respond to seeing it again.

If the infant does not touch the preferred toy, offer to touch the infant’s arm or hand with the toy.

Describe the infant’s actions with the toy, such as looking or touching or mouthing.]

RECAP: *[Describe highlights of what happened. Example: “Today you looked at a baby doll and a teddy bear. I think you liked the teddy bear a lot. You held the teddy bear and then gave it back to me.”]*

What to Look For—Option 1

Carefully observe the infant’s gaze to determine which toy seems to be preferred and whether the infant appears interested in touching or holding a toy. Provide ample time for the infant to look at the toys. Before infants are able to reach for objects of interest, vision is their primary means of exploring. Some infants may prefer to look at but not touch (or be touched with) a toy. Avoid overstimulating the infant by paying attention to his/her non-verbal signals and not using the toys as entertainment. Remember that the activity emphasizes the infant’s consideration of two different toys.



Option 1 continued

More Scaffolding Tips—Option 1

Extra support ■ Move the toy slowly into the infant’s visual range and avoid startling him/her by using a calm, slow pace.

Enrichment ■ Say the name of the infant’s body part when you gently move a toy toward the infant. Example: “Here comes our teddy bear to see your toes.” Touch the infant’s feet with the soft toy.



Birth–12 Months

Be Prepared: Select stacking cups that differ in size and/or color.

Option 2 One-to-One



Skill and Goal

Problem-solving

An infant chooses toys for open-ended play with a caregiver.



Key Concepts

Big
Little



Materials Needed

- 1 big soft bear
- 1 small soft bear
- 4 stacking cups (see Be Prepared)



Also Promotes

Communication/Language
Physical/Health

Sit on the floor next to an infant and ask if he/she would like to join you in playing with some soft bears. Place the soft bears near the infant and describe each one.

Example: “Here is our big bear.” Pause. “This is our little bear.” Emphasize the words big and little.

Encourage the infant to choose one of the bears.

Emphasize again the words big and little. Use the bear not preferred by the infant for your participation in the play session.

Offer two different stacking cups as dishes for pretend food for the bears. Set them side by side so the infant may easily reach both. Example: “Here is a little cup for bear’s food. Here is a big cup for her food. Which cup would you like to use?” Use the cup not preferred by the infant for your participation in the session.

If the infant remains interested, offer the second set of two different cups for pretend milk or water for the bears. Use the procedures described above for presenting the two cups. Again, encourage the infant to select one cup for giving a drink to his/her bear. Use the other cup for your own actions.

Engage the infant in play that could involve holding the bear, feeding the bear, and maybe putting the bear to bed. Incorporate routines that are familiar to an infant. Describe what the infant does with his/her bear and other toys, and emphasize the concepts used to describe the items, such as big and little. Mimic actions an infant does with his/her toys.



What to Look For—Option 2

Infants are likely to differ in how long they look at choices before showing a preference for one of the two items you offer. Monitor their gaze, keeping in mind that looking is an important way to explore objects. It is not necessary for the infant to use items initially chosen for the entire play session. An infant

Option 2 continued

may wish to switch bears or cups with you as part of the play. Positively accommodate this interest. The length of the playtime is expected to vary considerably across infants.

Most of the words you use in this session will be unfamiliar to an infant. Your facial expressions and hand gestures are valuable ways to supplement your words. Emphasizing and repeating key words in a meaningful context informally supports an infant's language development over time.

 **More Scaffolding Tips—Option 2**

Extra support ■ Use the names of foods liked by the infant, such as peaches and milk, as part of the pretend play. ■ Point to items as you describe each and speak clearly and slowly.

Enrichment ■ Offer two different small boxes, such as shoeboxes, as pretend beds. Encourage the infant to pick one for his/her bear to sleep in. Also, if an infant wishes to repeat the activity on a different day, offer two different-colored washcloths as pretend blankets for the bear.



Birth–12 Months

■ **Be Prepared:** One possible source of music is the *World Playground* CD.

Option 3 Informal Gathering



Skill and Goal

Problem-solving

Infants choose a sound-making toy to shake as part of a small gathering of mobile peers.



Key Concepts

Choice
Shake
Listen



Materials Needed

5 caged bells
5 egg-shaped shakers
CD of your choice (see Be Prepared)



Also Promotes

Communication/Language
Physical/Health

Invite mobile infants to an informal gathering with music. Explain that we are going to shake bells and shakers. Move from infant to infant and give each a choice of using one bell or one shaker egg. Present the two items at the same time. Point to each sound-making toy as you describe it.

Allow ample time for each child to make a choice. Describe each infant's choice. Example: "Okay, Darnell, you want a shaker egg."

Use one of the sound-making toys to lead infants in shaking their toys.

Example: "Let's shake our bells and eggs and listen to the sound." Point to your ear as you emphasize "listen." Describe each infant's actions. Examples: "Helena is watching." "Brandon is shaking a shaker."

After a brief period of infants shaking their toys, provide recorded music to support infants' shaking of their toys.



👁️ What to Look For—Option 3

At this age, infants will show their preference for an item by looking, pointing, touching, or grasping. Some infants may verbalize their preference. Say aloud the infant's preference (or your understanding of the preference). Some infants may prefer to hold a shaker or bell and watch the activity. Other infants may imitate your actions. Encourage all types of participation.

📊 More Scaffolding Tips—Option 3

Extra support ■ When you offer the toy choice, pause slightly between the words "egg shaker" and "bell." ■ If an infant does not seem to understand you are offering a choice, restate the choice using different words. ■ Ensure the volume of the recorded music allows infants to hear their sound-making toys.

Enrichment ■ Draw attention to the difference in sounds of a bell and a shaker.



Interest Area

Materials Needed: dissimilar objects, large blocks and vehicles, red nonbreakable bowl, red pop beads, yellow nonbreakable bowl, yellow balls, pails, scoops

Throughout the week, offer infants two different types of objects and encourage them to select one.

For tummy time with a non-mobile infant, place two dissimilar objects side by side, close to the infant. Examples: One ball and one texture bear, ball and book, book and doll, book and bear, and bear and doll. Each day, change one of the objects.

Put large blocks and large vehicles in a play area. Encourage early mobile infants to get a block or a car. Fill a red, nonbreakable bowl with red pop beads and fill a yellow, nonbreakable bowl with yellow balls. Draw attention to the beads and balls. Sit next to an infant and describe his/her reaction to the play materials.

On a low surface, arrange two dissimilar toys side by side. Talk with mobile infants about the materials and encourage them to choose one or the other. Outdoors, draw attention to making choices. Example: place different-colored pails and scoops in the sandbox.



Family Child Care

Materials Needed: two types of manipulative toys, such as bristle blocks and star builders

Offering choices supports cognitive development and shows respect for a child's interests. Toddlers can be easily incorporated into Options 2 or 3. In addition, during playtime describe choices a toddler may make with the materials specified above. Limit the number of possibilities. Too many toys may complicate the issue of choice. If presented with too many playthings, toddlers sometimes remove all the toys from a surface without engaging in focused play.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Executive function

An infant is encouraged to persist in reaching for a toy during tummy time.



Key Concepts

Reach



Materials Needed

3–4 toys (see Be Prepared)



Also Promotes

Physical/Health

Cognitive

Be Prepared: Select toys, such as colorful rattles or caged bells, that you anticipate will appeal to the infant involved in the activity.

BEGIN: [Arrange several toys on a mat or blanket, keeping 1–2 toys aside. Place the infant on his/her tummy on the blanket or mat about 12 inches from the toys. Sit on the floor, very close to the infant, so he/she can see your face and hear your voice. Position yourself to the side of the infant so that he/she sees the toys when looking straight ahead.]

ACT: [Point to the toys in front of the infant.]

Look at these toys! You can reach for the toys. You can play with the toys.

[Describe the infant's initial actions. Examples: "Caleb, you are holding your head up and looking at the toys." "You are reaching for the rattle. This is a big job for you!"

If the infant shows signs of frustration in reaching a toy, offer reassurance with encouraging words and a pat on his/her back. Move one toy closer to the infant so it is easier to reach.

When the infant reaches a toy, enthusiastically acknowledge his/her efforts. Describe the infant's persistence and actions as he/she explores the toy(s). Example: "You sure are interested in the rattle, Natalia! You are working hard to move it around."

Place the remaining 1–2 toys on the mat if it seems the infant would like to explore something different. Place the toys at a reasonable distance that provides the infant a challenging and achievable opportunity to reach for and grasp a toy.

If you anticipate the infant may be interested in continuing to play with a toy from a different position, support the infant's head with one hand and gently help him/her turn over.

After several minutes the infant may be ready for a different activity. Example: "I can see that you are fussing. Are you ready for a different kind of play?"

RECAP: [Smile and make eye contact with the infant as you offer a brief summary of the infant's actions. Example: "You saw some interesting toys while you were on your tummy. You worked hard to get a toy. You touched the toy and put it in your mouth. Then you worked hard to get a different toy. You had fun playing with the toys today!"]



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Executive function

An infant is encouraged to persist in reaching for a toy from a sitting position.



Key Concepts

Reach



Materials Needed

3–4 toys (see Be Prepared)



Also Promotes

Physical/Health
Cognitive

Be Prepared: Select toys, such as colorful rattles or caged bells, that you anticipate will appeal to the infant involved in the activity. Arrange several of the toys on the floor or on a low table at a reasonable distance from the table edge to provide a challenging and achievable opportunity for the infant to reach for the toys.

Invite an infant to play with the toys you placed on the floor or table. Invite the infant to sit in your lap (for toys placed on a table) or to sit independently on the floor (for toys placed on the floor). The infant should be facing the toys. Hold up and briefly describe each of the toys and encourage the infant to reach for the toys he/she would like to play with. Example: “You are looking at the bells. I think you’d like to play with the bells. You can reach for the bells!” Describe the infant’s actions.

Offer verbal assurances that the infant can reach the toy and play with it. Watch for and acknowledge signs of frustration in reaching for a toy and continue to offer reassurances. Example: “I can see you are frustrated. You want the rattle. You can reach it! Keep trying!” Move the desired toy a little closer to the infant if frustration increases or it appears the infant might stop trying to reach it. Describe the situation. Example: “You are feeling frustrated. I will move it closer. You can reach it now!”

When the infant reaches a toy, show enthusiasm for persistence and success. Example: “You wanted to play with the rattle, Antonio. You reached and reached. Now you have the rattle!”

Describe the infant’s explorations with the desired toy(s). Example: “You are waving the rattle back and forth. You are listening to the sound the rattle makes! What are you going to do next?”

If the infant starts to lose interest in the desired toy(s), provide several more toys within challenging yet reachable distance for the infant. Transition out of the activity when the infant begins to show signs of disinterest. Acknowledge the infant’s persistence during the activity. Example: “You wanted to play with the red rattle. You tried and tried to reach the rattle. Then you did! You picked up the rattle!”

👁️ What to Look For—Options 1–2

One of your important roles in this activity is to carefully determine a challenging and reachable distance between the infant and the toys. The need to persist is significantly decreased if the toys are placed too close to the infant. Another important role is to promote persistence in reaching the desired toy(s). Encourage the infant to persist for several moments before moving a toy closer. Avoid handing the infant a toy. Your two-part role, then, is to support the infant’s success in reaching the toys while also encouraging



persistence during the activity. All infants should experience success in reaching and grasping a toy. Present the activity as a fun game and talk with the infant in a friendly, reassuring manner. Be prepared for infants to explore the toy(s) by touching, mouthing, or shaking.

More Scaffolding Tips—Options 1–2

Extra support ■ At the beginning of the activity, point to or slightly move several of the toys to help draw the infant’s attention to the objects. ■ Infants will exhibit more persistence when they are feeling alert and comfortable. Try the activity at a later time if the infant initially does not respond well to this activity. ■ Be sure to individualize your selection of appealing toys. An infant is unlikely to persist in reaching a toy of limited or no interest.

Enrichment ■ Invite a mobile infant to scoot, crawl, or walk toward a favorite toy to play with.



Interest Area

Materials Needed: assortment of play materials

Create arrangements of play materials that will be of interest to both non-mobile and mobile infants. Combining play materials in new ways can foster infants’ interests and support their emerging abilities in discovery. Place a few toys in a colorful bowl or basket within reach of the infants. Place play materials and books on low surfaces for infants to reach while standing. Sit on the floor with infants and talk with them about their discoveries and persistence in reaching for new toys. Repeat tummy time for young infants to encourage focus and physical development.



Family Child Care

Materials Needed: new play props, such as slips of paper for pretend money, boxes and ramps for the cars and trucks, diaper bags with accessories for the dolls, clipboards with paper and markers for the housekeeping area

Provide novel play materials to enhance focus and persistence in familiar play areas. Place new props throughout your setting. Arranging play materials in new and surprising ways is similar to offering a blank canvas for children’s imaginations.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Social interaction skills

An infant participates in responsive interactions with a caregiver focused on a teddy bear.



Key Concepts

Look
Wave
Hello
Bye-bye



Materials Needed

Teddy bear



Also Promotes

Communication/Language

BEGIN: [Place the infant on his/her back on a pillow/cushion so the infant is supported in a reclining position.]

Smile and begin talking with the infant. Example: “Good morning, Antonella! I am happy to see you today. Would you like to play with me?” Acknowledge the infant’s reactions, including any vocalizations, facial expressions, and/or gestures. Example: “You are looking at me and smiling. I think you want to play!”]

ACT: [Introduce the teddy bear by holding it about 12 inches from the infant. Move the teddy bear slowly from side to side to attract the infant’s attention.]

Look, I have a special friend with me today!

[Wave the bear’s hand to pretend the bear is saying hello. Use a different voice for the bear. Example: “Hello, Gabriel, hello!”]

Hello, teddy bear, hello! The teddy bear is waving hello! Do you see the teddy bear waving?

Do you want to wave ‘hello’ to the teddy bear?

[Demonstrate waving back to the bear.]

Using your voice, rather than the bear’s, describe the infant’s response to the bear. Example: “You are kicking your legs! You are watching the teddy bear. Let’s see what the teddy bear is going to do next!”

Use the bear to interact with the infant for several moments. Invite the infant to touch the bear. Example (using bear’s voice): “I have soft fur. Would you like to touch my hand?” Bring the bear to the infant’s hand to touch if the infant seems interested but does not reach or grasp. Describe and respond to any vocalizations or gestures the infant offers during interactions with the bear.

Announce that it is time for the bear to leave.]

It is time for the teddy bear to go bye-bye!



BLOCK
6

Interacting with Others *(continued)*



Option 1 continued

[Wave the bear's hand toward the infant to pretend the bear is saying "bye-bye." Use a different voice for the bear. Example: "Bye-bye, Regina, bye-bye!"]

The teddy bear is waving bye-bye! Do you see the teddy bear waving?

Do you want to wave bye-bye to the teddy bear?

[Demonstrate waving back to the bear.]

Bye-bye, teddy bear, bye-bye!

[Describe the infant's vocalizations or gestures, paying particular attention to any attempt to wave at the bear. Example: "You are waving your arms. You are saying 'bye-bye' to the teddy bear! Bye-bye teddy bear!"]

RECAP: *[Briefly describe highlights of the interaction. Example: "We had fun talking to the teddy bear! The teddy bear waved hello! You smiled and watched the teddy bear. You touched the teddy bear's hand. Then the teddy bear waved bye-bye! We waved bye-bye to the teddy bear."]*



Birth–12 Months

Option 2 Informal Gathering



Skill and Goal

Social interaction skills

Infants are encouraged to imitate a caregiver's simple actions with a teddy bear.



Key Concepts

Wave

Hello

Bye-bye



Materials Needed

Teddy bears—1 per infant and caregiver



Also Promotes

Communication/Language

Cognitive

Physical/Health



Invite several infants to join you to play with teddy bears that are positioned in an appealing way in the activity space. Introduce the bears and encourage infants to wave hello to the bears. Example: "We have some teddy bears to play with today! (Demonstrate waving to the bears.) Hello, teddy bears! Let's all wave hello to the teddy bears!" Encourage the infants to wave hello to the bears.

Give each interested infant a bear. Have the bear wave hello to the infant as you present the bear to an infant. Acknowledge each infant's response to receiving a teddy bear, including any attempt to wave at a bear.

Use a teddy bear to encourage infants to wave to their peers during a simple song you offer. Use a tune of your choice to say "hello" to each infant in the gathering in the following way:

Hello, (child's name).

Hello, (child's name).

Hello, (child's name).

Hello, hello, hello!

Use exaggerated waving motions each time you sing "hello." Infants may wave with their hands or use the arms of their bears.

After the song, encourage infants to play with their bears for several moments. Describe infants' actions and look for opportunities to imitate the actions of the infants with the bears. Example: "Ava is jumping her teddy bear up and down. Let's jump our bears up and down like Ava is!"

Announce that it is time for the bears to say goodbye. As you collect the bears, have each bear wave goodbye to an infant. Encourage infants to wave back to the bears. Acknowledge each infant's attempt to wave at the bears. Example: "Ava is waving bye-bye. Cayden is waving bye-bye. Bye-bye, teddy bears!"

Birth–12 Months

Option 3 Informal Gathering



Skill and Goal

Social interaction skills

Infants participate in a book sharing that includes an opportunity to move teddy bears in ways similar to movements described in the book.



Key Concepts

Teddy bear
Move



Materials Needed

Sign and Sing Along: Teddy Bear, Teddy Bear! by Annie Kubler
Teddy bears—1 per infant and caregiver

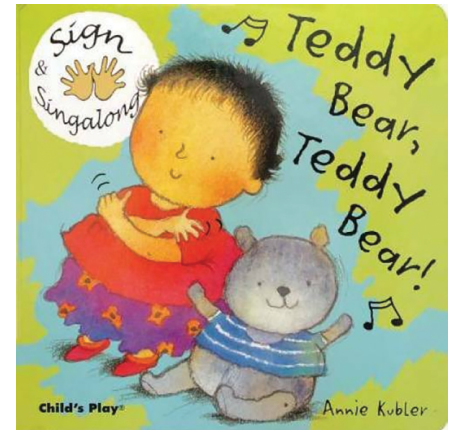


Also Promotes

Communication/Language
Physical/Health

Be Prepared : The activity uses the last two pages of the book only (illustrations of different movements). Omit the “turn out the light” action because it illustrates a sign vocabulary not emphasized in today’s activity. Select movements you wish to promote with infants in your small gathering. It is not necessary to use each of the illustrated movements.

Invite several infants to join you in looking at pictures of a teddy bear doing different things. Show the last two pages of the book. Give each infant a teddy bear to hold. Position the board book so it can stand on its own, showing the last two pages, so you can use your hands to point to an illustration (such as “touch your nose”) and then manipulate your teddy bear to show the illustrated movement. Use simple words to describe actions. As noted in Be Prepared, omit the “turn out the light” illustration.



After you review and demonstrate some teddy bear movements, invite infants to move their teddy bears, too. Example: “We can move our teddy bears like the bear shown in our book.” Follow a pattern of pointing to and simply describing an illustration (Example: “Our teddy bear is touching its toes!”), and then encouraging infants to move their bear in a way you demonstrate (Example: “Let’s all have our teddy bear touch its toes!”). Some infants may wish to watch rather than imitate your actions. Conclude the activity by briefly describing what happened.

👁️ What to Look For—Options 1–3

There are likely to be differences across infants in how they respond to an activity. Example: In Option 1, an infant may show interest in playing with you by gazing, vocalizing, kicking his/her legs, or reaching toward you. Be flexible about each infant’s responses to an activity. Some infants may not imitate the hand motions of waving in Option 3 or your demonstrated movements during Option 3. Some infants may move their bodies, rather than their teddy bear, in Option 3. Look for and enthusiastically acknowledge facial expressions or vocalizations that show interest in an activity. Remember that infants who prefer to watch and listen are learning through observation.





Option 3 is more challenging than Option 2 because it potentially involves more ways to move a toy bear and uses book illustrations (in addition to your demonstration) as an example of what to do with a toy bear. It is cognitively helpful for infants to see you demonstrate what is happening in an illustration.

More Scaffolding Tips—Options 1–3

Extra support ■ Smile and nod frequently at infants to encourage interactions with you and the teddy bears. ■ In Option 1, pause if an infant signals that he/she needs a break. Watch for a sign (such as looking toward you) that the infant wishes to continue. ■ Positively acknowledge an infant’s preference to hold, rather than move, the teddy bear during Options 2 and 3. ■ Open the first segment of Option 3 with two steps: (1) show and describe illustrated movements on the last two pages of the book (while holding the book), and then (2) demonstrate each illustrated action with your own teddy bear, pointing to the illustration before moving your bear.

Enrichment ■ Provide a second teddy bear for the infant to touch and hold during Option 1. ■ Repeat some Option 3 teddy bear movements if infants remain interested, especially movements they seemed to enjoy. ■ Invite infants to move their own bodies with their teddy bears.



Interest Area

Materials Needed: several teddy bears or other stuffed animals

Provide opportunities for infants to independently explore the teddy bears. Imitate their actions. Invite infants to imitate the actions of a peer.



Family Child Care

Materials Needed: *Sign and Sing Along: Teddy Bear, Teddy Bear!* by Annie Kubler

Invite toddlers and preschool-age children in your setting to join Option 3. Most or all are likely to be familiar with the teddy bear movements. Invite children to imitate the movements of the teddy bears in the pictures as you read the book. Older children may enjoy reciting some of the words of the rhyme with you.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Fine motor development

An infant manipulates a rattle while lying on his/her tummy or back.



Key Concepts

Reach
Hear
Hold
Shake
Sound



Materials Needed

Rattles—1 per infant and caregiver



Also Promotes

Cognitive
Communication/Language

BEGIN: [Sit on the floor facing an infant. Place the infant on his/her back if the infant is not able to push up with his/her arms and hold up head/neck.

Present a rattle to the infant as follows:

If the infant is on his/her back: Hold the rattle near the center of the infant's chest within easy reach of the infant and within the infant's line of vision.

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



This is a rattle. Listen.

[Gently move the rattle. Point to your ear when you say "hear" below.]



ASK: Do you hear the sound of your rattle?

ACT: [Encourage the infant to reach toward the rattle with either hand. Shake the rattle slightly if the infant does not look at the rattle you offer. Do not place the rattle in the infant's hand without first providing a sustained opportunity for the infant to reach for the rattle.

Invite the infant to shake the rattle soon after he/she begins to hold it.

Describe the infant's actions. Examples: "You reached for the rattle." "You reached for the rattle. Now you are holding the rattle." "You are shaking the rattle. The rattle is making a sound."

Hold the rattle designated for you.]

EXPLAIN: I am moving my rattle. Shake, shake, shake. My rattle is making a sound.

ASK: Can you shake your rattle?

ACT: [Allow the infant to simply hold or mouth the rattle if he/she likes. Continue to gently shake your rattle and describe what you are doing and the sound you are making. Again ask the infant if he/she would like to shake his/her rattle, too.

If the infant shakes his/her rattle, copy the infant's movements with his/her rattle and repeat any vocalizations the infant offers. Describe

**Option 1 continued**

the infant's actions. Example: "(Infant's name), you are shaking your rattle. Your rattle is making a sound. I am shaking my rattle. My rattle is making a sound!"

I have a song to sing for you. We can shake our rattles together!

[Sing a "Shake Your Rattle" song. (Tune: "ABCD")]

[Move your rattle as described in the song]

**Shake your rattle,
Shake your rattle,
Shake your rattle all around.**

**Shake your rattle,
Shake your rattle,
Shake your rattle up and down.**

**Shake your rattle,
Shake your rattle,
Shake your rattle all around.**

RECAP: You are learning how to shake a rattle.

[Describe the infant's actions. Examples: "You had fun watching me shake my rattle. You heard my rattle make a sound." "You had fun shaking your rattle. You moved your rattle. Your rattle made a sound."]

👁️ What to Look For—Option 1

Be attentive to the infant's reactions to the rattle sound. Gentle movement (quiet sound) of the rattle is often best. The infant may turn away or fuss if the sound is displeasing. Reintroduce the rattle with a gentle shake. If the infant continues to turn away or fuss, move to a different activity.

Some infants may be uninterested in the rattle-shaking movements included in the "Shake Your Rattle" song (up and down, all around). Be careful that the song does not become a "do what I do" pattern. The intent is to have a pleasurable time while drawing attention to the infant's manipulation of an object. The infant may be quite content simply holding and perhaps exploring the rattle, not shaking the rattle. Adjust the activity to accommodate the infant's interest.

**Option 1 continued****More Scaffolding Tips—Option 1**

Extra support ■ If the infant has a favorite sound-making item he/she likes to hold, provide the favored object instead of a rattle and encourage the infant to move it or shake it. The goal of the activity is to promote an infant's manipulation of an object. The object does not need to be a rattle. ■ Make sure the rattle (or other object) is an appropriate size for the infant to grasp and hold. ■ If an infant drops or throws his/her rattle, pick it up and, with a gentle shake, offer it again to the infant. If the infant continues to drop or throw his/her rattle, move to a different activity and return to the use of the rattle at a later time. ■ If the infant shows interest in touching or holding the rattle, but has difficulty holding it, help the infant hold the rattle so he/she can feel the rattle. Describe the infant's exploration of the rattle. ■ Sing fewer verses of the suggested "Shake Your Rattle" song if the infant loses interest.

Enrichment ■ Offer your rattle or a second rattle to the infant (one for each hand) if the infant can readily hold and manipulate one rattle and is excited about the activity.



Birth–12 Months

Option 2
One-to-One



Skill and Goal
Fine motor development

An infant manipulates a bell while sitting independently or with support.



Key Concepts

- Reach
- Hold
- Shake



Materials Needed

2 bells—1 per infant and caregiver



Also Promotes

- Cognitive
- Communication/Language

Sit on the floor facing an infant who can sit with support or alone. Make sure the activity space is free of toys on all sides. Gently shake a bell. Describe what the bell looks like (such as its color) and the noise it makes when you shake it. Describe what you are doing. Example: “I am moving the bell. Shake, shake, shake. The bell is making a sound.”



Hold out the bell near the center of the infant’s chest to encourage the infant to reach one hand to his/her midline. Encourage the infant to grasp the bell with either hand. Watch and describe the infant’s movements. Example: “You are holding a bell.”

Encourage the infant to shake his/her bell. Draw attention to the infant’s manipulation of the rattle. Example: “You are shaking your rattle. You are making a sound with your rattle.” Emphasize changes the infant may make in his/her shaking action. Example: “You were shaking your bell up and down. Now you are shaking your bell from side to side.”

Use the second bell to imitate the infant’s actions. Describe your actions. Example: “I am shaking my bell, just like you are shaking your bell. We are shaking our bells in the same way.” You may wish to change your bell motion if the infant seems to be following your lead with shaking actions. Describe your motions with your bell and the infant’s motions with his/her bell.

Sing a song that includes the infant’s name. The following example may be sung to the tune of “The Wheels on the Bus.”

**Rian, Rian rings his/her bell,
Rings his/her bell.
Rian, Rian rings his/her bell,
All around the town.**

👁️ What to Look For—Option 2

Being able to sit well-balanced (a gross motor skill) gives support to manipulating an object (a fine motor skill). In addition to the ease of manipulating a toy, sitting comfortably enables an infant to explore an object for a longer period than an infant who manipulates a toy while lying on his/her tummy or back. Still, an infant who has mastered sitting may occasionally topple over.

**Option 2 continued**

An infant may shake the bell and explore it by tapping it on the floor and bringing it to his/her mouth.

At this age, an infant may be increasingly interested in your words and actions. Look for opportunities to respond to and describe the infant's vocalizations and actions. Incorporating your own special touch to the activity, such as singing a song of your creation, adds interest for the infant. This activity can be easily adapted to accommodate several infants.

More Scaffolding Tips—Option 2

Extra support ■ Move closer to the infant to provide appropriate assistance with sitting if the infant seems unsure of his/her balance. ■ If the infant mouths the bell, wait a moment and then shake your bell again. Invite the infant to shake his/her bell with you. Say "Let's shake our bells together." Shake your bell in the infant's line of vision.

Enrichment ■ Invite the child to stand and ring his/her bell. Incorporate standing into your song. Example: "Rian stands and rings his/her bell, rings his/her bell. Rian stands and rings his/her bell, all around the town."



Interest Area

Materials Needed: hanging toys; sound makers, such as rattles, bells, rings with beads

Infants enjoy variety in the play space. Create a play space for non-mobile infants to explore developing movements. Change the hanging toys over time and place toys within reach of infants who are on the floor. Infants who are able to roll over will enjoy seeing toys just beyond their reach.

For early mobile infants, gather an assortment of rattles and bells along with other sound-making toys, such as rings with beads inside. Arrange bells and rattles where infants can discover them. Sit nearby and talk with infants about how we can make a sound by moving the toy.

Find a place in your room to suspend sound makers. Infants who stand will enjoy moving bells and rattles attached to a railing. Walking infants may enjoy carrying a bell. Encourage an infant to show you the bell! Celebrate infants' current skills.



Family Child Care

Materials Needed: rattle or sound-making toy

Toddlers may wish to join one-to-one activities focused on shaking a rattle. Provide a rattle or sound-making toy for each toddler who participates. If older children in your setting seem interested in your activity with an infant, provide each child an opportunity to manipulate a sound-making toy in an informal gathering. You might wish to call your informal gathering a band. Different types of movements with the toy (up and down, side to side) and different sound levels (quiet, louder) could be emphasized. Older children also could be invited to make or talk about the types of sounds each of the following would make if they joined your band: cricket, rooster, butterflies, ducks, honeybees.