



**Communication/
Language**

Exploring Words

- Option 1** (OO) A young infant participates in a book sharing experience that emphasizes listening to the caregiver’s voice and looking at pictures of 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 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 babies.



Cognitive

Exploring Objects

- Option 1** (OO) A young infant participates in a book sharing that emphasizes the concept of a picture and how words are associated with things we can see.
- Option 2** (OO) An infant looks at and feels parts of pictures of animals
- Option 3** (OO) An older infant looks at and communicates about pictures in a book that a caregiver points to and names.



Self-Regulation

Focusing and Remembering

- Option 1** (OO) A young infant watches a caregiver manipulate a cup and ball.
- Option 2** (OO) An infant watches a caregiver manipulate a cup and ball, with a follow-up opportunity to play with the toys.



Social-Emotional

Interacting with Others

- Option 1** (OO) An infant watches a caregiver describe his/her own features and actions in a mirror.
- Option 2** (OO) An infant looks in a mirror as a caregiver describes him/her as well as any movements.



Physical/Health

Moving Our Bodies

- Option 1** (OO) A young infant stands up with caregiver support while facing the caregiver.
- Option 2** (OO) A young infant stands up with caregiver support while facing away from the caregiver.
- Option 3** (OO) An older infant stands up with the support of a caregiver and appropriate furniture.

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

Revision: 03/02/2020



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Receptive language
Expressive language

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



Key Concepts

Book
Look



Materials Needed

Global Babies by The Global Fund for Children



Also Promotes

Social-Emotional

BEGIN: [Sit with the young infant comfortably 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.]

EXPLAIN: I have a book for us to read together! Look, do you see the baby?

[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.]

Respond to the infant's interest in the book sharing. Example: "You are looking at the picture of the baby, Elias. You are smiling at the baby! Let's read our book and look at more pictures!"

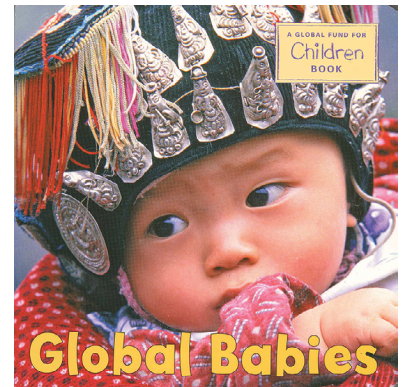
The infant may show disinterest by looking away, fussing, or turning his/her body away from the book. Respond to the infant's disinterest in the activity. Example: "I can see you are squirming away from the book. I don't think you want to read our book right now, Trinity. I can hold you or we can find another activity."]

There are pictures of babies in our book. Let's turn the page and look at the babies!

ACT: [At this age, it is not necessary to read the text. Infants will benefit from hearing you talk about the pictures as you share the book together. Example: "Look at this baby! The baby's eyes are closed. The baby is sleeping."]

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

- *Point to and describe pictures. Example: "See this baby? The baby is wearing a furry hat! The furry hat is keeping the baby warm."*
- *Spend more time talking about pictures that seem to be of particular interest to the infant. Example: "You are smiling at this baby. The baby is smiling just like you are! (Point to pictured baby's mouth.) Do you see the baby's smiling mouth?"*





Option 1 continued

- *Describe and respond to gestures and/or vocalizations. Example: "You are kicking your legs, Jamal! I hear you making a happy sound. I think you like this picture of the baby!"*
- *Use your voice to add interest and enjoyment to the book sharing.*

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

RECAP: *[Describe what happened during the book sharing. Example: "We read a book together! Our book has pictures of baby faces. You smiled and kicked your legs when you looked at the smiling baby. We pointed to some of the different hats. 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 babies.



Key Concepts

Book
Look



Materials Needed

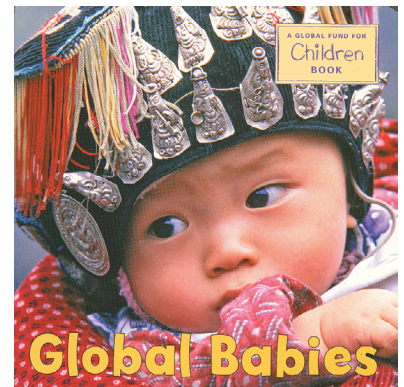
Global Babies by The Global Fund for Children



Also Promotes

Social-Emotional

Invite an infant to sit on your lap to read a book. Introduce the book by pointing to the cover and encouraging the infant to look at the picture with you. Example: "Do you see the picture of the baby? This baby is wearing a hat. Our book is about babies. I wonder what we are going to see?" Open the book and begin looking at the pictures and reading with the infant using the following strategies:



Invite the infant to help you turn the pages of the book. Turn the pages as slowly or as quickly as the infant seems to prefer. It is not necessary to look at each page.

Point to and describe the pictured baby. Example: "Look at this baby. The baby is wearing a colorful hat—see? Here are the baby's eyes. Do you see the baby's nose?"

Describe what the infant is looking at. Example: "You are looking at the sleeping baby. The baby is snuggled in tight. His eyes are closed. The baby is sleeping."

Talk about pictures of babies that seem to be of particular interest to the infant. You may wish to provide additional context or information. Example: "You are touching the baby's hat. The hat has fancy decorations! I think this is a special hat."

- Describe and respond to gestures and/or vocalizations. Example: "You are sticking out your tongue! You are looking at the baby with his tongue out. You are doing the same as the baby in our book. You both have your tongues out!"
- Help the infant connect book pictures to his/her own experiences and developing knowledge. Example: "This baby is wearing a furry hat. The hat is keeping the baby warm. You wear a hat when we play outside. Your hat keeps you warm."
- Use your voice to add interest and enjoyment to the book reading.
- Recognize the infant's participation in the book reading. Example: "We had fun reading this book together, Joshua. You looked at the pictures of the babies. You stuck your tongue out, just like the baby in the picture. You helped me turn the pages! 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 babies.



Key Concepts

Book
Look



Materials Needed

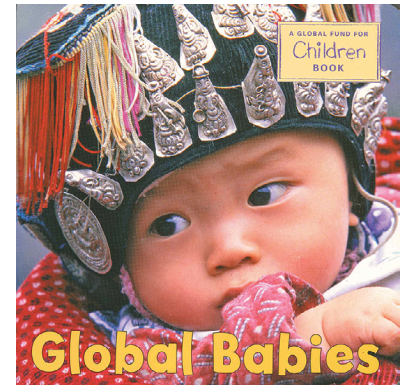
Global Babies by The Global Fund for Children



Also Promotes

Social-Emotional
Physical/Health

Invite an 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 the book and turn the pages. 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. 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: “Our book is about babies. Look at the picture of the baby. This baby is wearing a hat! I wonder what babies we are going to see in our book? Would you like to help me turn the page and see?” Begin reading and looking at the pictures with the older infant using the following strategies:

- Point to and describe some features of the pictured babies. Example: “These are the baby’s eyes. Here are the baby’s ears. Look, do you see the baby’s earrings? You have earrings in your ears too, Imani!”
- Invite the infant to point to objects that you label. Example: “The baby has a mouth. Where is the baby’s mouth?”
- Provide information about picture characteristics the infant points to. Example: “You are pointing to the baby with his tongue out. Look at the baby’s tongue! The baby is making a silly face.”
- Describe and respond to gestures and/or vocalizations. Example: “You said ‘night night.’ Yes, the baby is sleeping. ‘Night night’ baby!”
- Help the infant connect picture images to his/her experiences and developing knowledge. Example: “This baby is being carried in a wrap. This wrap looks like the sling your mommy uses to carry you sometimes.”
- Follow the infant’s cues as to how quickly or slowly to turn the pages. Some pages may be skipped.
- Recognize the infant’s participation in the book reading. Example: “You helped me hold our book, Malachi. You pointed to the baby’s tongue. Then you pointed to your tongue! You turned the pages to see the next baby. We had fun reading this book together.”

What to Look For—Options 1–3

Very young infants are developing the ability to focus on pictures and may be more interested in the sound of your voice as you read and talk about the pictures. As infants become older, they 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. You may return to particular pictures or pages of interest to the infant.

If the infant begins to lose interest during the book sharing, you may wish to give one gentle attempt to interest the infant before ending the activity. Examples: “Let’s look at the baby on the next page!” “Look at this baby. What is this baby doing?” Some book sharing activities may be long, others much shorter.

More Scaffolding Tips—Options 1–3

Extra support ■ Have an object available for the infant to mouth or chew instead of the book. ■ Provide a book-related object or prop, such as a baby doll, for the infant to hold during or after the book sharing.

Enrichment ■ Invite the infant to join you in making some of the faces shown in the book’s pictures. Example: “I am going to make a silly face like the face shown in our book. Can you make a silly face like this baby?”



Interest Area

Materials Needed: *Global Babies* by The Global Fund for Children, several dress-up hats, large mirror
Arrange the book and hats near a large mirror. Invite infants to explore the hats while they look in the mirror. Talk with infants about what they see when they look in the mirror. Young infants may not yet realize the reflection is their own. Infants will likely delight in seeing reflections of babies wearing hats similar to the book.



Family Child Care

Materials Needed: *Global Babies* by The Global Fund for Children; several dress-up hats, scarves, and other clothing accessories; large mirror

Children of all ages enjoy looking at pictures of other children. Emphasize the hats, clothing, and accessories worn by babies in the pictures. Invite children to try on dress-up items in front of the mirror. Help the infants and younger toddlers try on a hat or scarf. Older children may enjoy comparing some of the clothing accessories to those pictured in the book.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Object inquiry skills

A young infant participates in book sharing that emphasizes the concept of a picture and how words are associated with things we can see.



Key Concepts

Picture

Point



Materials Needed

Baby Touch and Feel: First Words by DK Publishing

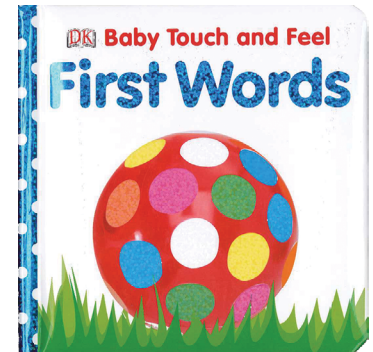


Also Promotes

Communication/Language

Hold a nonmobile infant on your lap with firm support for his/her back, neck, and head. Introduce the board book by showing its cover and describing the picture. Use the following strategies to share the book:

- Repeatedly emphasize that we are looking at pictures. Examples: “This is a picture of” “We are looking at a picture of” “This pictures shows”
- Consistently point to images in pictures that you name or describe. Tell the infant you are pointing. Example: “I am pointing to the ball.”
- Pause for and acknowledge any infant reactions to pictures.



Spend more time on pictures that appear to be of greater interest to the infant. It is not necessary to look at all pictures in the book. Conclude the session by explaining we talked about pictures in a book.

👁️ What to Look For—Option 1

A young infant does not understand most words and is not expected to learn the names of objects shown in book pictures. Yet high-quality book sharing offers simple language associated with book illustrations. Over time, a caregiver’s clear descriptions of book pictures help an infant understand that, in general, things have names and we can use words to describe a picture. Pointing to an image you describe is key to helping an infant become aware that objects are associated with words.

Pay attention to the infant’s reactions to pictures offered in this book. Single, bold images themselves typically interest infants. Example: A young infant will be drawn to a picture of a strawberry because it is bold and clear, not necessarily because he/she understands the picture represents something many people like to eat. If a specific picture does not interest the infant, go to the next image. You may see an infant smile, kick, or widen his/her eyes when interested in a picture.

If an infant becomes uncomfortable before you have looked at all pictures, put the book aside and attend to the infant’s needs. Return to the picture book once the infant is calm.

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

Extra support ■ Use your hand to cover one page as you share the opposite page. ■ Allow ample time for the infant to look at a picture he/she enjoys. ■ Provide a teething-type toy for the infant to mouth instead of the book.

Enrichment ■ When animals are pictured, demonstrate the animal sound. ■ Open a book to a bold picture for the infant to see while he/she has tummy time.



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Object inquiry skills

An infant looks at and feels parts of pictures of animals



Key Concepts

Picture

Look

Point



Materials Needed

Baby Touch and Feel: Animals by DK Publishing

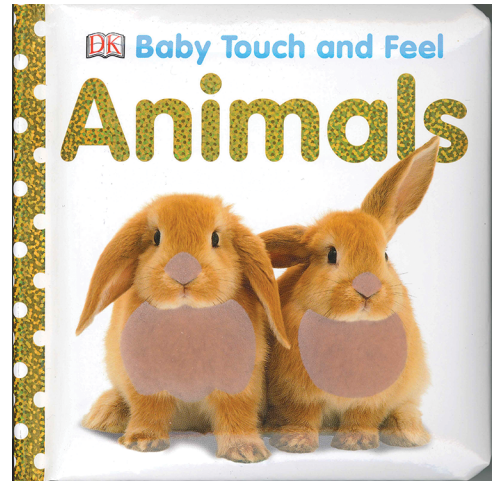


Also Promotes

Communication/Language

Physical/Health

Invite an infant to look at pictures of animals in a book. Point to the cover of the book to draw attention to the two bunnies. Encourage the infant to feel the soft parts of the two pictured bunnies, including their noses. Describe what the infant feels. Open the book, point to and name the first animal. Example: “Marie, this is a picture of a kitten. I am pointing to the kitten. The kitten says ‘meow!’ The kitten is playing with some yarn. We can feel the soft yarn.” Encourage the infant to feel the yarn. Describe what the infant feels.



Name and briefly describe the animal shown in each picture and pause for the infant to respond. Point to what you describe. Explain that you are pointing. Invite the infant to feel parts of the picture where available, such as the zebra’s stripes and the butterfly’s wings. Describe what the infant feels. If an infant shows increased interest, remain on the page and allow the infant to look a little longer. The infant may show interest in a picture by widening his/her eyes, moving hands and arms, or leaning forward. It is not necessary to look at all pictures in the book.

An infant may wish to hold the book or to open and close the pages. Recognize that the infant is learning how books work. Patiently draw the infant’s attention back to one picture. Example: “Marie, you can close and open the pages of our book. Would you like to open the book again? Let’s look for animals.” Invite the infant to point to parts of pictures that seem to be of particular interest.

An infant may enjoy the sensation of slight movement. Example: If the infant is on your lap, lift your legs to create a slight bounce after looking at and talking about a rabbit. “Bunny can hop. I am pointing to the rabbit’s strong legs.” Raise and lower your knees very gently. “Hop, hop. Bunny rabbit can hop, hop.” The motion should be offered to illustrate an idea of the animal movement, not to excite or distract the infant from the picture book.

**Option 2 continued** **What to Look For—Option 2**

Some infants may prefer to sit next to you, and other infants will enjoy sitting on your lap. Attempting to share picture books with several early mobile infants together is not effective, especially if/when an infant wishes to help manage the book. In contrast with Option 1, the current option promotes more active engagement of the book while continuing to emphasize the idea that things have names and we point to things of interest.

If the infant does not seem engaged in the book, offer two other books. Encourage the infant to choose one. Watch the infant's reaction to the books to determine which to share next. It takes repeated experiences with books for infants to develop interest in the pictures. Avoid distractions by sharing books in a quiet area.

 **More Scaffolding Tips—Option 2**

Extra support ■ Go back to a photo the infant enjoyed. Example: If the infant responded positively to the bunny, return to the picture of the bunny and talk about the rabbit hopping. Encourage the infant to point to the bunny and/or parts of the bunny, especially its legs.

Enrichment ■ Provide several animal figures to explore after the book sharing.



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Object inquiry skills

An older infant looks at and communicates about pictures in a book that a caregiver points to and names.



Key Concepts

Books
Picture
Point



Materials Needed

Baby's First Book of Birds and Colors by Phyllis Limbacher Tildes
Baby Touch and Feel: Cuddly Animals by DK Publishing



Also Promotes

Communication/Language



Optional Reading

Moo Moo Brown Cow by Jakki Wood

BEGIN: [Sit with a mobile infant and invite him/her to look at animal pictures in a board book.]

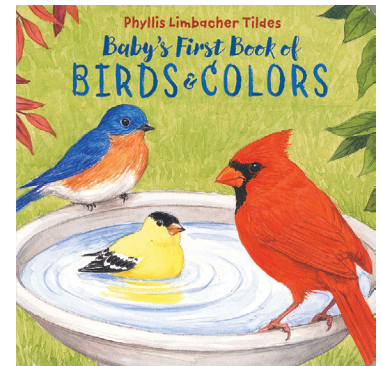
Hold the two books so the infant can clearly see both. Point to each book as you describe it.]

We have two books. One book is about birds. Our other book is about bears.

Would you like to read the book about birds or the book about bears?

[Observe the infant's reaction to the books to determine if one book holds more interest than the other.]

Describe the book you believe the infant prefers. The model offered below uses the *Baby's First Book of Birds and Colors* as an example.]



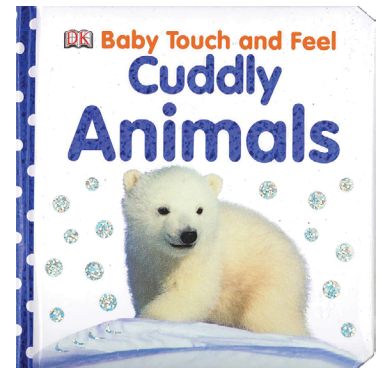
EXPLAIN: This book is about birds.

[Point to the yellow goldfinch on the cover.]

Here is a small bird in water. I am pointing to the small bird.

[Next point to the red cardinal.]

A red bird is standing near the water. I am pointing to the bird. Let's open our book.



ACT: [Use your own words to describe pictures. Speak clearly with short phrases. Encourage the infant to touch the book.]

Pause often so the infant can respond with vocalizations and/or actions. Repeat and expand the infant's vocalizations or words. Example: "You are saying 'Bu,' like bird. This is a picture of a little bird."

Point to and name parts of an animal that may be familiar to the infant. Example: "This is the bird's eye. I have eyes. I am pointing to my eyes. Where are your eyes?"

Encourage the infant to point to things of interest in the pictures.

If the infant loses interest, turn to the last page and talk about the final picture.]

**Option 3 continued**

RECAP: [*Briefly describe the session. Example: “We looked at lots of bird pictures in our book. You made little sounds when you saw the picture of the bird in the water. You pointed to the bird’s feet and eyes.”*]

👁️ What to Look For—Option 3

Even though most infants have not seen many real animals, they are often interested in photographs of birds and other animals. The *Baby’s First Book of Birds and Color* introduces color differences that are not necessary to teach to infants. Focus on what the infant can observe in each picture, such as feet, eyes, leaves, or berries. Help the infant become aware that things have names. Also, draw attention to your pointing to pictures or things in pictures.

Pay attention to the infant’s reactions to pictures throughout the session. Some infants make sounds when they see things of particular interest. An infant also may look with eyes widened and/or wave his/her hands and arms. Older infants are often interested in and familiar with their basic body parts and will enjoy connecting pictures to their eyes, tummy, ears, and nose.

If a mobile infant suddenly leaves the book sharing activity, wait a few moments and observe his/her actions. The infant may return with an item that has meaning for him/her or relates to the pictures.

📈 More Scaffolding Tips—Option 3

Extra support ■ Provide ample time for the infant to look at pictures. ■ If the infant begins to get restless, pause and take a deep breath. Focus on being relaxed in the activity. It often helps an infant become calm when his/her caregiver models a calm state. ■ If the infant opens the book to another page, shift focus to describe the picture.

Enrichment ■ Go back to look again at a favorite picture. ■ Encourage the infant to spread his/her arms like wings.



Interest Area

Materials Needed: photo cubes, photos as described

Display 2–3 photos of familiar items where nonmobile infants can see them during periods of alertness. Change pictures every few days. Limit bold visual stimulation at rest times.

Place simple pictures into infant-size photo cubes on five sides. Arrange the cubes where infants who are beginning to crawl or creep will find them. Cubes are often available with a mirror on one side for infants to enjoy.

Post photos of parents where infants can touch them. Mobile infants will enjoy carrying infant photo cubes or four-inch mailing boxes with interesting images attached to each side with clear tape.



Family Child Care

Materials Needed: unique items to observe, such as a mobile, bird feeder, and related picture books

Provide unique items for infants, toddlers, and preschoolers to observe in your home. If possible, hang a feeder to attract birds in a place children can easily observe. Provide books with photos and drawings related to the items.

Outdoors, help children focus their eyes to see small objects as well as larger items that are far away. Example: Point to birds and help children learn to focus their eyes to see birds in trees and birds in flight. If young children are unaccustomed to seeing birds, it takes regular practice to focus on them.



Birth–12 Months

Option 1 One-to-One



Skill and Goal Executive function

A young infant watches a caregiver manipulate a cup and ball.



Key Concepts Watch



Materials Needed

- 1 small ball
- 1 medium stacking cup of a different color



Also Promotes Communication/Language Physical/Health

Be Prepared: This activity is for a young infant who does not sit independently.

BEGIN: *[Place the infant on his/her back in a secure, comfortable reclining position. Ensure the infant can clearly see you. Smile and make eye contact with the infant. Hold the ball at the infant's chest so he/she can easily see it.]*

EXPLAIN: Look at our ball!

[Acknowledge the infant's attention to the ball. Example: "You are looking at the ball, Angel."]

I am going to move our ball. Would you like to watch it move?



ACT: *[Slowly move the ball to one side of the infant. If the infant follows the ball with his/her eyes, begin moving it to the opposite side. If the infant does not follow the ball, slowly return the ball to the center of the infant's chest. Consider moving slightly closer to the infant to make sure the ball is clearly visible to the infant.]*

Describe the infant's reaction to the moving ball. Example: "You watched the ball move from one side to the other."

Introduce the cup and hold it at the infant's midline so he/she can easily see it. (Temporarily place the ball on your lap or out of the infant's line of vision so the infant's focus is on the cup.) Name the cup and describe the infant's reaction. Example: "This is a cup. You are looking at our cup!"



Next, turn the cup over and place the ball on top of the cup. Ensure you are holding the ball and cup close to the infant's midline so the infant can clearly see the objects. Describe the new arrangement. Example: "Now the ball is on the cup." Describe the infant's visual attention to the new arrangement. Example: "You are looking at the ball and the cup. The colors are pretty."



**Option 1 continued**

Slowly move the combined ball-and-cup from side to side. Then hold the combined ball-and-cup in front of the infant for several moments or until the infant begins to look away from the arrangement.

Remove the ball from the cup in front of the infant (so the infant can see your actions). Hold the ball and cup side by side, one in each hand, so the infant can see both objects at the same time. Describe the objects and the infant's reaction. Example: "Now the ball and cup look different. You are looking at the cup. Now you are looking at the ball."

Acknowledge the infant's persistence in looking and focusing on the ball and cup. Example: "You kept your eyes on the ball and cup. You watched the ball and cup move. You used your eyes to follow the ball and cup!"

RECAP: *[Smile and make eye contact with the infant as you offer a brief summary of the activity. Example: "You looked at the ball. You looked at the cup. Then you looked at the ball and cup together!"]*



Birth–12 Months

Option 2
One-to-One



Skill and Goal

Executive function

An infant watches a caregiver manipulate a cup and ball, with a follow-up opportunity to play with the toys.



Key Concepts

Watch



Materials Needed

- 1 small ball
- 1 medium stacking cup of a different color



Also Promotes

- Communication/Language
- Physical/Health

Place an infant who cannot sit independently on your lap at a low table. Place the infant partially sideways on your lap so you can see his/her eyes. Place an infant who can sit independently across from you on the floor.

Introduce the ball by holding it in front of the infant. When you notice the infant looking at the ball, slowly move the ball from side to side. If the infant does not follow the ball, place it briefly in front of the infant and encourage the infant to look at the ball. Describe the infant’s response to the moving ball. Example: “You are watching our ball move back and forth.”

Remove the ball and introduce the cup. Hold the cup in front of the infant and briefly describe it. Encourage the infant to look at the cup. Describe his/her reaction. Example: “You are looking at the blue cup!” While the infant is watching, turn the cup over on the table and place the ball on top of the cup. Describe the new arrangement and the infant’s visual attention to it. Example: “Look, now the ball is on top of the blue cup! You are looking at the ball on the cup.” Slowly slide the combined ball-and-cup to one side and then the other while the infant watches. Describe your actions and the infant’s response to the moving ball and cup.

Position the infant on your lap so he/she is facing the table. Place both cup and ball on the table in front of the infant and invite him/her to explore the two toys. Describe the infant’s actions with the toys. Some infants may copy your previous arrangement with the ball and cup. Others may put the ball in the cup and then take it out. Talk with the infant about his/her actions with the two toys until the infant begins to lose interest.



Acknowledge the infant’s persistence during the activity. Example: “You watched the ball move. You looked at the ball on top of the cup. Then you played with the ball. You put the ball inside the cup. We had fun together with the ball and cup!”

👁️ What to Look For—Options 1–2

These activities support an infant’s persistence in focusing on two objects. A ball and cup are simple objects that offer some complexity and novelty when viewed apart and then together. This brief activity is designed to strengthen the infant’s control of visual attention, which is an important element of self-regulation. Watch the infant’s visual reactions closely during the activity. Some

**Option 2 continued**

infants may look intently at the objects and movements, whereas others may turn or look away. Support the infant in returning his/her focus to the ball and cup by keeping the objects in the same place for a few moments. Example: An infant may look at his/her hand for a moment but then return his/her visual attention to ball and cup. Turning or looking away for a relatively sustained period may be a clear sign that the infant is distracted or fatigued. Gently bring the activity to a close when this happens.

More Scaffolding Tips—Options 1–2

Extra support ■ If an infant appears to feel uncomfortable sitting on your lap or sitting independently facing you (Option 2), you may wish to use Option 1 to provide the physical support the infant needs. ■ Adjust the pace of moving the objects in response to the infant's reaction. Some infants may prefer slightly faster or slower movements. ■ Allow the infant to take his/her time. This activity is intended to be a calm experience for the infant. ■ Infants will exhibit more persistence when they are feeling alert and comfortable. Try the activity at a different time during the day if the infant is not initially receptive.

Enrichment ■ Offer additional arrangements for the infant to watch. Example: Put the ball in the cup and then take it out, or roll the ball back and forth on the table or floor. ■ Bring a third object into the activity, such as a small block.

Interest Area

Materials Needed: several picture books

Arrange the picture books in a book display that is easy for mobile infants to reach. Sit on the floor close to the infants and invite them to choose a book to look at with you. Open the book and encourage the infants to look at the details in the pictures. Talk with infants about what they see. Acknowledge persistence in looking at the pictures in the book.

Family Child Care

Materials Needed: richly illustrated picture book, such as *Bear Snores On* by Karma Wilson

Book sharing is a valuable way to promote a child's skill in focusing. Read the book with all the children in your care. Talk with children about what they see on each page. Invite children to find specific items in the pictures. Older children can name items and toddlers can look and point. Infants will enjoy looking at the pictures and listening to the story and responses of their peers. Some infants may enjoy holding a board book of their own during the activity.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Social interaction skills

An infant watches a caregiver describe his/her own features and actions in a mirror.



Key Concepts

Look
Mirror



Materials Needed

Large mirror



Also Promotes

Communication/Language
Cognitive

Invite an infant who can sit independently or with support to join you in front of a large mirror. Encourage the infant to look in the mirror with you. Explain that the infant is seeing you and himself/herself in the mirror. Point to yourself and to your image in the mirror as you explain that we can see you in the mirror. Then point to the infant and to the infant's image in the mirror as you explain that we can see (child's name) in the mirror.

Encourage the infant to look at you in the mirror as you name and point to parts of your body, especially eyes, ears, and nose. Talk and move at a pace that the infant can easily follow. Then move parts of your body in specific ways as you describe each. Possibilities include: a big smile, moving your head up and down, and waving a hand or arm (as if saying "hello" or "goodbye"). The infant may spontaneously mimic your actions. Conclude the session by acknowledging the infant's participation in the activity. Example: "You looked at me in the mirror. I pointed to my ears, eyes, and nose. I waved my hand."



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Social interaction skills

An infant looks in a mirror as a caregiver describes him/her as well as any movements.



Key Concepts

Look
Mirror



Materials Needed

Large mirror



Also Promotes

Communication/Language
Cognitive

Invite an infant to sit with you near a large mirror. Encourage the infant to look in the mirror with you. Explain that the infant is seeing you and him/herself in the mirror. Then move out of the mirror's range (but remain close by) so the infant sees himself/herself only in the mirror. Describe what you see in the mirror. Example: "I see Sydney in our mirror. Our Sydney is looking at herself in the mirror. She is smiling."

Invite an older infant to point to parts of his/her body that he/she knows. Example: "Where are your eyes?" If you anticipate this will be too challenging, point to parts of the infant's body as you name each. Example: "I am pointing to Sydney's hair. We can see my arm and hand in the mirror. My hand is pointing to Sydney's hair. Now I am pointing to Sydney's arm." The infant may wish to point to parts of his/her own after you point.

If the infant remains interested in looking at himself/herself in the mirror, invite the infant to move some parts of his/her body, such as making a big smile, turning his/her head back and forth, and waving his/her hand. Offer a demonstration of each request for the infant to mimic, if appropriate.

Although the infant may not fully understand that he/she is the child in the mirror, the experience of supportive interactions with you surrounding the mirror can promote the development of social interaction skills.

What to Look For—Options 1–2

Mirrors are common in homes and child development centers, of course, and an earlier ELM activity involves a handheld mirror (Block 3, Option 2). Still, most infants do not readily recognize their image in the mirror. What is important in the activity options is your set of supportive exchanges with the infant surrounding the novelty of looking in the mirror—not learning to recognize one's self in the mirror. In Option 1, some infants may look directly at you rather than at your image in the mirror. If this happens, offer a gentle reminder (with pointing) that you and the infant can be seen in the mirror. Positively accept an infant's preference to look at your actions directly instead of in the mirror. Option 1 can be valuable in its own right and also can serve as preparation for Option 2. Option 2 can be easily adapted for use without the mirror if you anticipate the infant is not interested in looking at himself/herself in the mirror.



More Scaffolding Tips—Options 1–2

Extra support ■ In the opening segment of Option 1, offer less cognitive challenge by saying “I see you in the mirror. You are looking in the mirror.”

Enrichment ■ Invite the infant to play a game of *Peekaboo* or simple dress up while looking in the mirror during Option 2. Use interesting props, such as hats or scarves, for the infant to wear while looking in the mirror.



Interest Area

Materials Needed: assortment of mirrors

Provide opportunities for infants to explore their reflections throughout the day. Infants may enjoy looking into a mirrored toy or watching their peers in a large mirror placed near the floor. Talk with infants about what they see in the mirrors. Although many infants will not recognize their own reflections, they will enjoy looking at the baby reflected back at them!



Family Child Care

Materials Needed: large mirror

A preschool- or school-age child in your setting may wish to join an older infant in Option 2 with your careful guidance. Encourage the older child to engage in simple actions that he/she describes to the infant. The infant may wish to copy some or all of the older child’s actions.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Gross motor development

A young infant stands up with caregiver support while facing the caregiver.



Key Concepts

Standing up



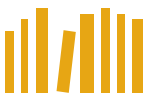
Materials Needed

None



Also Promotes

Communication/Language



Optional Reading

Peek-a-Boo Forest by Lamaze (cloth book)

Baby's First Book by Baby Einstein (cloth book)

Be Prepared: This activity is intended for an infant who can hold his/her head steadily (typically about three months of age). Select a time of day when an infant is alert.

BEGIN: [Begin the activity by holding the infant on your lap facing you. Hold both of your hands around the infant's torso. Engage the infant in an exchange of looking and vocalizations. Example: "Hi, Andrew! You are sitting up on my lap." Pause for the infant to respond with eye contact, sound, and/or a movement.]

I am going to help you stand up.

ACT: [Lift the infant to an upright position with continual support. Hold the infant so he/she is facing you. While you hold the infant and support most of his/her weight, help the infant feel some body weight with his/her hips, legs, and feet. Example: "Andrew, your feet are on the floor. You are standing up on your feet. I am going to keep holding on to you."]

Very gradually allow a little more of the infant's weight to shift from your supporting hold to the infant's legs, hips, and feet. Continue to hold the infant with your hands securely around the torso.

Continue to describe how the infant is bearing weight on his/her feet and legs. Example: "You are pushing down with your hips, feet, and legs. This is terrific, Andrew!"

If the infant's knees buckle or there are other signs of getting tired, increase your support by lifting the infant slightly.]

ASK: Are you ready to sit down?

[Watch the infant carefully to determine how long he/she wishes remain in an upright position before sitting. Begin with 10 seconds of upright weight bearing.

Some infants will enjoy standing upright for longer periods. As an infant gains experience, the activity may increase to 30 seconds.]

ACT: [Lift and turn the infant to a supported sitting position on your lap. The infant's back will be fully braced by sitting against you. Hold the infant around the torso with two hands.

If the infant is excited or slightly stressed by the experience, help him/her get calm by rocking slightly and speaking in a quiet voice. Example: "That was exciting for you. Now we can get calm." You also may wish to quietly hum a familiar song.]

**Option 1 continued**

RECAP: *[With the infant seated on your lap with good support, describe his/her actions. Recognize the infant's efforts. Example: "Andrew, you worked hard to stand on your feet."]*

👁️ What to Look For—Option 1

Some infants may wobble a little when they first begin to bear weight on their legs and feet. The sensation of feeling the floor and bearing some body weight may cause a moment of uneasiness for some infants. Reassure the infant by smiling and talking. This is one reason for the infant to face you during the activity. Another reason is for you to fully see the infant's facial reactions. You may notice individual developmental differences in infants of the same age. The supported upright position becomes more enjoyable to infants as they gain strength in the torso, hips, legs, and feet. Some infants may begin to bounce as they bear weight on their legs and feet.

Week by week, infants generally increase the amount of weight they bear in an upright position. You will be able to feel the infant holding his/her weight a little more each week. Never let go of an infant during the activity. Once the infant has developed the skill to stand independently you will see him/her pull to a standing position.

📈 More Scaffolding Tips—Option 1

Extra support ■ Begin bearing weight activity periods in short intervals, increasing in length over the next two months. ■ To avoid tiring an infant, alternate the weight-bearing position with supported sitting about every 30 seconds, or when you notice any signs of distress.

Enrichment ■ An infant who is experienced in bearing weight upright with support may enjoy holding a small toy or rattle. ■ Sit on the floor by a mirror so the infant can see himself/herself.



Birth–12 Months

Be Prepared: This option is for an infant who has had several weeks of practice standing up with firm caregiver support.

Option 2 One-to-One



Skill and Goal

Gross motor development

A young infant stands up with caregiver support while facing away from the caregiver.



Key Concepts

Stand up



Materials Needed

None



Also Promotes

Communication/Language

After several weeks of standing practice with caregiver support, infants are generally ready to bear more weight while standing up and are sufficiently comfortable with supported standing to look away from the caregiver. This enables the infant to look around the room while standing with caregiver support. This is an exciting experience for most infants.

Sit on the floor near an infant and explain you are going to help him/her stand up. Lift the infant into a standing position on a rug or carpet, with your hands on his/her torso and the infant facing away from you. With your firm grip, the infant may bear some or all weight on hips, legs, and feet while watching friends and others. Talk softly about what the infant is seeing. Keep your hands on the infant's torso at all times.

A predetermined time for standing up is not recommended, although no more than one minute of standing is a useful guideline. Watch carefully for the infant's signs of wanting to stop standing or to change position. Help the infant to sit down or get into a hands-and-knees crawling position if he/she wishes.

What to Look For—Option 2

At this age, there is no need to coax an infant to stand. Some infants may enjoy the sensation of bending hips and knees. Your close observation of the infant is your best guide for when to change or stop the activity. If the infant is smiling and clearly enjoying the standing position, continue for up to one minute. An infant may bend at the knees when he/she needs a break from bearing weight on legs. Let the infant set the pace for the activity. Provide a break of a minute or longer from standing.

More Scaffolding Tips—Option 2

Extra support ■ An infant may enjoy taking a break while sitting on your lap to look at pictures in a book. Ask the infant if he/she wants to stand again.

Enrichment ■ Draw the attention of others in your room, especially a caregiver, to the infant standing up. Example: "Look guys! Josie is watching you! Josie is standing up to see you!"



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Gross motor development

An older infant stands up with the support of a caregiver and appropriate furniture.



Key Concepts

Pull up



Materials Needed

1 cube chair



Also Promotes

Communication/Language

Be Prepared: This option is for an infant who can readily stand up with firm caregiver support and is ready to hold onto a piece of furniture while standing or partially standing.

Carry the infant to a cube chair or another appropriate, stable piece of furniture. Place the infant on the floor and then sit or kneel on the floor yourself. Lift the infant into an upright position so his/her tummy is touching the cube chair. Provide most of the infant's support by holding securely around the torso. When you feel the infant begin to support more of his/her weight, decrease the amount of weight you are supporting. Keep both hands firmly on the infant's torso at all times.

Some infants may hold on to the edge of the cube for support. Some infants may enjoy patting the low surface to make a drum-type sound.

When the infant develops an ability to pull up to stand at the cube, arrange a few small toys on the surface. An infant who bears 19 percent of his/her weight will enjoy manipulating and or banging the toys on the low tabletop cube with one hand. Sit very close to prevent the infant from falling.

What to Look For—Option 3

You will observe differences in development of standing and walking. As infants master crawling, they often begin to raise up to a kneeling position to examine play materials. Support each infant's existing skill and be aware of what is likely to come next. Some infants are content to crawl and explore areas of the classroom they can reach. Other infants may develop the strength, and also have a desire, to pull up to standing position sooner. Placing infants in seats they can move with their feet is not recommended.

Learning to stand is very exciting for infants. Offer infants quiet play opportunities on the floor following lively periods of play. Guiding an infant into quiet play is one strategy for supporting Self-Regulation. At this age, the infant depends upon you and other caregivers to support and guide calming down after excitement.

More Scaffolding Tips—Option 3

Extra support ■ If an infant is able to bear all his/her weight on hips, legs, and feet, reduce your support while keeping both your hands on the infant at all times. After a few moments, guide the infant to a sitting position.

Enrichment ■ The cube chair flipped to the table position provides an excellent support for an infant to take independent steps as part of cruising, which is supported in Block 23.



Interest Area

Materials Needed: 20 books including cloth books, *Peek-a-Boo Forest* by Lamaze, and *Baby's First Book* by Baby Einstein; cube chairs; animal figures; tape; nonbreakable mirror; baby dolls

Arrange spaces for infants to move freely by placing interesting play materials for infants to see. Infants who have begun to roll over may roll to obtain a toy. Use cube chairs or other low surfaces for an arrangement of animal figures. Infants who are pulling themselves to stand will be delighted to find familiar items on a surface they reach.



Family Child Care

Materials Needed: colored, nonskid place mats—1 per child

As a supplement to your support for infants to stand up, offer toddlers and preschool-age children an informal gathering that includes putting our bodies in different positions. Give each child a colored, nonskid place mat. Invite children to stand on a place mat for fun pretending. Possibilities include: pretending to be tall like a tree, putting one foot in front of the other to pretend we are riding a skateboard, getting on all fours like an elephant, and putting one foot on either side of the mat to pretend we are batting a ball.