



**Communication/
Language**

Exploring Words

- Option 1** (OO) A young infant participates in a book sharing that includes looking at pictures of familiar objects and feeling textures included in the book.
- Option 2** (OO) An infant participates in a book sharing that includes page turning, feeling textures included in pictures, and talking about familiar objects.
- Option 3** (OO) An older infant participates in a book sharing that includes helping manage the book, feeling textures included in pictures, and talking about familiar objects.



Cognitive

Solving Problems

- Option 1** (OO) A young infant is encouraged to reach for and grasp a toy that can be partially hidden in a caregiver’s hand.
- Option 2** (OO) An older infant is encouraged to creep or crawl around a barrier to obtain a toy.
- Option 3** (OO) An older infant is encouraged to find a toy hidden behind a caregiver’s back and then behind an existing barrier.



Self-Regulation

Paying Attention

- Option 1** (OO) An infant practices focusing on a toy manipulated by a caregiver.
- Option 2** (OO) An older infant practices focusing on a toy manipulated by the infant and a caregiver.



Social-Emotional

Interacting With Others

- Option 1** (OO) A young infant participates in responsive interactions with a caregiver during a care routine.
- Option 2** (OO) An older infant contributes to a familiar care routine with a caregiver.
- Option 3** (OO) An older infant contributes to a transition to outdoor time with a caregiver.



Physical/Health

Moving Our Bodies

- Option 1** (OO) An infant is encouraged to crawl as part of open-ended play with several small toys.
- Option 2** (OO) An older infant explores crawling over a low foam shape.

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



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Receptive language
Expressive language

A young infant participates in a book sharing that includes looking at pictures of familiar objects and feeling textures included in the book.



Key Concepts

Book
Look



Materials Needed

Baby Touch and Feel: First Words by DK Publishing



Also Promotes

Cognitive

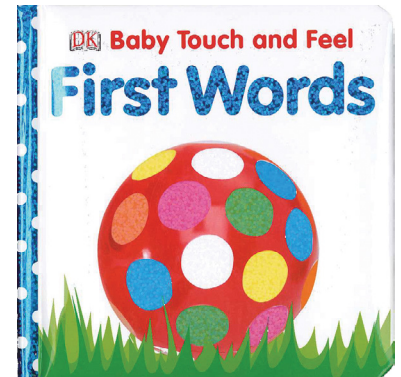
BEGIN: [Sit with the young infant reclined in your lap. Support the infant's head in the bend of your arm. This will allow for your hands to hold the book and turn the pages while also securely holding the infant.]

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, do you see the ball?

[Pause and acknowledge the infant's response. Example: "You are looking at the ball, Zain. You are waving your arms and kicking your legs!"]

Our book has pictures of things we see every day. Let's open the book and see what we find!



[Open the book to the first page. Use the following strategies to engage the infant in the book:

- Point to and describe pictures. Comment on what the infant seems to be looking at. Example: "You are looking at the car. The car has shiny wheels, see? Vroom, vroom!"
- Invite infant to feel textures on pertinent pages. Example: "You are looking at the doggy. The doggy has soft, curly fur. Would you like to touch the doggy's fur? I will hold the picture close so you can touch it!"
- Spend more time talking about pictures of particular interest to the infant.
- Describe and respond to the infant's gestures and/or vocalizations. Example: "You are cooing at the picture of the ball, Jackson! You like to play with the ball in our room."
- Use your voice to add interest. Turn to the next page with enthusiasm.]

RECAP: [Describe what happened during the book sharing. Example: "We read a book together! Our book had pictures of some things we see every day. You cooed at the picture of the red ball! We touched the doggy's soft fur. You smiled and kicked your legs when you looked at the toy car. We had fun with our book!"]

Birth–12 Months

Option 2 One-to-One



Skill and Goal

Receptive language
Expressive language

An infant participates in a book sharing that includes page turning, feeling textures included in pictures, and talking about familiar objects.



Key Concepts

Book
Look
Touch



Materials Needed

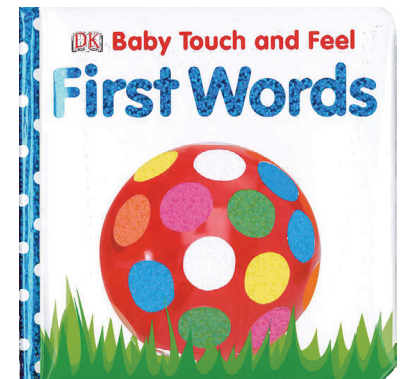
Baby Touch and Feel: First Words by DK Publishing



Also Promotes

Cognitive
Physical/Health

Invite an infant to sit on your lap to read a book. Introduce the book by pointing to the cover and encouraging the infant to look at the picture with you. Example: “See the picture of the red ball? We have a red ball in our room. Our book has pictures of different things we see every day. We can touch and feel some of the pictures! Let’s read our book!” Use the following strategies to look at, touch, and talk about pictures in the book:



- Invite the infant to help you turn the pages of the book. Follow the infant’s preferences for the pace of looking at pictures.
- Point to and name pictured objects. Encourage the infant to feel available textures embedded in the pictures. Example: “Look at the red strawberry! You can touch the shiny seeds on the strawberry! Do you feel them?”
- Draw attention to how different textures feel. Example: “This is a baby doll. The baby doll is wearing a dress. Here, you can touch the doll’s soft dress! How does it feel?”
- Spend more time talking about pictures that seem to be of particular interest to the infant. Offer additional information about pictured characteristics of the item. Examples: “You are looking at the teddy bear. The teddy bear is wearing a striped sweater! Look, he has two fuzzy ears. Would you like to touch the teddy bear’s ears?” “There are spots on the ball. I am pointing to the spots.”
- Describe and respond to gestures and/or vocalizations.
- Help the infant connect book information to his/her own experiences. Examples: “Here is a bowl and spoon. This spoon looks like the spoon you use! You used a spoon this morning to eat your cereal.” “You are smiling and cooing at the cat. You have a cat that lives at your house! You can feel the cat’s whiskers!”
- Recognize infant’s participation in the book reading. Example: “We had fun reading this book together, Avery. You touched the doggy’s soft fur. You pointed to the ball with shiny dots. You smiled and kicked your legs when we looked at the toy car! 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 that includes helping manage the book, feeling textures included in pictures, and talking about familiar objects.



Key Concepts

Book
Look
Touch



Materials Needed

Baby Touch and Feel: First Words by DK Publishing

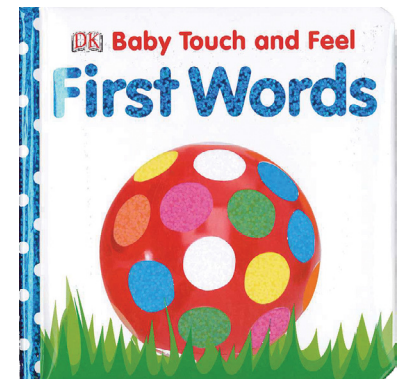


Also Promotes

Cognitive
Physical/Health

Invite an older infant to read a book with you. The infant may wish to sit next to you or stand close while you read. Introduce the book and invite the infant to help you hold the book and turn the pages. A standing infant may want to use one hand to help turn the pages.

Once the infant is comfortable and ready to read, point to the picture on the book cover. Example: “Look at the picture of the red ball. The ball has shiny spots! Our book has pictures of different things that you may know! We can touch some of the pictures. Let’s read our book!” Use the following strategies to share the book:



- Point to and describe objects in the pictures. Encourage the infant to feel available textures embedded in the pictures. Example: “This is a dog. Look, the dog is playing with a toy ball! Here are the dog’s ears. Here is the dog’s tail. Would you like to touch the dog’s soft, curly fur? How does the fur feel?”
- Invite the infant to point to and/or touch objects that you name. Example: “The teddy bear has ears. Where are the teddy bear’s ears? The ears are soft. You can touch the ears!”
- Spend more time talking about pictures that appear to be of particular interest to the infant. Offer more information about pictured characteristics of the item. Example: “You are pointing to the toy car. The car has shiny wheels! I think this car can go fast. Vroom, vroom!”
- Describe and respond to the infant’s gestures and/or vocalizations. Example: “You said ‘meow.’ The kitty cat says ‘meow.’ ‘Meow, meow’ kitty cat!”
- Help the infant connect book information to his/her own experiences. Example: “Look at the two socks. The socks are soft. You can feel them! You have socks too! Your socks are on your feet. Do your socks feel soft? Let’s touch your socks to find out if they feel soft.”
- Recognize infant’s participation in the book sharing. Example: “You helped me hold our book, Mason. We looked at all the pictures. You pointed to the shiny dots on the ball. You touched the teddy bear’s soft ears. We had fun reading this book together.”

What to Look For—Options 1–3

Many infants will be interested in the pictures of familiar toys plus items from their daily routines, such as socks, bib, and bowl/spoon. The simple and uncluttered images on a solid background help an infant focus on objects shown in a picture. This book invites participation with the opportunity to touch and feel different textures included in the pictures. You may wish to return to a picture(s) of special interest to the infant at the conclusion of the book sharing or at a later point during the day.

More Scaffolding Tips—Options 1–3

Extra support ■ If time or infant interest is short, you may wish to skip some pictures in the book. Spending time on a smaller set of pictures is more helpful to an infant than attempting to look at and talk about each picture in a short time period.

Enrichment ■ Invite an older infant to help you find some of the book’s pictured items in your room. Encourage the infant to point to the real item, and then to the corresponding picture in the book.

■ Invite two older infants to share the book together with you. Help the infants alternate touching and feeling a picture. Example: “Ava is touching the doggy’s fur. Now Muhammad is touching the doggy! You both touched the doggy’s fur. Let’s turn the page and see what’s next!”



Interest Area

Materials Needed: *Baby Touch and Feel: First Words* by DK Publishing, several items from the book (such as a sock, toy car, bowl/spoon, ball, baby doll, or teddy bear), basket to place the items in

Provide real versions of pictured items in the book. Help infants feel a texture provided in the book and a real item from your room. Describe how things feel and talk with infants about the things they are touching and feeling.



Family Child Care

Materials Needed: *Baby Touch and Feel: First Words* by DK Publishing, several items from the book, (such as a sock, toy car, bowl/spoon, ball, baby doll, and teddy bear), basket to place the items in

Invite older children in your care to play a matching game with the items from the book. Place the basket of items in front of you. As you share the book, invite one child at a time to find an item in the basket that matches the item pictured in the book. Older children may help younger toddlers find the corresponding item in the basket. Infants may enjoy holding an item from the book during the activity.



Birth–12 Months

Option 1 One-to-One



Skill and Goal Problem-solving

A young infant is encouraged to reach for and grasp a toy that can be partially hidden in a caregiver's hand.



Key Concepts

See
Reach
Hold



Materials Needed

Small toy duck



Also Promotes

Communication/Language
Physical/Health
Self-Regulation



Optional Reading

Cuddle for Little Duck by
Claire Freedman

BEGIN: [Invite a young infant to sit securely on your lap. Hold the small duck toy about 12 inches from his/her chest. Move the toy duck slightly and add a little quacking sound for fun.]

ASK: Would you like to get the little duck? I will hold it a little closer so you can get ahold of it.

[Place the toy on your palm within the infant's reach. Encourage the infant to get the little duck.]

ACT: [Position the toy to allow the infant to get a good hold on it. Encourage the infant's efforts in coordinating his/her hands and eyes to get the toy. Example: "You can see the little duck. Now you are reaching for the toy."]

Hold out your hand and encourage the infant to give you the toy. If the infant places the toy in your hand (or drops it so you can have it), partially cover the toy in the palm of your hand. Leave part of the toy visible to the infant. Use facial expressions and your voice to ask where the toy went. Open your hand to show the toy if the infant does not reach for the hand partially hiding the toy.

If the infant does not want to return the toy to you, describe the infant's actions with the toy.]

RECAP: [Even though a young infant does not understand most specific words, offer a short description of what took place. Example: "Jayden, you got ahold of the little duck. Then you found the little duck hiding in my hand!"]



👁️ What to Look For—Option 1

Getting ahold of a toy represents an important cognitive and motor achievement for an infant. The activity supports the infant's emerging skills in visually tracking an item. There also is an opportunity to practice remembering where an item is located (partially hidden in the palm of your hand). Look carefully at the infant's reaching and grasping skills, which are central to the activity, and provide assistance as needed. Moving the toy closer for the infant to reach is an important way to be supportive without

**Option 1 continued**

eliminating the challenges of reaching and grasping. Avoid putting the toy in the infant's hands unless necessary, as described in an Extra Support tip. Generally, an infant will move the toy directly to his/her mouth for exploration. You may wish to offer a teething toy.

 **More Scaffolding Tips—Option 1**

Extra support ■ If the infant has not begun to reach and grasp, encourage him/her to look at the duck toy and watch it move from side to side. Adapt the activity to focus on visual attention to a slightly moving object. You also may wish to place the toy in the infant's hand for further exploration. ■ In the opening segment of the activity, touch the infant's hand with the toy to support interest in reaching for and grasping the item.

Enrichment ■ Offer a second duck toy of a different size and shape.



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Problem-solving

An older infant is encouraged to creep or crawl around a barrier to obtain a toy.



Key Concepts

Around



Materials Needed

- 1 duck puppet
- 1 rubber or plastic duck
- Low barrier (see Be Prepared)



Also Promotes

- Communication/Language
- Physical/Health
- Self-Regulation



Optional Reading

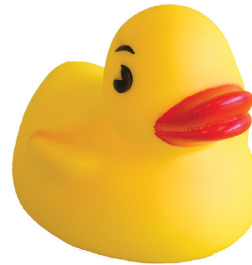
Cuddle for Little Duck by
Claire Freedman

Be Prepared: Identify an existing low barrier to separate you from an infant for a few moments. A low toy storage unit or shelf may be a possibility. Keep the two toys with you.

Invite an infant who has mastered crawling to play a game with you. Position yourself on one side of the barrier, opposite the infant. Sit so the infant can see you clearly. Place the duck puppet on your hand to animate it. Use the puppet to say the infant's name and ask him/her to come around the barrier. Infants may enjoy seeing the duck puppet sing and move.

Encourage infant's efforts to creep or crawl around the barrier. Example: "You're getting here. You are working hard to get here." Recognize the infant's awareness of how to get around the barrier. Example: "Ayanna, you figured out how to get the duck! You crawled around the shelf."

Lay the puppet and rubber duck on the floor and invite the infant to select one to play with. Use simple phrases and explain there is one duck toy and one duck puppet. Point to each. Describe the infant's reaction to the toys. Do not immediately put a toy



in the infant's hands. Wait for the infant to grasp or go near one of the toys. Encourage the infant to explore the toys.

👁️ What to Look For—Option 2

Determine the best distance between you and the infant to create an achievable creeping or crawling challenge. You may see an infant attempt to reach you and the toys by moving toward the center of the barrier. If an infant crawls up to the barrier, encourage him/her to crawl or creep around the end of the barrier. Show the infant a route around the barrier by pointing.

An infant may want to sit on your lap or very close to you upon reaching you. Welcome the infant and describe his/her actions. Example: "I think you want to sit on my lap. We can look at the toys together." The puppet is likely to intrigue the infant but also may be intimidating to hold or play with. This is the main reason for offering a second toy.

The activity may be used with 2–3 creeping or crawling infants. Adjust the number of play materials so each infant has one to explore after reaching the destination. Provide individualized comments about each infant's efforts.

Option 2 continued More Scaffolding Tips—Option 2

Extra support ■ Move next to an infant who needs support for understanding how to get around the barrier. You may wish to crawl next to the infant and restate the direction for getting around to where the toys are located. Example: “We can see the ducks if we go this way.” ■ Use another type of puppet if a duck puppet is not available. It is helpful to the infant’s toy decision-making for the two toys to represent the same type of animal.

Enrichment ■ Engage the infant in an interaction using the toys. Example: “You are holding the puppet. I am holding the rubber duck.” Pause for the infant to respond. ■ Draw attention to details of the toys, such as the eye and the beak. ■ Encourage the infant to feel each of the toys; one is soft and the other is smooth.



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Problem-solving

An older infant is encouraged to find a toy hidden behind a caregiver's back and then behind an existing barrier.



Key Concepts

Duck
Find
Around



Materials Needed

Duck puppet
Rubber or plastic duck
Low barrier (see Be Prepared)



Also Promotes

Communication/Language
Physical/Health
Self-Regulation



Optional Reading

Five Little Ducks by Annie Kubler

Be Prepared: Identify an existing low barrier to use for briefly hiding the puppet. A low toy storage unit or shelf may be a possibility.

Invite a mobile infant to play with you and a puppet. Sit on the floor facing the infant and show him/her the puppet. Show how the puppet fits on your hand. Move the puppet and use it to speak if the child seems comfortable. Example: "Hi, Robert. Quack quack. Would you like to touch my fuzzy head?" Pause for the infant to react.

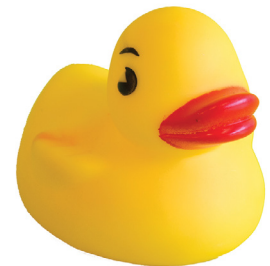


Play with the infant and puppet for a few moments. The infant may or may not want to touch the puppet. Then put the puppet behind your back and repeat the quacking sound. Ask the infant "Where is our duck?" Act happily surprised when the infant finds the duck behind your back!

Next tell the infant that the duck is going to hide. Get up and move behind an existing barrier. Maintain communication with the infant so he/she can visually track your movement. Sit down and hold the duck puppet so the infant can see that you have it. Quickly lower the duck puppet so it cannot be seen from the opposite side of the barrier.

Wait and observe the infant's reactions. If the infant comes toward the barrier, make a quacking sound again as encouragement to continue searching. Tell the infant "You hear the duck." If the infant does not begin looking for the duck puppet, give verbal encouragement. Keep the duck low so the infant can only see it if he/she goes around the barrier.

Enthusiastically recognize the infant's accomplishment in figuring out how to get around the barrier to find the puppet. Example: "Robert, you really wanted to find the duck puppet. You figured out how to go around the shelf."



Offer the puppet to the infant as soon as he travels around the barrier. If the infant does not want to play with the puppet, offer the other duck toy.

👁️ What to Look For—Option 3

An infant who can walk may opt to crawl around the barrier. Many infants use both crawling and walking after they walk independently. Crawling may provide more security than walking and greater confidence in regulating the pace and direction of movement around a barrier. The current option provides

Option 3 continued

more challenge than Option 2 by including two consecutive instances of hiding the puppet and a more focused opportunity to play with the puppet. Be especially attentive to the infant's reactions to the puppet and make adjustments accordingly, as suggested in the activity description and scaffolding tips.

 More Scaffolding Tips—Option 3

Extra support ■ If an infant is uncomfortable with the talking puppet, take time at the beginning of the activity to show the puppet to the infant when it is off your hand. Consider using another small, soft toy with a face. ■ If the infant wants the puppet on his/her hand, give as much assistance as needed.

Enrichment ■ Put one rubber duck behind the infant and pretend you do not know where it is. Ask the infant "Where is the duck?" The child will be pleased to produce it for you!

 Interest Area

Materials needed: books, small toys, muffin pan, cups, rubber ducks, infant-sized shopping carts

Open books with bright illustrations and stand them where infants can see them. Provide toys that are soft, firm, and fuzzy for non-mobile infants to feel and explore.

Place a small toy in a transparent cup for an infant to discover. Put small toys into a muffin pan. Older infants may enjoy removing the toys and putting them back into the muffin pan.



Place small toys on low surfaces with cups or containers covering them to encourage looking for hidden items. For infants who have mastered walking, place duck toys in infant-sized shopping carts for infants to transport to other parts of the room. If possible, provide big and little rubber ducks for infants to hold.


 Family Child Care

Materials needed: peek-a-boo books, toy, container, craft materials

Supplement the activity options with peek-a-boo books that you can share with infants and toddlers. Toddlers and preschool-age children enjoy finding games that involve going around a barrier. Add challenge by placing the desired toy in a container the children must open. Consider having the children make "treasures" using craft materials and hide them indoors or outside behind a barrier. For school-age children, consider making a map of the yard or indoor play space. Add letters of children's first names to the hidden treasure. Sam looks only for treasure marked with S, Anya looks for treasure marked with letter A, etc.



Birth–12 Months

Option 1 One-to-One



Skill and Goal Concentration

An infant practices focusing on a toy manipulated by a caregiver.



Key Concepts

Watch
Touch



Materials Needed

Toy car



Also Promotes

Communication/Language
Physical/Health

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

Hold the toy car about 12 inches from the infant and begin moving it slightly from side to side.]

ACT: Do you see the car?

[Pause and acknowledge the infant's response. Describe any visual attention the infant gives to the toy. Example: "I see you are watching the car, Tiana. The car is moving back and forth."



Move the car a little farther to one side and back toward the infant's middle. Describe the infant's response. Example: "You are moving your eyes. You are watching the car move."

Slowly move the car toward the infant's middle. Describe your actions. Example: "I am moving the car so you can touch it."

Encourage the infant to touch or grasp the car. If the infant is not able to grasp the item, hold it near the infant's hands so he/she can touch and feel it.

Describe the infant's actions with the car. Examples: "You are reaching out and touching the car." "You are holding the car, Simran. You are touching the car's wheels."

Respond to any infant vocalizations. Example: "You are looking at the blue car and cooing. I think you want to play with the car!"

Transition out of the activity when the infant shows signs of disinterest, such as looking elsewhere.]

RECAP: [*Smile and make eye contact as you describe what happened. Example: "We played with a blue car today. You watched the car go back and forth. You touched the car and moved it back and forth too!"*]



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Concentration

An older infant practices focusing on a toy manipulated by the infant and a caregiver.



Key Concepts

Watch
Hold



Materials Needed

Toy car



Also Promotes

Communication/Language
Physical/Health

Invite a mobile infant to sit with you on the floor to play with a toy. Sit facing the infant with a smile and introduce the toy car. Hold the car in front of the infant and pretend to make the car drive back and forth. Encourage the infant to watch the car drive around for a few moments. Example: “I can see you are watching the car drive. You are smiling and moving your eyes to watch the car.”

Invite the infant to touch and hold the car. If the infant is unable to reach and grasp it, hold the car near his/her hands. Example: “Now it is your turn to play with our car. Would you like to hold it?” Encourage the infant to engage with the car and talk about his/her actions. Examples: “You are holding the car. You are driving it back and forth. What are you going to do next?” Acknowledge the infant’s responses to the activity. Example: “You are smiling and driving the car on your legs! You are having fun with the car.”

Transition out of the activity when the infant begins to show signs of disinterest with the toy car. Acknowledge the infant’s focus on the car during the activity. Example: “You watched the car drive back and forth. You touched the car’s wheels. You made the car drive on the ground! We put the car away when you were done.”

👁️ What to Look For—Options 1–2

The activity options support a young infant in concentrating on an object visually and through touch or manipulation. Most infants will be familiar with toy cars and will enjoy watching you move the car. Follow the lead of the infant throughout the activity to determine how much to move the car or how long to sustain the activity. Some infants may enjoy watching you drive the car, whereas others may be eager to touch and hold the car. Infants may focus on the car for several minutes or begin to lose interest much sooner.

📊 More Scaffolding Tips—Options 1–2

Extra support ■ Repeat a slow, simple movement of the toy several times if it appears the infant needs extra support to focus on the moving car. Describe your actions. Offer car noises, such as vroom, that may sustain the infant’s concentration.

Enrichment ■ With an older infant, offer two similar cars during the activity, one for the infant and one for you. Invite the infant to repeat your actions of “driving” the car back and forth. ■ Recite a simple song or rhyme as the infant engages with the toy car. For example, sing the words “drive, drive, drive, your car” to the tune of “Row, Row, Row, Your Boat.”



Interest Area

Materials Needed: several toy vehicles

Provide several toy vehicles for infants to play with during floor time. Select a vehicle to engage one or several nearby infants. Use some of the strategies suggested in the activity options to help infants to focus on the vehicle as you drive it around them. Some infants may enjoy you lightly driving the car or truck over their legs or arms. (Watch closely for each infant's reaction to this. If any discomfort is expressed, return to driving the vehicle in the air or on the floor.) Describe your actions with the vehicle to encourage the infants to follow your movements. Give each infant a vehicle to touch and hold. Talk with the infants about their actions and responses as they explore the vehicles.



Family Child Care

Materials Needed: several large toy cars, large ramp (may be made with a stiff piece of cardboard, large plastic tray, or other smooth surface propped at an angle)

Create a ramp for older toddlers and preschool-age children in your care to roll the cars down. Invite children to take turns placing a car at the top of the ramp to roll to the bottom. Encourage infants and younger toddlers to watch the cars as they roll down the ramp. Point to and describe the actions of the cars to encourage infants to follow the movements. Infants and young toddlers may enjoy holding a car during the activity.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Social interaction skills

A young infant participates in responsive interactions with a caregiver during a care routine.



Key Concepts

Diaper



Materials Needed

Diaper changing table and supplies



Also Promotes

Communication/Language
Physical/Health

Be Prepared: This activity is to be carried out during the familiar routine of diaper changing.

BEGIN: *[When a diaper change is needed, tell the infant what is going to happen. Example: "It is time to change your diaper, Sebastian. I am going to get your diaper while you finish looking at your rattle. Then I will come to pick you up."*

Use the following strategies to engage the infant during the diaper change:

- *Describe your actions. Example: "I have your diaper, Luna. I am going to pick you up now."*
- *Describe the infant's actions. Example: "You are lifting your arms, Sebastian. You are ready for me to pick you up!"*
- *Describe what is happening. Examples: "Here we go. Up, up, up!"*
- *Make up and offer during the routine a simple song that includes the infant's name. Examples: "Clean diaper, clean diaper, Tyler has a clean diaper!" "Wash, wash, wash our hands. Luna washes her hands!"*
- *Acknowledge the infant's likes and dislikes during the routine. Example: "I know you don't like the cold wet wipes, Sebastian. I will clean you quickly! Then we will wash our hands. You like to wash your hands, Sebastian!"*



Offer brief pauses in your comments during the routine so the infant has a chance to respond. Acknowledge vocalizations and/or facial expressions.]

RECAP: *[Offer a brief description of the interaction. Example: "We changed your diaper, Luna. First I picked you up. Then I cleaned you and put a new diaper on you. After you were dressed, we washed our hands! You liked washing your hands, Luna."]*



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Social interaction skills

An older infant contributes to a familiar care routine with a caregiver.



Key Concepts

Diaper
Book



Materials Needed

Diaper changing table and supplies
Assortment of books



Also Promotes

Communication/Language
Physical/Health

Invite an infant to participate in the familiar routine of a diaper change. Use the following strategies to encourage the infant to take part in the routine:

- Describe what is going to happen. Example: “It is time for a diaper change, Paisley! Would you like to help me find a clean diaper for you? Then we can go together to the diaper changing table.”
- Invite the infant to hold and carry his/her diaper to the table. This may mean the infant helps hold the diaper while you carry the infant. Example: “I have your diaper, Matthew. Would you like to hold it? You can help carry it to our changing table.”
- Describe what is happening and encourage back-and-forth interactions with the infant. Examples: “First we take your pants off! Look, you are wearing blue pants today, Isaiah. You have blue pants just like your blue shirt, see?” “All clean! You are ready for the clean diaper. Would you please give me your clean diaper? Then we will put your pants back on.”
- Engage the infant in a short song or game, such as *Peekaboo*. Example: “What song would you like to sing today, Alexa? You like the ‘Twinkle, Twinkle, Little Star’ song. Would you like to sing it with me?”
- Tell the infant what is going to happen next. Example: “You are all clean! We are going to wash our hands next. Do you remember what we do after that? It will be story time!”
- Provide the opportunity for the infant to take part in the transition to the next activity. Example: “It is story time next! Let’s look at our books. Which book would you like to read first for our story time?”



Remember to pause and allow time for the infant to respond to your words and to the activity itself.



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Social interaction skills

An older infant contributes to a transition to outdoor time with a caregiver.



Key Concepts

Play outside



Materials Needed

Infant's outdoor accessories (sunscreen, jacket, hat, etc.)



Also Promotes

Communication/Language
Physical/Health

Invite an infant to participate in getting ready to play outside. Example: “We are finished reading books. Now it is time to play outside! Isaac, what do we need to do before we go outside?” Encourage the infant to begin the transition by helping to get his/her coat (or other item needed before going out). Example: “Let’s go find your coat, Isabelle! Let’s look. Do you see it?” Use the following strategies to support the infant’s participation in getting ready to go outside:

- Invite the infant to participate in putting on outdoor clothing. Examples: “Here is your coat, Isabelle. I will help you put it on. Can you hold your arms out? Here you go!” “Look in your basket, Isaac. Do you see your red hat? There it is! Let’s put your hat on your head.”
- Provide choices throughout the transition. Example: “Would you like to put on your jacket or your hat first? I see you are looking at your hat. Let’s put your hat on!”
- Describe steps of the transition. Example: “Isabelle has her coat on. Isaac has his coat on. We are getting ready to play outside! Let’s sing a song while we wait for everyone to be ready!”
- Invite the infant to help sing a song while he/she waits for others in the room to be ready. Example: “What song should we sing while we wait? How about your favorite—‘Old MacDonald Had a Farm’? Which animal would you like to sing about first?”

Acknowledge the infant’s participation during the transition to outdoor play. Example: “First you found your coat. We put your coat on. Then you put on your hat! You wanted to sing about a cow while we waited for everyone to be ready. Now we get to play outside!”

What to Look For—Options 1–3

Each of these options encourages responsive interactions with infants during familiar routines. Infants are more likely to experience positive routines and transitions when they are engaged and an active participant in the process. Infants may react to routines and transitions in different ways. Watch for the infant to express interest in participating during a routine, such as pointing to the diapers, or bringing a hat to you for assistance in putting it on. Whenever possible, follow the infant’s pace during the routine. Example: Some infants may want to spend one-to-one time with you singing or playing simple games during diaper changes, whereas others may prefer a quick change to return to a favorite activity.



More Scaffolding Tips—Options 1–3

Extra support ■ Provide extra time during routines for infants who tend to exhibit challenging behaviors during transitions. Take time to describe what is happening and what will happen next. Acknowledge the infant’s feelings regarding the transition. ■ Pay close attention to the infant’s reactions during the activities. Remember to pause frequently for the infant to respond to the activity.

Enrichment ■ Make up a simple song using the infant’s name that can be repeated during familiar routines. (See example in Option 1.) Sing this song each time you engage in that routine. ■ Invite infants to make as many choices as possible during routines. Example: You may ask the infant if he/she would like to carry the diaper to the table or if the infant would like you to carry it. Provide two options in which the infant can communicate his/her choice by looking, reaching, or pointing.



Interest Area

Materials Needed: photos of infants engaged in various activities and routines throughout the day; lamination or contact paper to protect the photos

Create a picture schedule of the day for infants to look at. Post the photos low on a wall, in order from left to right. Encourage infants to look at the photos throughout the day. Talk with infants about what is happening and what is going to happen next. Infants who struggle with a transition may enjoy looking at the photo of what is next.



Family Child Care

Materials Needed: photos of children, toddlers, and infants engaged in various activities and routines throughout the day; lamination or contact paper to protect the photos; poster board and markers

Create a daily schedule that includes words with corresponding photos. Share the schedule with children in your care. Invite the older children to “read” the schedule to the group and to describe the corresponding photos. Post the schedule where it can be viewed by children. Invite children to revisit the schedule throughout the day to see what is going to happen next.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Gross motor development

An infant is encouraged to crawl as part of open-ended play with several small toys.



Key Concepts

Roll over
Push up
Crawl



Materials Needed

3 small toys of different shapes



Also Promotes

Cognitive
Communication/Language

Be Prepared: This activity is designed for infants who seem ready to crawl (generally 5–7 months). “Getting ready to crawl” indicators include emerging skills in one or more of the following: (1) rolling from back to stomach or from stomach to back; (2) raising head and chest and supporting self with both hands when on tummy; (3) creeping forward with tummy on the floor; or (4) getting into a crawling position on hands and knees. This activity builds on an infant’s desire to grasp and explore objects.

Create a safe and clean play area on a firm, flat surface that provides the infant with freedom to move. A padded floor or firm mat works well. Add several toys that appeal to the infant. A soft, solid color in the mat or padding will help the infant focus on the toys and his/her actions. Infants may feel overwhelmed with a lot of visual and auditory stimulation. Look at the space from an infant’s perspective to ensure there are no barriers to the infant’s movement.

BEGIN: [*Greet and place the infant on his/her back next to you, allowing space for the infant to move freely. Talk to the infant about playing in the area. Example: “Here is a nice place to play, Angel. You can move and play anyway you like. I will stay close to you.” Put the toys near the infant so the infant needs to extend an arm or maybe move (roll over) in order to reach them. Use your understanding of the infant’s motor skills in making the toy placements.*]

Offer encouraging comments about the infant’s actions. Example: “You put your legs up. Legs down. Now, you rolled over! Now our room looks different to you!”

Use the infant’s interests and motor skills to determine the focus of the activity. Possibilities include the following:

- *If the infant rolls over, say “roll over” as the infant rolls. Enthusiastically acknowledge the infant’s accomplishment. Example: “You rolled over! You moved on our mat. You know how to roll over!”*
- *If the infant (on tummy) holds up head and uses arms to push up chest, congratulate the infant on his/her emerging skill. Example: “You are pushing yourself up. You are looking around! You can see more things in our room.”*
- *If the infant (on tummy) puts part of his/her body in a crawling position, enthusiastically acknowledge the infant’s accomplishment. Example: “You look like you want to crawl. You are learning another way to move!”*



**Option 1 continued**

Draw attention to a toy(s). Example: Point to a toy and ask “Are you looking at this toy?” You may wish to slightly jiggle one of the toys. If the infant rolls over, move the toy so it can be seen by the infant in his/her new location. If the infant pushes up chest and head, move the toy so it can be grasped with an appropriate arm reach.

The infant will signal when it is time to change the activity. Rolling over, pushing up, or crawling practice may last 30 seconds or up to several minutes. The infant may be interested in repeating the activity over time, until he/she develops skilled crawling.]

RECAP: *[Describe the infant’s actions. Examples: “We played on the floor. You moved back and forth on your hands and knees.” “You are learning to roll over.”]*

👁️ What to Look For—Option 1

Putting the infant on his/her back at the beginning of the activity can promote rolling over action. Closely-supervised tummy time can help infants develop strength to hold their heads up to look around. If you place the infant on his/her tummy, avoid putting the infant in a crawling position (such as putting the infant’s knees under his/her body). The process of learning how to get into a crawling position is beneficial in developing balance and strength. The rate of an infant’s large motor development varies considerably. Some infants creep forward with their tummy on the floor before crawling on hands and knees. Some infants crawl sooner than expected.

Watch and verbally support what the infant is trying to accomplish. The infant may be interested in reaching a toy, or may be focused on the process of moving. It is not necessary to comment constantly, but do talk often in order to communicate that you notice and appreciate the infant’s efforts and accomplishments.

The infant may do some or all of the following motions:

- Reach forward with one hand
- Creep forward, pushing with his/her feet
- Pivot and turn body
- Bring knees up under body
- Maintain a hands-and-knees position
- Rock back and forth while on hands and knees
- Begin to move forward, coordinating legs and arms

📊 More Scaffolding Tips—Option 1

Extra support ■ Slightly reposition the infant if he/she seems stuck in pursuing his/her interest.

Enrichment ■ Place toys on the right and left sides of the infant’s view to promote decision-making about the toy to move toward or reach for. It is not necessary to coax the infant to one side or the other.

■ Place a toy under a small cloth for the infant to pursue, if interested.



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Gross motor development

An older infant explores crawling over a low foam shape.



Key Concepts

Up
Down
Crawl



Materials Needed

Covered foam shapes



Also Promotes

Cognitive
Communication/Language

Place a low foam shape on a soft surface for a mobile infant to crawl over. You may wish to call the foam shape a mountain. If the low shape is part of a set, wait to introduce the bigger shape until the infant masters going over the low shape. Sit near the foam shape to offer verbal encouragement.



Encourage the infant to explore the shape without assistance. Example: “You may crawl up if you like.” Emphasize words related to the activity, such as crawl up and down.

Sing a song to the tune of “Bear Went Over the Mountain” to support the infant’s crawling efforts. Here are possible lyrics:

Caleb went over the mountain,
Caleb went over the mountain,
Caleb went over the mountain,
He got to the other side.

Moving an infant up and over the foam shape is not suggested. Encourage the infant to develop his/her own strategies for going over the foam mountain.

👁️ What to Look For—Option 2

Some infants may promptly crawl over the foam mountain independently. Other infants may first explore the shape by touching it, sitting on it, or maybe lying on it. An infant may look at you for assurance that crawling up is alright. Describe an infant’s actions, including possible hesitations in crawling up the foam mountain. Example: “You are on your knees patting the foam shape. You can crawl up when you feel ready.”

📏 More Scaffolding Tips—Option 2

Extra support ■ If an infant crawls part way up the foam shape and then seems uncertain what to do, consider touching the leg or knee that needs to move next. Do not physically move a body part(s).

Enrichment ■ Stack some flat mats to different heights, such as 2–4 inches, for infants to consider crawling up.



Interest Area

Materials needed: items of different textures and colors, bell, cloth bag, doll or animal, cloth, photos of infants, non-breakable mirror, low foam shape, cube chair

Provide a small number of objects that differ in texture or color for non-mobile infants to view and potentially reach for during floor play.

Arrange several novel items in different areas of the room for crawling infants to discover, such as a small bell inside a cloth bag. Cover a doll or animal with a cloth. Attach photos of infants to the side of low storage units for crawling infants to find. On another day, consider using clear tape to fasten a non-breakable mirror to the floor.

Mobile infants will enjoy exploring one low foam shape placed on a soft surface. Place a few soft play materials on a cube chair or other low surface for standing and walking infants to manipulate.



Family Child Care

Materials needed: foam shape, flat foam mats

Offer a larger foam shape (called a mountain in Option 2) to a toddler for crawling up and down. The toddler may need guidance for moving down the shape. Also, toddlers and preschool-age children may enjoy closely supervised play on flat foam mats stacked at different heights.