



**Communication/
Language**

Exploring Sounds

- Option 1** (OO) A young infant participates in a book sharing focused on pictures and sounds of farm animals.
- Option 2** (OO) An infant participates in a book sharing focused on pictures and sounds of farm animals, with opportunities to help turn the book’s pages.
- Option 3** (OO) An older infant participates in a book sharing focused on pictures and sounds of farm animals, with opportunities to make animal sounds and help manage the book.



Cognitive

Exploring Objects

- Option 1** (OO) A young infant looks at black and white images.
- Option 2** (OO) An older infant looks at book pictures of ducks, with opportunities to notice details.



Self-Regulation

Getting Calm

- Option 1** (OO) A young infant practices calming down after a mildly stimulating activity with music and movement while held by a caregiver.
- Option 2** (OO) An older infant practices calming down after a mildly stimulating activity of music and movement while standing and holding hands with a caregiver.



Social-Emotional

Interacting with Others

- Option 1** (IG) Young infants play with music toys, with caregiver support for noticing each other’s play.
- Option 2** (IG) Older infants paint with water in close proximity to each other, with caregiver support for noticing each other’s activities.
- Option 3** (IG) Older infants play side by side using the same materials, with caregiver support for peer interactions.



Physical/Health

Moving Our Bodies

- Option 1** (OO) A young infant participates in 1–2 supported sitting positions.
- Option 2** (OO) An infant participates in brief supported standing.
- Option 3** (OO) An older infant practices pulling up to stand and walking.

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

Revision 07/20/2020



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Receptive language

Expressive language

Awareness of differences in sounds

A young infant participates in a book sharing focused on pictures and sounds of farm animals.



Key Concepts

Book

Listen

Look



Materials Needed

Mommies Say Shhh! by Patricia Polacco



Also Promotes

Cognitive

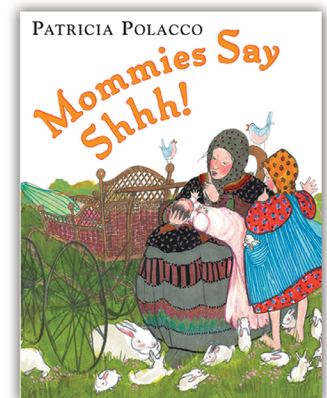
BEGIN: [Sit with the young infant reclined in your lap. Support the infant's head in the bend of your arm so your hands can hold the book and turn the pages while also securely holding the infant.

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

I have a book for us to read together! Here is a picture of a mommy and little girl. They are saying "shhh."

[Pause and watch for infant's response.]

EXPLAIN: The mommy and little girl are part of a family. The family lives on a farm. The animals on the farm are noisy! Our book tells us about the different sounds that farm animals can make. We can listen to the animal sounds!



ACT: [Use the following strategies to share the book with the infant:

- Use your own words to describe pictures. Point to things you describe. Emphasize the animal sounds. You may wish to repeat animal sounds. Example: "Look at all the birds! The birds are in the tree. Birds say 'cheep.' Let's listen to that bird sound again. 'Cheep. Cheep. Cheep.'"
- Spend more time on pictures that seem to be of interest to the infant. Example: "You are looking at the cats. There are white cats, and black cats, and spotted cats! The cats are saying 'meow.' 'Meow, meow.'"
- Describe and respond to gestures and/or vocalizations.
- Use your voice to add interest and enjoyment. Infants will delight in hearing the sounds of the animals and accentuated shhh!
- Transition out of the activity when the infant shows signs of disinterest.]

RECAP: [Describe what happened during the book sharing. Example: "We looked at pictures of farm animals. We listened to the sounds made by the animals. The animals were noisy. The mommy said 'shhh!' You liked the picture of the chickens. We pointed to the bunnies. You smiled and kicked your legs when I made a goat sound! This was a fun book!"]

Birth–12 Months

Option 2 One-to-One



Skill and Goal

Receptive language

Expressive language

Awareness of differences
in sounds

An infant participates in a book sharing focused on pictures and sounds of farm animals, with opportunities to help turn the book's pages.



Key Concepts

Book

Look

Listen



Materials Needed

Mommies Say Shhh! by
Patricia Polacco



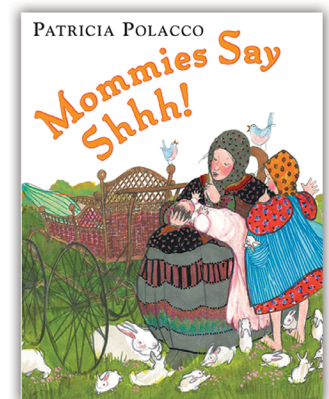
Also Promotes

Cognitive

Physical/Health

Invite an infant to sit on your lap to read a book. Introduce the book by pointing to the cover and describing the picture. Example: "This is a mommy, a baby, and a sister. They live on a farm with lots of noisy animals! Our book tells us about the sounds made by animals on the farm. We can listen to the sounds and talk about the pictures." Use the following strategies to engage the infant in the book:

- Invite the infant to help you turn pages of the book.
- Describe pictures in your own words. Point to and name the animals, people, and objects. Example: "These are sheep. The sheep are soft. Look, here is a bunny! I see a dog and a squirrel. There are a lot of animals in this picture!"
- Describe what the infant is looking at. Example: "You are looking at the geese. The geese are saying 'honk, honk!' The farmer is trying to drive his truck. The geese are on the road!"
- Spend more time talking about pictures that seem to be of particular interest to the infant. Example: "The dogs are running. Look, their tongues are out! The dogs are barking. Do you see the squirrels? The dogs are chasing the squirrels!"
- Describe and respond to gestures or vocalizations. Example: "You said, 'moo!' You know that cows say 'moo.' The cows in the picture are saying 'moo, moo!'"
- Help the infant connect book information to his/her own experiences and developing knowledge. Example: "Look at the cats! You have a cat at your house! The cats in the book are saying 'meow.' What does your cat say?"
- Exaggerate the animal sounds and say them with enthusiasm.
- Recognize the infant's participation in the book reading. Example: "We had fun reading this book together, Isaiah. You turned the pages! You helped me say 'moo' when we looked at the picture of the cows! The farm animals were noisy. The mommy said 'shhh!'"



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Receptive language
Expressive language
Awareness of differences in sounds

An older infant participates in a book sharing focused on pictures and sounds of farm animals, with opportunities to make animal sounds and help manage the book.



Key Concepts

Book
Look
Listen



Materials Needed

Mommies Say Shhh! by Patricia Polacco



Also Promotes

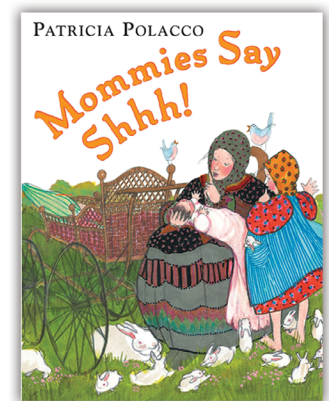
Cognitive
Physical/Health

Invite an older infant to read a book with you. The infant may wish to sit or stand next to you. Encourage the infant to help you hold the book and turn the pages.

Once the infant is comfortable and ready, point to the picture on the book cover. Example: “Look at the family in this picture. The mommy is saying ‘shhh.’ The family lives on a farm. There are noisy animals on the farm! Our book tells us about the animals and the sounds they make. You can listen to the animal sounds! You can help me make the animal sounds!”

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

- Describe pictures in your own words. Point to and name the animals, people, and objects. Example: “These are birds. The birds are in a tree! Look, there are squirrels in the tree, too. The girls on the swing are looking at the birds. The birds are singing! They are saying ‘cheep, cheep.’”
- Emphasize the sounds made by animals with your voice and with repetition. Invite the infant to say the animal sounds with you. Example: “The pig is saying ‘oink, oink, oink.’ You can say ‘oink, oink’ with me! ‘Oink, oink.’”
- Invite the infant to point to objects that you name. Example: “Look at the goats jumping and playing! I see a dog. Do you see the dog? You can point to the dog!”
- Spend more time on pictures that seem to be of particular interest to the infant. Example: “You are looking at the pigs. Pigs like to lay in the mud. Pigs get dirty! Look, this pig is playing with the children!”
- Describe and respond to gestures or vocalizations. Example: “You are pointing to the cat. You said ‘meow!’ You know that cats say ‘meow.’ I will say ‘meow, meow’ with you! ‘Meow, meow!’”
- Help the infant connect book information to his/her own experiences and developing knowledge. Example: “The baby in our book is going to sleep. The mommy wants the animals to be quiet. She says ‘shhh’ to the animals. You have a baby at your house, Tameka. Do people ever say ‘shhh’ when your baby brother is sleeping?”
- Recognize the infant’s participation in the book reading. Example: “You helped me hold our book and say animal noises, Destiny. You pointed to the ducks. You said ‘quack, quack.’ You liked the picture of the goats jumping and playing! You turned the pages to see what animals were next. We had fun reading this book together!”





What to Look For—Options 1–3

Infants enjoy looking at pictures of animals. The illustrations in this book are rich in detail and will require time to discuss with an infant who shows interest in a specific picture. Point generously and use short sentences. Infants will not understand most of the words you say, but pointing to and saying the names of objects and actions can help develop an infant's vocabulary awareness. Encouraging infants to imitate animal sounds can support awareness of differences in sounds. Older infants may enjoy saying the name (or part of the name) of a familiar animal.

Younger infants may focus on one animal in a picture. Older infants may enjoy exploring some of the details of the pictures, such as the bunnies in the dress pockets or the activities of the animals in the background. There is no need to look at and talk about each picture. Follow the infant's cues regarding the amount of book sharing that is of interest. If the infant appears to be losing interest, you may wish to skip to the last page in the book where the mommy says 'shhh!' to all the noisy animals.

More Scaffolding Tips—Options 1–3

Extra support ■ In Option 1, provide a farm animal toy for an infant to hold during the book sharing.

Enrichment ■ Invite an infant to find an animal shown repeatedly in pictures. Example: Bunnies can be found in almost every picture in the book. "There is a bunny in this picture! Can you find a bunny?"

■ Point to each animal in the picture near the end of the book and say animal sounds. Invite the infant to say some of the sounds with you.

Interest Area

Materials Needed: several books with pictures of farm animals, assortment of familiar farm animal figures in a basket

Infants enjoy interacting with toy animals. Provide the farm animal books and basket of farm animals for infants to explore during floor time. Look at the pictures with infants and encourage them to help you find the corresponding animals in the basket. Say the animal sound for each animal an infant touches or picks up. Invite older infants to say the animal sounds with you or by themselves.

 Family Child Care

Materials Needed: *Mommies Say Shhh!* by Patricia Polacco

This book will appeal to children of many ages. Older children may enjoy describing some of the details of the richly-illustrated pictures. Infants may enjoy holding a farm animal figure or stuffed animal during a book sharing. After the book, encourage children to join you in singing “Old MacDonald Had a Farm.” Invite toddlers and older children to take turns selecting an animal to sing about.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Object inquiry skills

A young infant looks at black and white images.



Key Concepts

Picture



Materials Needed

*High-contrast art cards



Also Promotes

Communication/Language

*Printables provided

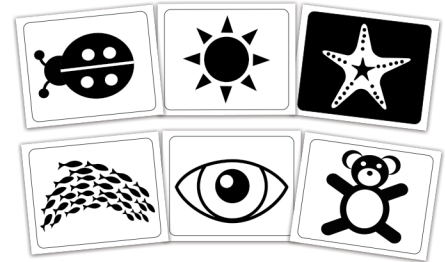


Optional Reading

Hello, Animals! by Smriti Prasadam

Hold a nonmobile infant on your lap. Present three to four cards, one at a time. Hold each card for about 10 seconds. Describe each image as the infant gazes at it. Talk as if you are in a conversation with the infant. Example: “Kyle, I think you like the eye picture. This picture is made with lines and dots.”

If the infant appears especially interested in an image, hold it until the infant looks away. If the infant reaches for a card, move it close so the infant may touch the card. Repeat an infant’s vocalization, including a coo.



What to Look For—Option 1

Before seven or eight months, most infants see between eight and fourteen inches away.

Simple shapes in black and white or another bold color on a contrasting background are interesting to infants in the first few months of life. Looking at high-contrast images can help an infant develop eye control, visual preference, and visual acuity.

The activity description suggests that you talk with the infant as if you are having a conversation. This suggestion is consistent with the serve-and-return concept described in the *ELM Curriculum User Guide* for infants and toddlers. The infant may serve a “coo” and you can return with an imitation of the “coo.” When you serve, such as pointing to a part of a picture as you describe it, the infant’s return will most likely be non-verbal.

If the infant becomes fussy, reposition him/her and return to the picture activity. Some infants may calm down and again focus on images. Pay attention to the infant’s body tension and sounds. You may wish to postpone the activity until the infant’s next alert cycle. Sometimes an infant needs comfort or movement rather than visual stimulation.

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

Extra support ■ Jiggle the card gently to encourage the infant to look at it. ■ An infant may prefer to look at the cards while you stand holding him/her. Set the cards upright against a wall, such as on the top of a coat cubby.

Enrichment ■ Support the infant's visual tracking by slowly moving one card side to side. ■ On another day, share pictures in the Optional Reading book suggestion.

Birth–12 Months

Option 2 One-to-One



Skill and Goal

Object inquiry skills

An older infant looks at book pictures of ducks, with opportunities to notice details.



Key Concepts

Look
Little
Big



Materials Needed

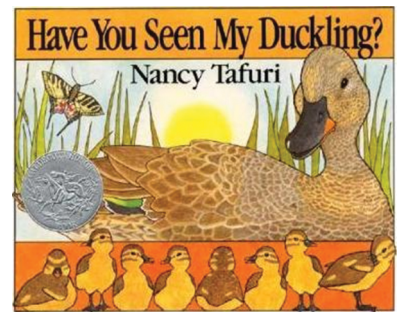
Have You Seen My Duckling?
by Nancy Tafuri



Also Promotes

Communication/Language
Self-Regulation

Sit on the floor next to a mobile infant and invite him/her to join you in looking at pictures in the board book. The book offers attractive drawings of a mother duck and eight baby ducks.



Help the infant look at the book pictures in ways that can strengthen his/her skills in looking. For some infants, or on some pages, this will mean focusing on details of a picture. For other infants, or on some pages, this will mean looking at and talking about the dominant image on the page and giving little or no attention to other parts of the picture. No two sessions with infants will be alike. Infants differ in visual skills generally and will likely differ in their interest in the specific pictures offered in this book.

Use your own words to describe pictures. Point to aspects of a picture that you describe. On each page, point out little ducks and big duck. Emphasize little and big. If the infant is very focused on the pictures, draw attention to some details. Examples of details to highlight include the following:

- beaver swimming
- frog jumping
- salamander swimming
- turtle finding

Focus on picture details related to the story's plot, such as the turtle finding the lost little duck. If the infant shows interest in the book's story, point out images of the little duck separated from its group.

Encourage the infant to point to specific aspects of pictures, such as little ducks in the nest. Example: "Let's look for the little ducks and the big, mommy duck."

Talk about images the infant may point to. Example: If the infant points to a baby duck swimming, respond with a comment, such as "Little duck is in the water."

What to Look For—Option 2

This is an appropriate book for helping an infant look closely at pictures because there are few words and the storyline is simple. Infants will differ in their level of interest in picture details, as described in the activity plan. Some infants will be pleased to look at the primary images and will enjoy the refrain: "Have you seen my duckling?" Look for opportunities to emphasize the concepts of big and little. Pointing is especially important because infants

Option 2 continued

are unlikely to understand many of the words you say. The activity plan describes images that can be emphasized with an infant who shows interest in picture details.

Paying attention to picture details is enhanced in repeated sessions with the book. Recall your experience rereading a favorite book or watching a movie for the second time. Most likely there were details you missed the first time. Young children similarly begin to observe more visual details when they have a second or third session with a book.

 **More Scaffolding Tips—Option 2**

Extra support ■ Consider using the phrase “baby duck” rather than duckling unless the infant understands, or is ready to understand, that a duckling is a baby duck. This activity focuses more on looking closely at picture images than strengthening an infant’s knowledge of ducks. ■ If the infant stands and walks away, invite him/her back for one more page. ■ If an infant wants to stand, place the book on a low surface, such as a cube chair.

Enrichment ■ Encourage the infant to turn the pages. ■ Help the infant place the book on the bookshelf or into the book basket at the conclusion of the session.

**Interest Area**

Materials Needed: black construction paper, white paper, glue, black and white mobile, *Big Fish Little Fish* by Fhiona Galloway, *Have You Seen My Duckling?* by Nancy Tafuri, cloth fish, toy ducks of two sizes, basket, colored cellophane

Create a looking center in a small space that infants and caregivers can visit during the day. Fasten two sheets of black construction paper to the wall. Cut a simple shape from white paper and glue it to the first black sheet. Identify a white object to place in front of the other black paper. Hang a mobile made of black and white items.

Place the book, *Big Fish Little Fish* by Fhiona Galloway, in a basket with cloth fish for crawling infants to discover. On another day, place toy ducks in the basket with the book, *Have You Seen My Duckling?*

Provide duck toys in two sizes for infants to explore. During playtime, retell the story using the toys or a puppet. Display related items the infants can identify as big or little. Put some colored cellophane on a window, out of reach of infants, and lift the infant to look through it.



Family Child Care

Materials Needed: see below

In addition to the book suggested in Option 2 for infants, consider offering books that can promote older children's attention to details in pictures. Books with visual clues are fun for preschool-age children, as they can anticipate what happens next. Two possibilities are *Rosie's Walk* by Pat Hutchins, and *The Mitten* by Jan Brett. Older children may enjoy identifying letters or numerals in books, such as *Chicka Chicka Boom Boom* by Bill Martin and *Three Little Mermaids* by Marva VanFleet.



Birth–12 Months

Option 1 One-to-One



Skill and Goal Self-control

A young infant practices calming down after a mildly stimulating activity with music and movement while held by a caregiver.



Key Concepts Calm



Materials Needed Music player with lively instrumental music



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.*]

ASK: Are you ready for some music?

[*Pause and acknowledge the infant's response. Example: "You are looking at me. I think you are ready to listen to the music. Let's move a little bit while we listen."*]

ACT: [*Play lively instrumental music and gently move your arms up and down to create a light bouncing motion. The infant's head should never leave the bend of your arm. Hold the infant securely at all times. Smile and make eye contact with the infant. If he/she seems to be enjoying the movement, gradually increase the amount of movement.*]

Watch the infant's reactions to the music and movement closely. Decrease the movement or stop the music if the infant tightens his/her muscles, frowns, or appears at all distressed. You may wish to play the music without the movement or continue gentle movements without the music. Talk with the infant about his/her reaction. Examples: "What a big smile you have! You like moving to the music!" "You are making a sad face. I think you are feeling unhappy. Let's stop the music. We will find a way to feel calm."

After listening and moving to the music for several minutes, turn off the music and encourage the infant to become calm. Announce that the music is over. Example: "The music is all done. We can calm down now." Reposition the infant to provide another clear signal that the activity is over. Hold the infant and provide comfort, such as patting on the back, quietly singing a familiar song, or offering soft-voice reminders that it is time to rest.]

RECAP: [*Smile and make eye contact as you describe what happened. Examples: "We had fun moving with the music, Hailey! You had a big smile. Then the music stopped. I held you while you got calm again."*]



Birth–12 Months

Option 2 One-to-One



Skill and Goal

Self-Control

An older infant practices calming down after a mildly stimulating activity of music and movement while standing and holding hands with a caregiver.



Key Concepts

Music
Calm



Materials Needed

Music player with lively instrumental music



Also Promotes

Communication/Language
Physical/Health

Invite an infant to join you for a music activity. Kneel facing the infant (within reach of the music player) and invite him/her to stand up while holding both of your hands. If the infant appears unsure of his/her position, you may wish to place your arms firmly around his/her waist during the activity instead. Make eye contact and ensure the infant feels secure and ready for the activity. Example: “We are going to listen to music and you can dance! Are you ready?” Begin playing the music and demonstrate bouncing or “dancing” by gently moving your upper body and arms up and down. Smile and encourage the infant to do the same with his/her body. Many mobile infants will naturally begin to move their heads and bodies with the music, whereas others may benefit from additional verbal and/or physical support. If the infant shows signs of disinterest or distress at any time, modify or end the activity. Talk with the infant about his/her response to the music and movement. Examples: “You had fun dancing with the music, Talia!” “You didn’t feel like dancing today, Evan. You enjoyed sitting and listening to the music instead.”

After the music and movement, invite the infant to sit and rest with you. The infant may want to sit near you or on your lap. Provide quiet time for the infant to calm him/herself. If needed, support the infant by patting his/her back, quietly humming or singing a favorite song, or offering gentle reminders that it is time to rest. Recognize and acknowledge the infant’s behavior as he/she becomes calm after the activity. Example: “You had fun moving your body with the music. Now you are sitting with me and resting. We are feeling calm.”

👁️ What to Look For—Options 1–2

Both activity options support infants in learning that they can be excited during fun activities and also be able to return to a calm state. A young infant may signal he/she would like to continue listening to the music by smiling and making eye contact with you, kicking legs, cooing, or laughing. Older infants may be aware of the idea of dancing to music and will enjoy moving their body up and down or perhaps from side to side. Watching closely for, and promptly responding to, indications of disinterest or distress are important parts of your role. Remember that distress may be shown through tightened muscles, which can be readily detected in Option 1. Your attentiveness to infants’ calming-down behaviors is also key to the success of the activities. In Option 2 especially, some infants may move toward a calm state independently with your indication that it is time to stop the music and dancing. Others may need additional support to become calm.

A small icon of a staircase with three steps. **More Scaffolding Tips—Options 1–2**

Extra support ■ If an infant needs extra support to become calm, consider playing slower, soothing music as you hold him/her. Nature sounds, such as waves or gentle rain, may be calming for an infant.

Enrichment ■ Invite two infants to join you in Option 2. Encourage the infants to notice each other calming down.

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

Materials Needed: music player with lively and soft music

Play lively music and invite several infants to dance as they wish with the music. Some infants may stand and bounce, whereas younger infants may bob their heads and upper bodies. Encourage the infants to calm down after the exciting activity using one or more of the strategies offered in the activity options.

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

Materials Needed: music player with lively music

Children of all ages enjoy moving their bodies to music. Invite children to play a stop-and-go game with lively music. Encourage children to dance in ways they wish while the music is playing and to stop when the music stops. Older children can model how to dance and then stop. Young toddlers will enjoy participating with their older peers. Young infants may join the activity by being held by an adult who gently moves and then freezes at the appropriate times. Encourage all children to rest and sit quietly for a few moments before moving to the next activity.



Birth–12 Months

Option 1 Informal Gathering



Skill and Goal

Social interaction skills

Young infants play with music toys, with caregiver support for noticing each other's play.



Key Concepts

Play
Sound



Materials Needed

Four different music toys
(see Be Prepared)



Also Promotes

Communication/Language
Physical/Health

Be Prepared: Select colorful toys that make a sound when shaken, such as Hohner® Kids Musical Toys Baby Band.

BEGIN: *[Place two alert infants on their tummies, facing one another. Show one toy. Shake it gently in front of the infants to encourage interest.]*

I have some music toys! Look at this toy. Can you hear the sound it makes?

Would you like to play with the music toys?

ACT: *[Arrange the four toys between the infants, close enough for each infant to reach. Encourage each infant to reach for and grasp a toy.*

Comment on any infant signs of interest in the toys, such as gazing at the toy, vocalizing, kicking legs, or reaching toward the toy.

As the infants explore, use gestures and words to encourage their awareness of one another's actions with the music toys. Examples: "Asia is holding the bell. Do you hear the sound of the bell?" "Look, Asia, Cole is playing with the red shaker toy! Shake, shake, shake, Cole!"

Draw attention to an infant's interest in another infant's actions. Example: "Cole, you are watching Asia play. You are smiling! You like to watch Asia play."

Remember that young infants will explore toys with their mouths as well as their hands.

Watch the infants' reactions to being on their tummies. Some infants may tire of this position sooner than others. Wrap up the activity if either infant signals discomfort or fussiness.]

RECAP: *[Briefly describe highlights of the interaction, particularly any awareness or positive responses to one another. Example: "Asia and Cole, you played with the music toys. Asia played with the bell. Cole liked the shaker toy. Cole, you watched and smiled at Asia! You had fun playing together."]*



Birth–12 Months

Option 2 Informal Gathering



Skill and Goal

Social interaction skills

Older infants paint with water in close proximity to each other, with caregiver support for noticing each other's activities.



Key Concepts

Paint
Brush
Paper



Materials Needed

3 chunky paintbrushes
Colored construction paper (avoid black and white)
3 trays (see Be Prepared)
Cup



Also Promotes

Communication/Language
Physical/Health

Be Prepared: This activity is for two infants who can sit independently. Place one sheet of construction paper on each tray with a paintbrush. Two of the trays are for the infants (one tray each), and one tray is for you. Arrange the trays close together on the floor. This activity may take place at a low table if each infant can sit on a chair independently. Fill the cup with water and place nearby. The cup of water will remain with you throughout the activity.

Invite two infants who can sit independently to join you on the floor to paint with water.

Demonstrate how to use the brush by dipping your brush

into the water and then making marks on the construction paper with the wet paintbrush. Your demonstration is intended to encourage infants' explorations with the materials and not as directions for infants to follow. Infants are not expected to use the paintbrush correctly or to create an actual art piece.

Name and point to a brush, paper, and bristles. Encourage infants to touch the bristles of the brush. Using a paintbrush may be new for some infants.

Invite the infants to wet their brushes. Some infants may dip their brushes into the cup that you are holding. Others may need you to wet their brushes for them.

Use the following strategies to encourage infants' awareness of their peer's activities:

- Frequently describe each infant's actions. Example: "Terrell is holding his brush and touching the bristles."
- Encourage the infants to watch one another's actions with the materials. Example: "Look, Terrell, your friend Makayla is using her brush to make marks on her paper! Makayla is painting with her brush."
- Watch for and reinforce any awareness of, or positive responses toward, one another. Examples: "Makayla, you are watching Terrell touch the bristles on his paintbrush. You are touching the bristles on your paint brush! You are watching Terrell and doing the same." "You are smiling at Makayla, Terrell! You see Makayla painting with her brush."

Encourage infants to wet their brushes frequently. Water on the bristles can dry quickly.





Birth–12 Months

Option 3 Informal Gathering



Skill and Goal

Social interaction skills

Older infants play side by side using the same materials, with caregiver support for peer interactions.



Key Concepts

Stick
Together



Materials Needed

Large piece of contact paper
Duct tape
Materials to affix to contact paper (see Be Prepared)
Basket



Also Promotes

Communication/Language
Physical/Health

Be Prepared: Select colorful materials to affix to the contact paper, such as the following: large paper shapes, tissue paper squares, feathers, short strips of wide ribbon, large craft pom-poms. Place items in the basket. Use duct tape to affix the large piece of contact paper low on a wall, sticky side out. Ensure the contact paper is low enough for an infant to reach it by sitting or standing. Place the basket of materials on the floor near the contact paper. The emphasis of this activity is for infants to interact while exploring the same interesting materials. Infants are not expected to create an actual art piece.

Invite two infants who can sit or stand independently to join you in front of the contact paper. The infants may want to stand or sit during the activity. Encourage the infants to explore the materials. Infants may enjoy touching the sticky contact paper and searching through the items in the basket. Demonstrate how the items in the basket can stick to the contact paper on the wall. Invite the infants to choose items from the basket to stick to the wall.

As the infants explore the materials side by side, use the following strategies to support interactions between them:

- Encourage the infants to become aware of one another’s actions with the materials. Example: “Look, Tyler is sticking yellow and purple tissue paper on the wall. The tissue paper looks pretty. What do you think, Elena?”
- Provide prompts to encourage the infants to consider one another’s actions as they interact with the materials. Example: “Elena is sticking a blue ribbon to the wall. What are you going to stick on the wall next, Tyler? Maybe you can stick your item by Elena’s blue ribbon!”
- Reinforce any positive responses to one another. Example: “Elena, you watched Tyler stick a yellow circle on the wall. Now you are sticking a green triangle next to Tyler’s circle.”
- Use words that encourage social interaction, such as “together” and “friend.” Example: “Look at your wall, Elena and Tyler! You worked together to stick things on the wall. You are good friends.”

What to Look For—Options 1–3

Each of the activity options promotes infants’ beginning awareness of, and interest in, peers. Watch for the infants to show interest in their peers by gazing at, turning toward, or imitating their peers’ actions with the materials. Recognize and reinforce any positive responses to peers that you observe. Some infants may readily watch and imitate their peers’ actions, whereas others may focus more on their own exploration of the materials. Remember to focus on the reactions of the infants to one another during the activities, rather than how the activities are carried out.



More Scaffolding Tips—Options 1–3

Extra support ■ If an infant does not enjoy playing while on his/her tummy in Option 1, try the activity with two infants side by side while sitting with support. ■ In Option 2, infants may prefer to use their hand(s) to make marks on the paper if the use of a brush is too challenging. Invite the infant to place his/her hand, palm down, in a bowl of water, and then place his/her hand on the paper to see what happens. ■ Use 1–2 different items in Option 3 if you anticipate the range of suggested materials may be overstimulating.

Enrichment ■ As a follow-up to using brushes in Option 2, provide a sponge for each infant to use in making water marks on paper. ■ Infants in Option 3 may enjoy additional exploration of the contact paper. Invite walking infants to walk barefoot on contact paper affixed to the floor. Take a board with contact paper attached outdoors and invite infants to find nature items to stick on the paper.



Interest Area

Materials Needed: several strips of contact paper

Extend Option 3 by placing strips of contact paper in your room’s play settings for infants to explore. Place paper on the floor for young infants to touch during tummy time. Longer strips on the floor can be enjoyed by mobile infants walking and crawling across the sticky surface. Contact paper on the wall can be discovered by sitting and mobile infants. Encourage infants to become aware of the actions of one another as they explore the sticky paper.



Family Child Care

Materials Needed: several strips of contact paper, wall collage materials (such as large paper shapes, tissue paper squares, feathers, short strips of wide ribbon, large craft pom-poms), nature collage materials (such as grass, leaves, small stones, nuts, small sticks)

Children of different ages in your setting can enjoy exploring and discovering the characteristics of contact paper. Contact paper affixed low on a wall can become a collage using materials suggested above. Contact paper can be affixed to the floor for infants, toddlers, and older children to explore. Take contact paper outdoors and invite the children to find nature items to stick to the paper. Encourage and reinforce positive interactions between peers as they explore the materials.



Birth–12 Months

Option 1 One-to-One



Skill and Goal

Gross motor development

A young infant participates in 1–2 supported sitting positions.



Key Concepts

Sit



Materials Needed

1 small toy

*/ See by Helen Oxenbury
(Extra Support tip)*

*Baby Touch and Feel: Cuddly
Animals by DK Publishing
(Extra Support tip)*



Also Promotes

Cognitive

Be Prepared: This activity is designed to strengthen skills that lead to sitting without support. It is for an infant who can hold his/her head steady in an upright position and is progressing toward sitting without support.

BEGIN: [*Greet the infant by name and lift him/her under the arms with support on the torso. Make sure the infant can lift his/her head. If needed, support the head with one hand behind the infant's neck. Do not allow the infant's head to drop backwards. Do not pull an infant into a sitting position by holding only the hands or arms.*]

Select an area of your room where there are toys and/or other infants to see. Have the toy nearby. Sit on the floor with your legs crossed and place the infant between your lower and upper legs. His/her back will be supported by leaning on you. Give the infant time to adjust to looking around. Sitting upright generally increases an infant's attention to people and objects in the environment.]

ACT: Hi, (infant's name). Let's sit together and watch our friends play (or look at a toy).

[Describe what the infant is looking at.

After one or two minutes, or when the infant seems to become restless, reposition the infant into one of the sitting positions described below. Explain that we are going to try sitting a different way.

- *Straighten your legs and lower the infant so he/she is sitting on the floor while still getting support from your legs and hands.*
- *Place the infant on your lap, facing you, on the floor or in an adult chair. Maintain needed support by keeping both of your hands on the infant's torso.*
- *Place the infant on your lap, facing out, on the floor or in an adult chair. Hold the infant around his/her chest with one arm.*

Offer a toy to the infant if he/she seems interested. Continue to talk with the infant about what he/she is looking at or manipulating with his/her hands. Pause in your talk so there's an opportunity for the infant to contribute. The infant's contribution to the exchange may be a look, smile, body movement, or vocalization.

One or two minutes in one or two sitting positions is sufficient.]

Option 1 continued

RECAP: [*Speak clearly as you summarize what happened. Example: “You are practicing how to sit by yourself. You looked at other children and adults in our room. You held a toy. We talked about the toy.”*]

👁️ What to Look For—Option 1

It is helpful for the infant to experience sitting with your support in several different positions. Each position requires some minor adjustments on the infant’s part. Pay close attention to facial expressions and/or sustained muscle tightening that may indicate the infant would not welcome an additional supported sitting position in this activity.

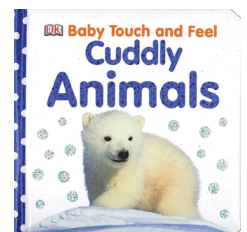
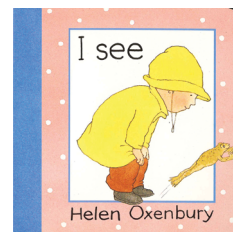
Infants often put one or both hands out to help stabilize the torso when they are learning to sit without support. This is sometimes referred to as tripod sitting. Your physical closeness and supervision are needed for safety and support. Generally, infants feel most secure when a familiar caregiver provides emotional nurturance and stays close.

Many infants develop an ability to sit without support about six to seven months of age, but this skill can occur sooner or later. Sitting without support is achieved following important gains in muscle strength and head control. Regular tummy time activities and being held or carried in an upright position foster this gross motor development. Infants also develop essential body coordination and strength through moving freely on the floor during supervised play periods.

📈 More Scaffolding Tips—Option 1

Extra support ■ Look at and talk about pictures in a board book when the infant is facing out (see Materials Needed). ■ Repeat the supported sitting activity daily throughout the following weeks.

Enrichment ■ For an infant who has some control of his/her torso, neck and head, hold the infant on your lap with your legs together and stretched out on the floor. Move your legs side to side slowly, holding onto the infant at all times.





Birth–12 Months

Option 2 One-to-One



Skill and Goal

Gross motor development

An infant participates in brief supported standing.



Key Concepts

Stand



Materials Needed

None



Also Promotes

Cognitive

Be Prepared: This activity is for an infant who can sit without support and is ready to bear weight on his/her feet for a few seconds at a time.

Sit on the floor facing the infant. Encourage the infant to stand with your help. Use both hands to hold the infant's torso and help him/her stand for a few seconds. Next, assist the infant in sitting down again. Do not lift or lower an infant by the arms. Repeat the sequence several times if the infant enjoys it! Do not hold the infant in a standing position any longer than he/she wishes.



👁️ What to Look For—Option 2

Pay careful attention to the infant's reactions to supported standing. The infant's developmental level and desire to bear weight on his/her legs will determine the number of times the infant practices standing up briefly with your support. Do not offer more standing practices unless the infant seems interested. Some infants may enjoy bouncing themselves in a standing position. Do not let go of the infant during any part of standing, and be sure to support the infant as he/she sits down.

Developing strength in the legs and becoming accustomed to bearing weight on the feet requires many repeated experiences, often beginning around six or seven months of age. Week by week infants gradually increase the amount of weight they bear in an upright position. Offer opportunities for supported standing each day during playtimes when the infant is interested, keeping in mind there is no need to rush development.

📊 More Scaffolding Tips—Option 2

Extra support ■ Provide ample rest time between standing practices.

■ Gradually reduce the amount of support you provide to the infant without taking your hands off of the infant's torso.

Enrichment ■ After several times of standing briefly while facing you, help the infant bear weight on his/her feet while looking out into the room. Give verbal assurances you are still close. Explain that the infant is looking at different things, but do not provide descriptions that sustain the standing time beyond what is comfortable for the infant.



Birth–12 Months

Option 3 One-to-One



Skill and Goal

Gross motor development

An older infant practices pulling up to stand and walking.



Key Concepts

Stand
Walk



Materials Needed

Cube chair or other secure object for infant to hold
Several attractive toys



Also Promotes

Cognitive

Be Prepared: This activity option is for an infant who is beginning to pull himself/herself to a standing position, or an infant who is beginning to walk. These two skills are sequenced. Skill in pulling up to stand comes before skill in walking.

To support an infant who has begun to pull himself/herself to a standing position, arrange several small toys on a low surface, such as a cube chair, that the infant can manipulate while standing. Invite an infant to explore the play materials. Kneel next to the infant and talk with him/her about how he moved from creeping or crawling position to standing. Join the infant in playing with the toys.



To support an infant who is ready to walk, kneel in front of the infant and offer your hands as support. Some infants are able to walk by holding an adult's finger. Infants need their arms for balance. Encourage infants to walk a few steps to you and praise their accomplishment! Walking behind an infant and holding both arms up is not recommended.



Infants often fall frequently while learning to walk. Stay close to a walking infant to offer a safe way to fall. Encourage the infant to bend his/her knees and sit down if balance becomes unsteady. Keep play areas clear of play materials to allow infants to move without obstacles.

👁️ What to Look For—Option 3

Pulling up to stand strengthens an infant's hips, knees, and ankle muscles, and improves balance. Once an infant is able to balance, he/she will generally begin taking sideways steps, technically known as cruising. Infants first learn to pull themselves up to stand around eight to ten months.

Learning to walk increases access to objects and gives an infant a new view of the environment. Beginning walking is an exhilarating time for infants, but it can also be a time of some unease. Some infants are excited to walk and may resist sleep. Infants often need a little extra nurturing care and reassurance during this time of change. You may see an infant practice walking steps and then revert to crawling until the walking skill is refined.

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

Extra support ■ Arrange furnishings and play materials so an infant can repeat the actions of standing many times during a day.

Enrichment ■ Arrange furnishings for an infant to be able to explore taking several side-to-side steps (cruising).

**Interest Area**

Materials Needed: Water mat, books, mats, animal and people figures or infant vehicles, textured materials

Arrange a variety of toys to create stimulating play spaces on the floor for infants who are learning to roll over. Supervise all tummy-time play.

Foster existing skills in sitting and crawling by placing a water-mat toy on the floor. Infants will enjoy pushing on the mat and watching the toys inside move as they sit. Arrange several opened books for crawling infants to see. Creeping infants may enjoy looking at the books as they lie on the floor. Small toys infants can grasp and explore can be organized in two places for early mobile infants to discover.

Rotate some play materials and display toys on the floor and on raised surfaces, such as mats for mobile infants. Depending upon the infants' interests, display animal figures, people figures, or infant vehicles. Infants who can pull up to stand and walk will enjoy touching textured materials displayed on low surfaces. Provide infant books in baskets or displayed on low surfaces.

**Family Child Care**

Materials Needed: paper, freezer bag, paint, tape, paper moon, *Round is a Mooncake* by Grace Lin, *Goodnight Moon* by Margaret Wise Brown, *Peek-a-Boo Moon* by Parragon Books

For infants who are creeping or crawling on hands and knees, prepare a mess-free painting activity. Place a sheet of paper in a clear freezer bag. Add two or three teaspoons of different colors of tempera paint to the bag and seal it. Tape the bag to the floor or a surface that mobile infants can reach. Encourage infants to touch the bag and push on the paint spots.

Sit on the floor to talk with nonmobile infants during play periods. Talk in an animated way and encourage kicking and rolling over when the infants are ready.

Preschool-age and older children will enjoy a challenge jumping over a small object on the floor. Example: Attach a paper moon to the floor. Cut two moon shapes if there are more than four children jumping. Encourage turn taking. Share books about the moon with toddlers and older children. Some possibilities include: *Round is a Mooncake* by Grace Lin, *Goodnight Moon* by Margaret Wise Brown, and *Peek-a-Boo Moon* by Parragon Books.