### GREETING

**ACTIVITY**
Greet your baby with a warm smile, and make eye contact with your child before picking him or her up. Talk to your child about how the night went and what you do to prepare for the day.

**LEARNING SKILLS**
Responds with emotion to a stimulus

**MATERIALS**
N/A

### GATHERING TIME

**ACTIVITY**
Once your child’s personal care needs are met and you are ready to start the day, lie head to head on the floor with your child and move the way that he or she does. Encourage your child to imitate your moves, too. Use descriptive language to talk about your movements. “You just rolled onto your side. I’m going to roll onto my side too.” “That is a big stretch! Can we try a small stretch?”

**LEARNING SKILLS**
Responds to adult actions, attempts to mirror actions

**MATERIALS**
N/A

### TRANSITION

**ACTIVITY**
Before picking up your child from the floor or a chair, talk to your baby while you are approaching. This lets your child know when you are coming and what you will be doing next with him or her.

**LEARNING SKILLS**
Responds to adult guidance

**MATERIALS**
N/A
PROCESSING ACTIVITY

ACTIVITY
Read a fun book with your child. Accentuate the action words. If the images illustrate the actions, point them out.

LEARNING SKILLS
Responds to sounds and images

MATERIALS
Book

CONNECTION ACTIVITY

ACTIVITY
When you read a book together, take turns turning the pages. You try, then I’ll try.

LEARNING SKILLS
Interacts with objects and others

MATERIALS
Book

PERSONAL CARE INTERACTIONS

ACTIVITY
Wash your baby’s hands before and after meals. Talk about why it is important to wash your hands. You can have fun by alternating scrubbing motions with clapping splashes.

LEARNING SKILLS
Uses hand-eye coordination for tasks

MATERIALS
N/A
**MEALTIME**

**ACTIVITY**
Listen to a recorded story during the meal. Respond to what is happening with facial expressions.

**LEARNING SKILLS**
Responds to various art forms

**MATERIALS**
Audiobook or internet reading

**TRANSITIONS**

**ACTIVITY**
Encourage your child to help you put the books away. You can sing, “Books away, books away, it’s time to put our books away” to any tune that you create.

**LEARNING SKILLS**
Responds to guidance about behavior

**MATERIALS**
Books

**OUTSIDE TIME**

**ACTIVITY**
Lay a blanket outside and bring a basket of books to explore on the blanket. See whether you can spot objects in the books that you can see outside, too.

**LEARNING SKILLS**
Shows interest in the environment

**MATERIALS**
Books, blanket, basket (optional)
### REST TIME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow a naptime routine with your child. Tell your child a story about his or her day.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING SKILLS</th>
<th>Shows a response to adults talking</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Rocking chair</th>
</tr>
</thead>
</table>

### TRANSITION

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swing your child in your arms while taking your child to the changing table or sink. Look at his or her face for a response.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING SKILLS</th>
<th>Responds to adult actions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>N/A</th>
</tr>
</thead>
</table>

### CHILD’S CHOICE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place a book with photos next to a book with illustrations. Talk about how they are different, and let your child choose one to explore.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING SKILLS</th>
<th>Constructs new ideas</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Various books</th>
</tr>
</thead>
</table>