GREETING

ACTIVITY
Greet your baby with a warm smile and make eye contact with your little one before taking them from his or her sleep space. Talk to your child about his or her night and what you do as you prepare for the day.

LEARNING SKILLS
Responds with emotion to stimulus

MATERIALS
N/A

GATHERING TIME

ACTIVITY
Once you have met your baby’s personal care needs, you are ready to start the day. You can begin by reading Ten Little Rubber Ducks by Eric Carle. Count the ducks in the illustrations and point to the pictures as you read the words. You can try Five Green and Speckled Frogs by Priscilla Burris, too, and sing along as you count.

LEARNING SKILLS
Explores books in a variety of ways

MATERIALS
Book or Ten Little Rubber Ducks or Five Green and Speckled Frogs – Scholastic Press

TRANSITION

ACTIVITY
Waddle like a duck to the next activity. Describe your movements and show a picture of the ducks in the book, if possible.

LEARNING SKILLS
Coordinates movements with words

MATERIALS
N/A
## Processing Activity

**ACTIVITY**
Provide your baby with a small amount of water on a plate or small tray and encourage your child to play in the water. While he or she is splashing, talk about what they are doing and identify some characteristics of the water. For example say, “The water is wet and cold.” You’re sliding your hands on the plate. The plate is slippery.” For more fun, add a little non-toxic paint or food coloring to the water.

**LEARNING SKILLS**
Explores objects with varying characteristics

**MATERIALS**
A small tray or plastic plate, water Optional: Non-toxic paint or food coloring

## Connection Activity

**ACTIVITY**
Show your baby a dry paper towel and sponge, and name each one of them while letting your little one feel them. Explain that these items are dry. Then show him or her the bowl or tub of water and say, “When we put dry things in water, they become wet. They feel different after being put in water because they are wet.” Next, place the paper towel and sponge in the water; explain and describe what happens to them. Then take them out and squeeze out some water, letting your child feel it while you describe that now it is wet.

**LEARNING SKILLS**
Engages with objects to learn about their characteristics

**MATERIALS**
Paper towel or sponge, water bowl or tub

## Personal Care Interactions

**ACTIVITY**
Splish-splash in the bath! At bath time talk about how the water feels, using words like splash, slippery and warm. Notice how your child splashes in the water and reacts. Imitate his or her actions. Try to sing a song and splash in time with the tempo. Rubber Duckie is a great classic.

**LEARNING SKILLS**
Shows affection and bond with familiar adults

**MATERIALS**
Audio for “Rubber Duckie”
### MEALTIME

**ACTIVITY**

Sing “Apples and Bananas” as you feed your child. Emphasize a word or sound and use facial expressions to help the infant realize that a spoonful of food is being fed to him or her. Change the words of the song to food names that match what he or she is eating. “I like to eat, eat, eat peas and sweet potatoes.”

**LEARNING SKILLS**

Uses newly acquired vocabulary to name objects

**MATERIALS**

Audio for “Apples and Bananas”

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### TRANSITION

**ACTIVITY**

Use familiar songs as transitions, using your baby’s name. When showing your little one how to pick up toys, sing it to the tune of “The Muffin Man”: “We’re picking up the toys and putting them in the basket. We’re picking up the toys and putting them in the basket. We’re picking up the toys and putting them in the basket. Emily’s cleaning up.”

**LEARNING SKILLS**

Anticipates the next step of a familiar routine

**MATERIALS**

Audio for “The Muffin Man”

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### OUTSIDE TIME

**ACTIVITY**

While outdoors, fill a spray bottle with cool water and put it on the mist setting. Carefully mist your baby’s hands. Encourage your baby to rub her or his hands together. Say, “You’re touching the water. The water feels cool.” Let your child try to use the spray bottle, too.

**LEARNING SKILLS**

Uses sensory exploration and demonstrates a growing interest in the environment to gain information

**MATERIALS**

Spray bottle, water
**REST TIME**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LEARNING SKILLS</th>
<th>MATERIALS</th>
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</thead>
<tbody>
<tr>
<td>Follow a consistent rest routine with your baby. Talk with your child about the day’s activities as you lull your little one to sleep.</td>
<td>Responds to a sensory stimulus</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**TRANSITION**

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<tr>
<td>Pretend to swim like a fish with your baby as you carry your little one to the next activity. Show your baby a picture of a fish, and if possible, describe how fish move.</td>
<td>Attempts to imitate movement</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**CHILD’S CHOICE**

<table>
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<tbody>
<tr>
<td>At bath time, using what you already have at home, offer your child a choice of bathtub toys, including boats, animals and things that pour.</td>
<td>Demonstrates a preference for specific objects or activities</td>
<td>Bath toys</td>
</tr>
</tbody>
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