INFANT

KITCHEN MASTERS

WEEK 4 • DAY 5
**GREETING**

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

**LEARNING SKILLS**
Responding with emotion to stimulus

**MATERIALS**
N/A

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**GATHERING TIME**

**ACTIVITY**
Once personal-care needs are met and you and your child are ready to start the day, read Eating the Rainbow by Star Bright Books. Tell your infant the name of this book is Eating the Rainbow. Say, “Here is a picture of a baby on the cover. It looks like she’s eating a delicious purple grape. The color purple is a part of the rainbow. Let’s read and find out what else the baby eats and how the colors of the food can look like a rainbow.” If you do not have this book, you can listen to the read-along.

**LEARNING SKILLS**
Demonstrating interest in pictures and text

**MATERIALS**
Book or read-along

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**TRANSITION**

**ACTIVITY**
Before a meal or snack, make the sign for “eat” by taking your hand with the tip of your thumb touching the tips of your fingers and tapping it on your mouth.

**LEARNING SKILLS**
Using basic sign language to communicate needs

**MATERIALS**
See last page for sign

Enrichment provided by Time to Sign™
### PROCESSING ACTIVITY

**ACTIVITY**

Provide your baby with some dishes, bowls and cups from a play dish set. As he or she explores, talk about how to use the utensils. For example, pretend to drink from the cup and then offer your infant the cup to mimic your actions. Then hold the spoon and pretend to sip soup. Encourage your child to try too.

**LEARNING SKILLS**

Exploring relationships between objects

**MATERIALS**

Plastic dishes, bowls, cups, spoons, etc.

### CONNECTION ACTIVITY

**ACTIVITY**

Grab some wooden or plastic salad spoons to explore and bang. Demonstrate how the spoons can be used. For example, use the spoon to hit blocks or empty containers so your baby can hear the sounds. Ask questions such as, “Can you use this spoon to hit the floor and make a sound?” Then add, “Show me. Wow! You did it!”

**LEARNING SKILLS**

Exploring objects with varying characteristics

**MATERIALS**

A variety of spoons and empty containers

### PERSONAL CARE INTERACTIONS

**ACTIVITY**

Provide consistent routine talk from day to day for a variety of activities. Each day when it’s lunchtime, say, “It’s lunchtime, Time to eat!” so your baby associates that specific phrase with the time of day and the action. At diaper-changing, sing the following lyrics to the tune of “We’re Going on a Bear Hunt.”

*It’s time to change your diaper,*
*it’s time to change your diaper,*
*let’s get you dry, let’s get you dry.*

**LEARNING SKILLS**

Anticipating the next step of a familiar routine

**MATERIALS**

“We’re Going on a Bear Hunt” song
**MEALTIME**

**ACTIVITY**
When your infant is in the highchair, use the ASL sign for “more” before you give him or her more food. Ask, “Do you want more Cheerios?” Put your hands in a position that looks like you want to clap, then your bend fingers over and touch them together.

**LEARNING SKILLS**
Using basic sign language to communicate needs

**MATERIALS**
See last page for sign

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**TRANSITIONS**

**ACTIVITY**
Play peek-a-boo with your baby outside using a familiar object, such as a hat or blanket. After playing peek-a-boo with the object, clean it up by placing it in a basket.

**LEARNING SKILLS**
Engaging with an object in more than one way

**MATERIALS**
Blanket, familiar object such as a hat, blanket or scarf

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**OUTSIDE TIME**

**ACTIVITY**
Place a wide, round, plastic or aluminum mixing bowl on the ground outside. Provide lightweight plastic balls and have your little one drop the balls in the bowl. Point out how the balls move around the bowl and from one side to another. Encourage your baby to fill the bowl and empty it.

**LEARNING SKILLS**
Exploring objects to see how they work

**MATERIALS**
Plastic or aluminum bowls, balls
### REST TIME

| ACTIVITY | Follow a consistent rest routine with your baby. Talk with your child about the day’s activities as you lull him or her to sleep. |
| LEARNING SKILLS | Responding to sensory stimulus |
| MATERIALS | N/A |

### TRANSITION

| ACTIVITY | Try to capture a gentle breeze. Take your baby outside. As you hold him or her, walk around and let him or her feel the breeze. Move your little one gently in your arms and sway back and forth with the wind. Say, “Do you feel the wind on your face? It feels good, doesn’t it?” |
| LEARNING SKILLS | Showing interest in the natural world |
| MATERIALS | N/A |

### CHILD’S CHOICE

| ACTIVITY | Place a few child-safe balls in or next to a muffin tin and leave the choices to your curious baby. |
| LEARNING SKILLS | Making simple choices |
| MATERIALS | Muffin tin, a variety of round objects, balls |
eat/comer

more/más