### Greeting

**Activity**
Greet your baby with a warm smile and make eye contact with him or her before taking him or her from the 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

### Gathering Time

**Activity**
Once personal-care needs are met and you and your child are ready to start the day, read or listen to *Guess How Much I Love You*, by Sam McBratney, illustrated by Anita Jeram.

**Learning Skills**
Showing affection and bonding with familiar adults

**Materials**
Book or read-along

### Transition

**Activity**
As you transition, sing the classic Barney song “I Love You.”

- I love you, you love me,
- We’re a happy family,
- With a great big hug and a kiss from me to you,
- Won’t you say you love me too?
- I love you, you love me,
- We’re best friends like friends should be,
- With a great big hug and a kiss from me to you,
- Won’t you say you love me too?

**Learning Skills**
Responding to music

**Materials**
Audio recording, for reference
**PROCESSING ACTIVITY**

**ACTIVITY**
Using a picture or an album of your family, ask your infant, “Where is Mommy? Where is Daddy?” The infant may respond by pointing, looking or babbling.

**LEARNING SKILLS**
Recognizing there are similarities and differences between self and others

**MATERIALS**
Family photos

**CONNECTION ACTIVITY**

**ACTIVITY**
Lay your baby down on a blanket and spread his or her arms out wide, then reach them up high. Use descriptive language to describe your motions.

**LEARNING SKILLS**
Exploring motion and movement

**MATERIALS**
Blanket

**PERSONAL CARE INTERACTIONS**

**ACTIVITY**
Sing the following lyrics while washing your hands to the tune of “Frère Jacques.”

First use water, first use water,
Then use soap, then use soap.
We’re making lots of bubbles, making lots of bubbles,
Then we RINSE.

**LEARNING SKILLS**
Demonstrating an increased understanding of basic hygiene practices

**MATERIALS**
Lyrics, soap, water
### MEALTIME

**ACTIVITY**
During snack time, provide your baby with safe food items, such as applesauce, puffs or bananas. Encourage your infant to explore the texture of the food as you narrate his or her experience. “The applesauce is squishy!” or “Oh, you like the crunch of the puff?”

**LEARNING SKILLS**
Using the senses as a primary means to explore and learn from the environment

**MATERIALS**
N/A

### TRANSITIONS

**ACTIVITY**
Just like community helpers help us, we can use our helping hands to clean up our area. Provide a tote or recyclable bag and clean up with your baby before the next activity.

**LEARNING SKILLS**
Demonstrating an increased awareness of appropriate ways to dispose of waste

**MATERIALS**
Recyclable bag

### OUTSIDE TIME

**ACTIVITY**
While outside, talk about your community and community helpers. Whom do you see? Do you see a mail carrier, a neighbor, a delivery driver? Talk about the people you see, pointing them out and naming their roles.

**LEARNING SKILLS**
Understanding workers in the community

**MATERIALS**
N/A
### 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**
Before moving to your next activity, video chat or video message a family member or friend, wishing them wellness, safety and love.

**LEARNING SKILLS**
Engaging in reciprocal conversations

**MATERIALS**
N/A

### CHILD’S CHOICE

**ACTIVITY**
Provide a basket of baby dolls and puppets and give your infant an opportunity to choose which item he or she would like.

**LEARNING SKILLS**
Making intentional choices

**MATERIALS**
Baby dolls and puppets