### 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 *The Very Hungry Caterpillar* by Eric Carle. You can use a caterpillar puppet (made by gluing a picture of a caterpillar to a popsicle stick) or a caterpillar stuffed animal to sing “Good morning.”

**Learning Skills**
Recognizing that print has meaning

**Materials**
Popsicle stick, picture of a caterpillar, book or read-along

### Transition

**Activity**
As you move to the next activity, flap your baby’s arms to flutter like a butterfly. Use descriptive language as you describe moving your infant’s arms up overhead and down by his or her side.

**Learning Skills**
Exploring the motion of objects

**Materials**
N/A
### Processing Activity

**Activity**
Using bubbles and a bubble wand, blow bubbles for your baby. If you are outside, the sunlight will reflect the colors of a rainbow, and you can talk about the colors that you see in the bubbles. Sing or chant the song “Rainbows and Bubbles.”

- I've got rainbows in my bubbles, yes I do;
- I've got rainbows in my bubbles, yes I do.

If you are outside, the sunlight will reflect the colors in the rainbows, and you can talk about the colors that you might see in the bubbles.

**Learning Skills**
Using the senses as a primary means to explore and learn from the environment

**Materials**
Bubbles, bubble wands or other bubble accessories, song lyrics

### Connection Activity

**Activity**
Sing the following lyrics to the tune of “Twinkle, Twinkle, Little Star.”

- Twinkle, twinkle, little star,
- What a wonderful baby you are.
- A little face, a little nose
- Ten tiny fingers, ten tiny toes.
- Twinkle, twinkle, little star,
- What a wonderful baby you are.

**Learning Skills**
Responding to music and dance

**Materials**
Lyrics

### Personal Care Interactions

**Activity**
As you are changing your baby, play “I spy,” saying your infant’s name and individual characteristics. Say, “I spy a little boy in a blue shirt. Samuel has blond hair and blue eyes. I see you, Samuel.”

**Learning Skills**
Recognizing similarities and differences between self and others

**Materials**
N/A
**MEALTIME**

**ACTIVITY**
Reinforce the meaning of “more.”
While holding your baby during bottle feeding, during a natural pause, ask your baby, “Do you want more?” When your baby continues to suck, say, “Oh, you are drinking more milk!”

**LEARNING SKILLS**
Using basic sign language to indicate need

**MATERIALS**
See image for sign

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**TRANSITION**

**ACTIVITY**
Sing or chant the following words.
Open, shut them, open, shut them,
Give a little tap, tap, tap,
(Help your little one move his or her hands together gently.)
Then, open, shut them, open shut them,
Place them in your lap, lap, lap.

**LEARNING SKILLS**
Coordinating movements with words

**MATERIALS**
Lyrics

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**OUTSIDE TIME**

**ACTIVITY**
Build a tunnel with blankets, pillows and/or boxes. Have fun going “through” tunnels and playing with objects that go “through” other things.

**LEARNING SKILLS**
Developing control of the body

**MATERIALS**
Blankets, pillows, boxes, etc.
## 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**  
Name the areas of the room as you walk around with your child. Encourage him or her to look or move toward different areas of the room in search of a favorite toy.

**LEARNING SKILLS**  
Learning the characteristics of home to gain understanding of physical features

**MATERIALS**  
N/A

## CHILD’S CHOICE

**ACTIVITY**  
Place several soft books on the rug. Encourage your infant to choose the book he or she wants. As your infant explores the book, say, “You’re looking at bunnies,” or “Look, there’s a carrot.” Point out and talk about the pictures in the book as your infant looks at them or pats them.

**LEARNING SKILLS**  
Demonstrating an increased ability to make intentional choices

**MATERIALS**  
Soft books