### Greeting

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

### Gathering Time

**Activity**
Once personal-care needs are met and you and your child are ready to start the day, read or listen to *Moo, Baa, La La La!* by Sandra Boynton with your little one. Exaggerate the animal sounds and encourage him or her to make the sounds with you.

**Learning Skills**
Exploring books in a variety of ways

**Materials**
Book or read-along

### Transition

**Activity**
As you move to the next activity, use parentese, also known as baby talk. Make a cooing pattern of intonation, different from normal adult speech. Try a higher pitch with many variations. Use this type of intonation when speaking with your baby to connect and encourage him or her to communicate.

**Learning Skills**
Using sounds or gestures as a form of reciprocal communication

**Materials**
N/A
### PROCESSING ACTIVITY

**ACTIVITY**

Use descriptive language when exposing your baby to colors as they relate to the environment. Show your little one crayons and let him or her hold a crayon to explore on paper.

**LEARNING SKILLS**

Using new vocabulary in everyday speech

**MATERIALS**

Crayons, paper

### CONNECTION ACTIVITY

**ACTIVITY**

Add paper and paint to a zip-top bag and seal it. Let your infant look at it, touch it and crumble it. Talk about how it feels, using words such as smooth, squishy or cold. Talk about the colors and what the paint looks like (e.g., red, blue, purple, shiny, thick).

**LEARNING SKILLS**

Using a variety of materials to create

**MATERIALS**

Paper, paint, zip-top bags

### PERSONAL CARE INTERACTIONS

**ACTIVITY**

Before rest time, prepare your child for sleep by using this rhyme to signal that it is time to rest.

> Two little birdies safe in their nest,
> One was awake and the other at rest. One fell asleep and the other did too,
> And they slept and slept the whole night through.

If you choose, you can create hand motions, linking hands together for a nest symbolizing sleep or rest by leaning head on hands. This also works as a transition activity.

**LEARNING SKILLS**

Anticipating the next steps of a familiar routine or activity

**MATERIALS**

Lyrics
### MEALTIME

**ACTIVITY**

When introducing your baby to soft fruits and vegetables, talk about the colors and textures that you see and feel. For example, you can say, “Let’s try soft bananas,” showing your little one a real banana before it is prepared for him or her.

**LEARNING SKILLS**

Participating in experiences related to healthy food choices

**MATERIALS**

N/A

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### TRANSITION

**ACTIVITY**

Before moving to the next activity, sing this song to the tune of “Row, Row, Row Your Boat” and make airplane motions with your infant’s arms and hands.

*Fly, fly, fly your plane,*  
*Fly your plane up high.*  
*Merrily, merrily, merrily, merrily,*  
*High up in the sky.*

**LEARNING SKILLS**

Responding to music

**MATERIALS**

N/A
# OUTSIDE TIME

**ACTIVITY**

While enjoying outside time, place a blanket on the ground. Create a duck finger puppet using a glove, yellow pom-poms and Velcro®. Use felt for the pond. Sing “Five Little Ducks.”

Five little ducks went out to play,  
Over the hill and far away.  
(Wave hand like you are going over a hill.)  
Mother Duck said, “Quack, quack, quack,”  
But only four little ducks came waddling back.  
Continue to count down in song until all ducks have gone (and you have removed all pom-poms from glove).

**LEARNING SKILLS**

Responding to music, art and stories

**MATERIALS**

Duck stuffed animal or garden glove, yellow pom-poms, Velcro®

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# 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**
Sing familiar songs to your infant while rocking him or her. Add his or her name and familiar words to the song whenever possible, e.g., “Rock-a-bye, Liz, in the treetop” or, “Jake had a little lamb, little lamb, little lamb” or, “Are you sleeping, are you sleeping, little friend, little friend?”

**Learning Skills**
Demonstrating an emotional response to a familiar adult

**Materials**
N/A

### Child’s Choice

**Activity**
Place a brightly colored, multi-textured blanket on the floor, and place your infant on it. Show your infant how to explore each item on the blanket. Talk about the bright colors, using descriptive words, as your infant plays.

**Learning Skills**
Exploring objects with varying characteristics

**Materials**
Brightly colored blanket or beach towels