

Experience Guide

Theme: Colors

Early Language and Literacy Success: Infant Toolkit

Nemours Children's Reading BrightStart!

SAMPLE

Table of Contents

Language Builder.....	5
– Discovery Time	
– Super Searcher	
– Language Starter	
– Walk and Talk!	
Book Experience.....	19
– Book Look	
– Talk and Read Together	
– Story Props	
– Interactive Storytelling	
Literacy Builder.....	35
– Rhyme Time	
– Listen! Listen!	
– Lines, Shapes and Pictures, Too!	
– Hand and Finger Play	
Physical Development.....	49
– Move My Body!	
– Balance Builders	
– Visual Perception and Coordination	
– Friends at Play	
Interest Area.....	63
– Pretend Play	
– How It Works (Science and Math Explorer)	
– Music and Movement	
– Creative Connections	
Reproducibles.....	77

SAMPLE

Language Builder



SAMPLE

Language Builder: Discovery Time

Title: Colorful Building Blocks

Learning Focus: Joint Attention; Sensory Exploration; Discovery; Curiosity

Prep Time: 3–5 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting descriptive words to describe the blocks (green, orange, blue)

Nouns: Identify, name or label materials or objects (blocks)

Verbs: Use words that describe actions of the infant or that you model (stack, reach, poke)

Before You Get Started

Select Materials

- Discovery Bin (basket or bin)
- Solid color blocks

Experience Starter

Select **sensory materials** that encourage investigation.

Initiate interactions by showing the props in an interesting way. (Gently shake the bin in your hands back and forth.)

Discovery time! Let's look and see. Discovery time for you and me!

Watch and observe as you allow time for infants to investigate the props, toys or objects. Follow their gaze to find their interest.

I see you looking inside our Discovery Bin.

TOOLBOX

For infants who are able to sit up or crawl, place the objects in a container or bin, encouraging them to explore by touching, holding and handling the objects.

For older infants, place objects out of reach to persuade them to reach, scoot, crawl or stretch toward the object.

Conversation Starter

Invite and encourage the infant to explore the materials.

*Look inside! Reach all around!
Come, tell me! What have you found?*

Ask an engaging question to encourage interest and curiosity in the materials.

What do you think we will find inside?

Pause... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

That is a green block!

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Gasp! Where did it go?

You dropped the green block back into the Discovery Bin!

Create a Positive Learning Environment

Gather colorful blocks in a variety of solid colors or exciting solid colored objects to promote sensory exploration. Be sure all objects are safe, age-appropriate and interesting to the infants. Place the blocks or objects into a basket or container. Integrate hands-on, multisensory learning as you encourage infants to explore the materials in the basket. Smile and use an enthusiastic voice to create interest in the colored blocks or objects.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Would you like to reach inside the Discovery Bin again?

Acknowledge the infant's choice of sensory exploration, using descriptive language.

I like how you are reaching inside with two, tiny hands! What did you find?

Language Development

Use a variety of words to describe the texture, shape, color or use of an item.

You've found two square blocks! One ... two! You have one in each hand.

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

This one is green and this one is orange. Green ... orange ... green ... orange.

Say the name or make the sound for an object as you encourage the infant to repeat it.

These are colorful blocks! Can you say blocks?

Pause ... wait ... imitate. Respond to vocalizations or gestures using complete sentences.

I see you peeking to reach the Discovery Bin again. Could there be more blocks?

Yes, you can find more blocks inside.

Use self-talk to discuss your actions, using descriptive language.

Can you hear that? Shake, shake, shake!

I am shaking our small, square Discovery Bin and I hear something inside.

Use descriptive language as you name or label the prop, object or material selected by the infant. Be sure to connect to the book, concept or theme.

(Infant's name), you've found another colorful, square block. It's a blue block!

Cognitive Development

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

Now, we have three blocks that are all the same size. One is orange, one is green and one is blue.

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

Playing with blocks is a lot of fun. We can build with these blocks. Watch me stack one block on top of another block.

Modifications and Adaptations

For Younger Infants

- Hold up an object so the infant can see and reach, touch or hold the block.
- Encourage infants to explore the Discovery Bin during tummy time. Stack the blocks near the infants, encouraging them to reach and knock the blocks over.
- Hold the young infant in your arms as you explore the items in the Discovery Bin. Label the colors of the blocks as you choose them from the bin.

For Older Infants

- Promote infants to stack the blocks together as they engage in peer play.
- Label the different colors when the objects have been discovered. Encourage the infant to find a certain color.

Extend the Experience

- Focus on one specific color each week. Have blocks all the same color inside the Discovery Bin. Assist and encourage the infant to build a blue tower (whatever color you choose is the focus for the week).

Invite the infant to mimic your actions or repeat the infant's actions.

Would you like to try stacking the blocks, (infant's name)?

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

We have three blocks stacked up high! One ... two ... three.

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

What will happen if you push the stack of blocks with your hand?

Explore together in a playful, easy-going manner, as you described learning opportunities.

Oh, my! The colorful blocks came crashing down to the ground!

Fine and Gross Motor Development

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch how carefully I pick up a block and place it on top.

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

Scoot just a little closer so you can reach the blocks. Good scooting!

Promote hand-eye coordination through simple hand and finger play.

Carefully, carefully place the blue block on top!

Wow! We have made another tower of colorful blocks.

Social and Emotional Development

Provide opportunities for infants to demonstrate their growing understanding of emotions.

What will happen if I poke the blocks with my finger? Poke!

Gasp! The blocks fell down!

Use a warm tone of voice to comfort infants while acknowledging emotions.

Oh, no! It made you sad when the blocks fell down, (infant's name). I'm sorry! We can build them back together.

Create a positive learning environment. Smile and laugh as you pretend and play together.

Stacking the blocks from the Discovery Bin was fun!

Language Builder: Super Searcher

Title: Hiding Crayons

Learning Focus: Joint Attention; Sensory Exploration; Object Permanence; Similarities and Differences; Math: Matching, Sorting or Classifying; Imitation

Prep Time: 2–3 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the crayons (purple, green, yellow)

Nouns: Identify, name or label materials or objects (box, crayon)

Verbs: Use words that describe actions of the infant or that you model (color, draw)

Before You Get Started

Select Materials

- Basket or blanket
- Large crayons in various colors
- Coloring paper

Experience Starter

Select sensory materials that encourage investigation.

Initiate interactions by showing the props in an interesting way. (Hide crayons under the box and look down at it while singing or chanting the words below.)

Something is hiding! Something is hiding! What can it be? What can it be?

Underneath this box! Underneath this box! Let's look and see! Let's look and see!

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I can see you are curious, (infant's name)!

Conversation Starter

Invite and encourage the infant to explore the materials.

Hmmm, what could be underneath this box?

It is long and round and we use it to draw. Are you ready to lift the box and find out?

Ask an engaging question to encourage interest and curiosity in the materials.

What do you think is inside?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

Gasp! You've found a crayon hiding under the box. A green crayon!

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Like how you are rolling the green crayon on the ground.

Language Development

Say the name or make the sound of an object as you encourage the infant to repeat it.

Can you say this new word with me? Cray... on.

Pause ... wait ... imitate. Add to vocalizations or gestures using complete sentences.

Yes, this is a crayon!

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

This green crayon is long and round with a pointy end.

Use a variety of words to describe the texture, shape, color or use of an item.

We put the sharp point on the paper.

This green crayon will make green marks.

Create a Positive Learning Environment

Gather a cardboard box or a blanket, large crayons in various colors and blank paper for coloring. Place the crayons underneath the cardboard box or blanket, within easy reach for both non-mobile and mobile infants. Create a dramatic and playful experience using an enthusiastic voice as you invite infants to search for the hidden crayons.

Integrate hands-on, multisensory learning as you promote infants to explore the crayons, introducing how to make marks on the paper. Share your enthusiasm for their accomplishments by using the infant's name, acknowledging their actions and using facial expressions that match your excitement. After the infant has found all the crayons, encourage them to place them back inside the box.

Clarify meaning of new word(s) using clear, simple language.

We use these long, colorful crayons to color, draw or write on paper.

Narrate and describe the infant's actions, using descriptive language.

I see you using two, tiny hands to lift the box again. You are lifting and looking. What will you find underneath?

Cognitive Development

Encourage infants to use props, objects or materials in a playful way with an intended purpose.

Oh, my! You've found two more crayons. One is purple and one is yellow.

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

Let's count how many crayons we have now. One ... two ... three. We have three, colorful crayons. Purple ... yellow ... and green!

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

Show me how you use the crayon to color the box.

Initiate simple experiments and investigations to see how things work.

I wonder what will happen if I press the sharp point on the paper and move the crayon back and forth.

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

Watch me hold the crayon in my hand and move it back and forth, across the box.

Invite the infant to mimic your action or repeat the infant's actions.

Try it! Color the box with this crayon.

Explore together in a playful, easy-going manner as you embed learning opportunities.

Wow! It made bright purple marks on the box. Great coloring!

Modifications and Adaptations

For Younger Infants

- Hold the infant in your arms as you search for the hidden crayons together.
- Lift the box slightly to uncover a portion of the hidden object, giving the infant a visual clue. Then, invite them to find it.
- Place box and crayons on the ground during tummy time. Encourage the infant to reach and stretch to lift the box.

For Older Infants

- When placing crayons inside the pencil box, encourage the infant to search for a specific color. Give them hints and assistance to find the correct color.
- Encourage the infant to hide crayons for another friend to find.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Would you like to roll these crayons on the floor?

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Sing a song to create excitement. Sing to the tune of: If You're Happy and You Know It

Let's roll the crayons on the floor!

Let's roll the crayons on the floor!

Rolling here and rolling there, I see crayons everywhere!

Let's roll the crayons on the floor!

Fine and Gross Motor Development

Encourage infants to use their hands in different ways (poke, turn, flip, lift, squeeze, push or drop).

I see you grabbing the yellow crayon, (infant's name). Can you drop it into the box? Drop, drop, drop!

Assist or support infants as they explore new actions such as rolling, sitting, kicking or crawling.

Look! The green crayon rolled over there.

Try crawling toward the green crayon. You can do it!

Social and Emotional Development

Observe and acknowledge the reactions of each infant. Demonstrate awareness and responsiveness to the needs of the infant.

I hear you giggling and see a big smile on your face, (infant's name). Playing with crayons is fun!

Increase confidence by acknowledging the actions or responses of the infant.

You are rolling crayons and dropping them back into the box. Great job dropping those crayons!

Create a sense of belonging by initiating positive interactions and relationships with peers and caregivers.

Are you ready to find another crayon to put inside the box?

Let's work together to find the yellow crayon.

Language Builder: Language Starter

Title: Color Roll

Learning Focus: Joint Attention; Sensory Exploration; Discovery; Curiosity

Prep Time: 1–3 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the photograph (yellow, red, orange, blue)

Nouns: Identify, name or label materials or objects (sunshine, balloon, carrot, ball)

Verbs: Use words that describe actions of the infant or that you model (roll, reach, toss)

Before You Get Started

Select Materials

- Photo Cube
- Reproducible: Colorful Object Cards

Experience Starter

Select a high contrast photograph or a real-life prop or object that encourages investigation.

Initiate interactions by showing the props in an interesting way. (Roll Photo Cube toward infant to capture their attention.)

Rolling, rolling, with my hand.

I wonder where this cube will land.

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see you looking at our Photo Cube!

Conversation Starter

Invite and encourage the infant to explore the materials.

Would you like to roll the Photo Cube and see where it lands?

Ask an engaging question to encourage interest and curiosity in the materials.

(Infant's name), how will you use the cube?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

Rolling, rolling, rolling.

Look at you pushing and rolling the Photo Cube.

Be attentive! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

You look ready to roll the cube again. I wonder where it will land.

Language Development

Use self-talk to discuss your actions, using descriptive language.

I am tossing the colorful, square Photo Cube gently into the air. Where will it land?

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

I see you looking down at the Photo Cube. What color do you see?

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

I am touching a picture of something orange. It is a long, orange food.

Say the name or make the sound of an object as you encourage the infant to repeat it.

An orange carrot.

Can you say car...rot?

Create a Positive Learning Environment

Reproduce and cut one set of the Colorful Object Cards for this experience. Place the Colorful Object Cards in the Photo Cube. Integrate hands-on, multisensory learning as you encourage infants to push, roll or toss the cube. When the cube lands, be sure to use descriptive words to talk about the different colors of the objects in the pictures. Use an enthusiastic voice to show excitement as you explore new and familiar, colorful images.

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

Carrot! A long, orange carrot!

Create personal connections for infants as you relate the prop, object or material to their lives or previous experiences.

Look, (infant's name)! I see orange on your shirt. Your shirt is the same color as this orange carrot.

Use a variety of words to describe the texture, shape, color or use of an item.

Carrots are a healthy, orange vegetable we eat during lunch or dinner.

Cognitive Development

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

Watch me use my hands to roll the Photo Cube. Push!

Sing a song to create excitement. Sing to the tune of: Row, Row, Row Your Boat

This is the way we roll the cube.

Roll the cube, Roll the cube.

This is the way we roll the cube.

We push it with our hands.

Invite the infant to mimic your action or repeat the infant's actions.

Now, you try it. Roll, roll, roll the Photo Cube with your hands.

Explore together in a playful, easy-going manner as you embed learning opportunities.

There it goes rolling, rolling, rolling!

Look how far it rolled!

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

Goop! You noticed the Photo Cube stopped rolling!

Where did the Photo Cube land?

What color do you see?

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

I see something yellow and round. It is not a food like the orange carrot.

It is the bright, yellow sun.

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

The sun is way up high in the sky. It gives us light during the day.

Hold the cube up, up, up over your head, like the sun in the sky.

Modifications and Adaptations

For Younger Infants

- For infants on their tummies, roll the Photo Cube toward them as you encourage them to look, touch or point to the images.
- Hold the infant in your lap as you point out the Colorful Object Cards. Using hand over hand assistance, help the infant turn the Photo Cube to display the next photo.

For Older Infants

- Encourage older infants to roll, throw or kick the Photo Cube as their gross motor and fine motor skills are increasing in development.
- Continue this experience until all Colorful Object Cards have been introduced.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

(Infant's name), would you like to roll the Photo Cube to a friend?

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Look at you! I like how you used two tiny feet to kick the Photo Cube.

Fine and Gross Motor Development

Place the prop, object or material just beyond the infant's reach to encourage reaching and grasping with hands and fingers.

(Infant's name), grab that cube! Stretch, reach! What color do you see?

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

You've found a photograph of a red balloon! We see balloons floating high in the sky during celebrations. Watch me reach and stretch. Reach and stretch for a balloon.

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

Can you reach for a balloon in the sky like me? Stretch your arms way up high!

Social and Emotional Development

Invite infants to connect to peers during play and exploration.

Look at your friend, (friend's name) smiling!

Identify the infant's feelings and express empathy with appropriate language.

He is having fun rolling the Photo Cube and learning about colors. Rolling the Photo Cube makes (friend's name) happy.

Increase awareness of self-identity by referring to the infant by name.

(Infant's name), rolling the Photo Cube made you happy, too. Would you like to roll it again? We have seen red, yellow and orange, too. What other colors will we see?

Language Builder: Walk and Talk!

Title: Color Hunt

Learning Focus: Joint Attention;
Conversation; Vocabulary Development;
Sensory Exploration; Perceptual Information;
Fine Motor: Hands-On Exploration

Prep Time: N/A

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the objects (small, blue, slowly, yellow, fast)

Nouns: Name, label and identify materials or objects (chair, mat, hunt)

Verbs: Use words that describe actions of the infant or that you model (walk, search, look)

Before You Get Started

Select Materials

- Colorful objects (from around the room)

Experience Starter

Select sensory materials that encourage investigation.

Initiate interactions by showing the props in an interesting way. (Reach out your arms and watch to see if the infant changes body position indicating they are willing to join you. If so, lift them up and carry them around the learning space.)

Colors here and colors there. I see colors everywhere.

Colors, colors all around! Let's explore and see what we have found.

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see you looking around the classroom to find colors.

Conversation Starter

Invite and encourage the infant to explore the materials.

I see blue, green and red toys. Search with me.

Ask an engaging question to encourage interest and curiosity in the materials.

What will we spy with our eyes?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

I see you pointing to something blue. I wonder what you see.

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Can I help you as we investigate!

Cognitive Development

Explore together in a playful, easy-going manner as you embed learning opportunities.

Let's move quickly. Quickly, quickly, quickly.

Now, let's move slowly. Slow ... ly, slow ... ly, slow ... ly.

Initiate simple experiments and investigations to see how things work.

We've found a bright, blue chair. What do we do with a chair?

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

We sit in chairs. Watch me carefully sit in this chair.

Invite the infant to mimic your actions or repeat the infant's actions.

Would you like to sit in this chair? Try it! Take a seat in this small, blue chair.

Create a Positive Learning Environment

In this experience, use your surroundings to introduce colors and expose infants to new words. Move around the room in search of different colored items. Whether this experience takes place indoors or outdoors, show excitement for the objects infants find on their walk. Integrate hands-on, multisensory learning as you encourage infants to reach out and touch items they find to see how they feel and move. Change your movements by walking quickly or slowly from one object to another, as you look for things to talk about.

Encourage infants to use the prop, object or material to explore how things work or move in the environment.
Look at you, (infant's name)! You are sitting in a chair at the table.

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.
*I see more blue chairs at this table. Count them with me. One...two...three... four.
There are four blue chairs!*

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.
We've found something blue! What other colors will we find with our eyes?

Acknowledge the infant's choice of sensory exploration, using descriptive language.
I see you using both of your big, bright eyes to look all around, (infant's name).

Sing a song to create excitement. Sing to the tune of: The Farmer in the Dell

*We are looking with our eyes!
We are looking with our eyes!
Red, purple, orange or green!
What colors will we find!*

Language Development

Use a variety of words to describe the texture, shape, color or use of an item.
*Oh, look! Look down on the ground.
The soft mat where we play is bright yellow!*

Say the name or make the sound of an object as you encourage the infant to repeat it.
Can you say yellow with me? Yel ... low.

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.
Yes, this is a yellow mat!

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

*You have yellow right here on your shirt.
Your shoes are yellow, just like this bright, yellow mat.*

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.
Let's sit down on the soft, yellow mat.

Narrate and describe the infant's actions, using descriptive language.
I see you tapping your ten tiny toes on the yellow mat. Tap, tap, tap!

Modifications and Adaptations

For Younger Infants

- Carry the younger infant in your arms.
- Talk about each color as you walk toward it. Touch the item and name the color.
- Hold the infant's hand so he can reach and touch the item.

For Older Infants

- Allow mobile infants to move around the room as they look for colors. Point out colors in the room as you move around.
- Watch where the infant looks or points. Label the object and the color.

Extend the Experience

- Encourage the infant to look around the room and find something else the same color.
You've found a blue chair. Can you use your eyes to look for something else the color blue? I spy something blue this way.

Fine and Gross Motor Development

Assist or support infants as they explore new actions such as rolling, sitting, kicking or crawling.

(Infant's name), I see you crawling around and around the bright, yellow mat.

Encourage infants to use their hands in different ways (poke, turn, flip, lift, squeeze, push or drop).

(Infant's name) is touching the soft, yellow mat with his hands. Poke! Let's try it together. Poke!

Social and Emotional Development

Invite infants to observe expressions of peers by acknowledging feelings of others.

Look at our friend, (friend's name). She has a big smile on her face.

Respond to feelings of infants by labeling the emotion and its cause.

She is enjoying our color hunt. Scooting, crawling and walking around the room makes her happy!

Use the infant's name and respectful language.

Thank you, (infant's name) for helping me find new colors in our room today.

Book Experience

B

SAMPLE

Book Experience: Book Look

Title: I Spy Colors

Learning Focus: Increased Confidence;
Focused Attention; Joint Attention;
Book Handling Skills; Discovery; Fine Motor:
Grasp and Reach

Prep Time: 3–5 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain details in a picture (bright, colorful, delicious, red, yellow, blue)

Nouns: Identify, name or label materials or objects (school bus, boots, color, fish, towel)

Verbs: Use words that describe actions of the infant or that you model (turn, touch, tap)

Before You Get Started

Select Materials

- Book Basket (bin or basket)

Select Books

- Books with high contrast photographs and illustrations of different colored objects

Suggested Titles

- *Colors (Bright Baby)* – Roger Priddy
- *My First COLORS* – Simon Abbott

Experience Starter

Select a variety of books that relate to the theme or concept of colors. Be sure to include books with high contrast photographs or illustrations of colored objects.

Initiate interactions by showing the Book Basket in an interesting way. (Place your hands over your brow as you pretend to search for something.)

I am looking. I am looking. For our books. For our books.

Can you find them? Can you find them? Let's go look! Let's go look!

Show genuine excitement and interest for the books as you demonstrate book handling skills.

I'm looking over here, and looking over there. I'm looking in this basket.

Here they are! Our books are in this basket.

Conversation Starter

Invite and encourage the infant to explore the books.

I see lots of bright colors on these books.

Ask an engaging question to encourage interest and curiosity in the books.

What could these books be about?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

I see red, yellow, blue and people. These books are all about colors!

Ask for permission to read a book before acting on your decision to read. Be aware of cues and book language.

Would you like to pick a few and read with me?

Literacy Development

Demonstrate book handling skills, inviting infants to handle books with you.

Watch me turn the pages to see all the bright, colored objects. Lift and turn... lift and turn.

Invite the infant to mimic your action, touching the photograph, image or word.

I bet you can turn the pages too. Would you like to try? Lift, lift, lift the page!

You did a great job turning that page, (infant's name).

Direct the infant's attention to a photograph, image or word.

This word says yellow. Look at the yellow school bus on this page. A yellow school bus takes children to school every day.

Create a Positive Learning Environment

Gather a basket or small bin and four to five books in a variety of genres related to the theme of colors. As you pick books, be sure to include books that are sturdy and safe for infants to handle and put in their mouths. Choose books with brightly colored photographs, illustrations or black and white images. Add interactive flap books, cloth or plastic books and books that have sounds or different textures to pique the infants' interests. Place the chosen books inside the basket or bin. Sit near the infants and integrate hands-on, multisensory learning as you encourage the infant to pick out and explore the books with you. As the infant engages, use the books from the Book Basket to introduce color concepts while demonstrating book handling skills. As you turn the pages together, use the pictures to explore vocabulary and model language.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

What other colors do you think we will find in this book?

Acknowledge the infant's choice of sensory exploration, using descriptive language.

I see you reaching for the small, soft book. You are ready to find out! Let's turn the page.

Language Development

Use a variety of words to describe the texture, shape, color or use of an item.

Oh my! This page has items that are the color red.

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

These are bright, red boots.

Clarify meaning of new word(s) using clear, simple language.

They are red rain boots.

Rain boots go on your feet to keep them dry when it's wet outside or when you splash in puddles.

Narrate and describe the infant's actions, using descriptive language.

I see you stomping two tiny feet (infant's name)! Stomp, stomp, stomp! You must be pretending to stomp in a rain puddle.

Wait for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

You are touching the red rain boots with your finger.

Cognitive Development

Demonstrate how objects or materials fit together or work together in different ways.

Watch me lift and turn the page so we can find more colorful pictures.

Explore together in a playful, easy-going manner as you embed learning opportunities.

What color do you see, (infant's name)? Pause.

Orange! I see a lot of ... orange!

Encourage infants to use props, objects or materials in a playful way with an intended purpose.

Here is an orange fish, an orange towel and an orange ice pop. Orange, orange, orange!

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

Let's count the orange items on this page. One... two... three orange objects.

Initiate simple experiments and investigations to see how things work.

I see you tapping the ice pop. What do we do with this?

Modifications and Adaptations

For Younger Infants

- Tip the basket of books on its side to make the books more easily accessible for infants who can't yet sit independently.
- Place the infant on their tummy and prop the book up so that they can reach for the pages and see the pictures as you help them turn pages.
- Place the infant in your lap after you pick up the book of the infant's focus. Use hand over hand assistance to help the infant turn the pages and touch the pictures.

For Older Infants

- Encourage the infant to select the book independently from the basket. Follow their lead and talk about the colors on the pages where they stop and pause as they turn.

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.
Mmm... mmm! An ice pop is a cold, yummy treat to eat. It is delicious to eat and keeps us cool on hot days.

Fine and Gross Motor Development

Place the prop, object or material just beyond the infant's reach to encourage reaching and grasping with hands and fingers.

You are reaching for the book. Stretch and reach!
Gasp! You've found the orange fish!

Assist or support infants as they explore new actions such as rolling, sitting, kicking or crawling.
Watch me move my arms to swim like the orange fish. Can you try that too?

Social and Emotional Development

Observe and acknowledge the reactions of each infant. Demonstrate awareness and responsiveness to the needs of the infant.

You're not so sure about swimming like a fish. Okay, I will help you.

Invite infants to observe expressions of peers by acknowledging the feelings of others.

Look at (infant's name)! She is smiling and laughing. Pretending to swim like a fish makes her feel silly!

Use the infant's name and respectful language.

*Thank you for looking through these books with me today, (infant's name).
It was fun learning about colors with you.*

Book Experience: Talk and Read Together

Title: Colorful Clothes

Learning Focus: Positive Relationships; Focused Attention; Curiosity; Joint Attention; Conversation; Book Handling Skills; Exploration; Perceptual Information

Prep Time: 2 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the pictures in the book (green, yellow, red, blue)

Nouns: Identify, name or label materials or objects (pants, shirt, socks, bow)

Verbs: Use words that describe actions of the infant or that you model (turn, tap, touch)

Before You Get Started

Select Materials

- Personal photographs (of infants with their favorite colors)
- Child-safe photo album

Select Books

- Self-made books (with personal photographs of familiar peers and their favorite colors)

Suggested Titles

- *Babies Love Colors* – Lift-a-Flap-Book – Michelle Rhodes-Conway
- *Baby's Colors* – Karen Katz

Experience Starter

Select a variety of books that relate to the theme or concept of colors. Be sure to include self-made books with personal photographs of familiar peers and their favorite colors.

Initiate interactions by showing the Book Basket in an interesting way. (Pat your hands on the sides of your Book Basket as you sing or chant the words below.)

Big books, little books, what's inside? Come take a look and see what you find!

Show genuine excitement and interest for the books as you demonstrate book handling skills.

Gasp! *I see some of our friends inside my basket!*

I've found a book with your pictures inside! Watch me open the cover.

Conversation Starter

Invite and encourage the infant to explore the books.

Look what I see! It's a picture of our blue socks on little feet!

Ask an engaging question to encourage interest and curiosity in the books.

Who could this be?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

Gasp! *It's you (infant's name)! Here is your sweet face.*

Ask permission to read the book before acting on your decision to read. Be aware of cues and body language.

This book has more pictures of our friends. Would you like to look at this book with me?

Language Development

Use self-talk to discuss your actions, using descriptive language.

Look at me wiggling my ten tiny toes inside my socks. Wiggle, wiggle!

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

My socks are two different colors. They don't match! This one is purple and this one is red. That's silly!

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

I see you turning the page with your fingers.

You are ready to find another friend wearing colorful clothes.

Create personal connections for infants as you relate the prop, object or material to their lives or previous experiences.

Look at this page! (Infant's name), this is a picture of you! I see a bright, yellow bow in your hair.

Create a Positive Learning Environment

Create a classroom book about colors for infants to explore. Take or gather photographs of infants wearing clothing of different colors. Attach one photograph of each infant to each page in the book. Write the infant's name under the photograph. Sit near the infant as you look at the classroom books together. Show the book and use a tone of voice that helps infants hear your excitement for reading. Use the classroom-created book to initiate a conversation about the different colors they see with friends in each picture. Integrate hands-on, multisensory learning as you encourage the infants to touch, feel and turn pages in the books with you.

Say the name or make the sound of an object as you encourage the infant to repeat it.

Try saying that with me.

Yel ... low.

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

Yes, you have a yellow, hair bow in this picture!

Use descriptive language as you name or label the prop, object or material selected by the infant. Be sure to connect it to the book, concept or theme.

Can you touch the yellow bow in the picture? That's right! It's on top of your small, round head.

Literacy Development

Demonstrate book handling skills, inviting infants to handle books with you.

Oh my! This page says (infant's name) is wearing green. Do you see how I touched each word?

Direct the infant's attention to a photograph, image or word.

Here is a picture of our friend wearing a bright green shirt.

Invite the infant to mimic your action, touching the photograph, image or word.

Can you touch the words just like me? Tap, tap. Great job finding the words on this page!

Cognitive Development

Prompt infants to engage in matching, sorting or classifying of props, objects or materials.

Do you see any other friends wearing green?

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

Goop! (Friend's name) sitting next to me is wearing green today. He is wearing green pants. His pants are the same color as the green shirt in our book.

Green pants ... green shirt. Touch each as you label.

Invite the infant to mimic your actions or repeat the infant's actions.

Can you touch the green shirt in the picture, like me?

Explore together in a playful, easy-going manner as you embed learning opportunities.

I see you looking down at your shirt, (infant's name). Your shirt has a lot of different colors. I see red ... orange and blue, too!

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

Where can we find more friends wearing colorful clothes?

Modifications and Adaptations

For Younger Infants

- Place the book on the ground during tummy time and encourage the infant to reach and grasp for the pages. Point out the infants in the book and the colors they are wearing.
- Place the young infant on your lap in a sitting position and encourage them to touch pictures and turn pages if possible. If not, still encourage the infant to try. Then, gently use hand over hand assistance to help them touch and turn. Touch and label the colorful clothes.
- Help younger infants to connect the picture of a classmate to the classmate in person.
Look! This is a picture of our friend (friend's name) wearing a green shirt. They are sitting right next to you today.

For Older Infants

- Encourage the infant to look at the colors in the book and then find the matching color somewhere in the classroom.
- Encourage the infant to point to the friend who is pictured in the book.
In this picture, I see (friend's name) wearing red socks. Where is our friend (friend's name)?

Sensory Experience

Acknowledge the infant's choice of sensory exploration, using descriptive language.

I see you peeking at the next page.

That's right! We can find more friends wearing bright, colorful clothes in our book.

Invite infants to touch, hold or handle the prop, object or material.

Turn the page and tell me who you see!

Fine and Gross Motor Development

Encourage infants to use their hands in different ways (poke, turn, flip, lift, squeeze, push or drop).

I like the way you are slowly lifting the page with your fingers!

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

I spy (infant's name)! Look at her hands. She is wearing purple mittens on her hands and waving them high in the sky. Can you wave your arms high in the air too?

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch me wave my hands up in the air! Now, you try.

Social and Emotional Development

Increase awareness of self-identity by referring to the infant by name.

You are closing the book, (infant's name). You must be done looking at this one.

Create a positive learning environment. Smile and laugh as you pretend and play together.

Thank you for looking through this book with me. I like seeing your smiling faces and colorful clothes.

Invite infants to connect to peers during play and exploration.

Look at (friend's name) peeking into our Book Basket. Would you two like to read a different book with me?

Book Experience: Story Props

Title: What Color Will We Find?

Learning Focus: Focused Attention;
Curiosity; Creativity; Conversation;
Comprehension; Exploration

Prep Time: 3–5 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain objects in the book (high, low, fast, slow)

Nouns: Identify, name or label materials or objects (leaf, lemon, flower, crayon, ball)

Verbs: Use words that describe actions of the infant or that you model (sniff, smell, roll, pick)

Before You Get Started

Select Materials

- Basket or container
- Prop ideas: leaf (green), lemon or banana (yellow), ball (orange), crayon (blue), flower (red)
- Bag or lunchbox

Select Books

- Include storybooks, picture books, nursery rhymes, songbooks and textured books

Suggested Titles

- *Indestructibles: Baby, See the Colors!*
– Ekaterina Trukhan
- *Baby: Colors! (Chunky Baby)*
– Dawn Sirett

Experience Starter

Select a variety of books that relate to the theme or concept of colors. Be sure to include a variety of genres (storybooks, picture books, nursery rhymes, songbooks).

Initiate interactions by showing the books and props in an interesting way. (Create excitement and curiosity by tilting the basket for infants to see.)

*A tisket! A tasket! What's hiding in our basket? Let's peek inside. What will we see?
So much to explore for you and me!*

Show genuine excitement and interest for the books as you demonstrate book handling skills.

I see you looking inside the basket!

Conversation Starter

Invite and encourage the infant to explore the books.

*Would you like to reach inside?
Use your hand to feel all around. Name the object you have found.*

Ask an engaging question to encourage interest and curiosity in the books.

Gasp! *What did you find, (infant's name)?*

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

A book! You've found a book!

Ask for permission to read the book before acting on your decision to read. Be aware of cues and body language.

See that orange and green. This book is about colors. Would you like to look at this book together?

Literacy Development

Demonstrate book handling skills, inviting infants to handle books with you.

*Watch how carefully I hold the book with two hands.
We must be gentle and take good care of our books so we can read them over and over again.*

Invite the infant to mimic your action, touching the photograph, image or word.

*Would you like to gently hold the book with your hands? Pause and hand the book to the infant.
Oh, (infant's name)! Look at you holding the book. Thank you for being so careful.*

Direct the infant's attention to a photograph, image or word.

Look at these colorful stripes! What other colors will we find?

Create a Positive Learning Environment

Gather items that match some of the pictures from the front cover or pages of a book. Place the items in a bag or lunchbox. Sit near the infant as you explore the books and bag together. Integrate hands-on, multisensory learning as you invite an infant to reach into the bag and pull something out. As you pull items out, talk about the color and what the object is used for. Use your voice to share your enthusiasm for reading and excitement to play together. Use the props to create playful and engaging interactions with the infants.

Language Development

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

Oh my! Look at all the things that are green!

Touch each one as you label a leaf, a lizard and a frog.

Green, green, green!

Narrate and describe the infant's actions, using descriptive language.

I see you touching the green leaf with one gentle finger, (infant's name). Tap, tap, tap!

Say the name or make the sound of an object as you encourage the infant to repeat it.

Try saying that with me.

/l/ ... /l/ ... leaf.

Pause ... wait ... imitate. Add to vocalization or gestures, using complete sentences.

Yes, a pretty, green leaf!

Use a variety of words to describe the texture, shape, color or use of an item.

We see green leaves outside, way up high on trees.

I see you peeking inside my basket. Go ahead and reach inside!

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, letters or extended language to your observation.

Gasp! You've found a green leaf like the green leaf in the book.

Fine and Gross Motor Development

Prompt and encourage coordination through simple hand and finger play.

Let's pretend to pick a leaf from the tree! Use your fingers to pull, pull, pull that green leaf from the tree.

Resist or support infants as they explore new actions such as rolling, sitting, kicking or crawling.

You got it! Great stretching! Now, bend and drop that green leaf into the basket.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Let's reach inside the basket again! What will we find?

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Gasp! You've found a beautiful, red flower!

Modifications and Adaptations

For Younger Infants

- Encourage the infant to touch the pages of the book with you as you help them lift the flaps of the book.
- Tilt the basket on its side so infants can reach inside the basket during tummy time and select a story prop. Describe the prop and label the color.
- Sit with the infant in your lap and encourage them to reach into the basket to choose an animal, or gently use hand over hand assistance to help them grasp a story prop from the basket.

For Older Infants

- Encourage the infant to match the story prop from the basket to the correct page in the book. Provide assistance as needed.

Cognitive Development

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

Flowers grow in the ground outside.

They come in all different colors and sizes.

Explore together in a playful, easy-going manner as you embed learning opportunities.

Sometimes flowers smell good, too. Sniff with your nose.

Initiate simple experiments and investigations to see how things work.

Do you think this red flower will smell good?

Demonstrate how objects or materials fit together or work together in different ways.

Watch me smell this beautiful, red flower. Sniff.

It does smell good!

Encourage infants to imitate the actions of others.

Would you like to smell the red flower, too?

Encourage infants to search for hidden, missing props, objects or materials as you provide gestures, hints or clues to help them locate it.

Could there be more colorful flowers in this book? Let's turn the page and take a look!

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

Look! Here is an orange flower.

One ... two. Here two beautiful flowers. Red ... orange. Red ... orange.

Social and Emotional Development

Create a sense of belonging by initiating positive interactions and relationships with peers and caregivers.

I am having so much fun playing with you.

Would you like to reach back inside my basket and see what you find?

Identify the infant's feelings and express empathy with appropriate language.

Look at that big smile on your face.

You are feeling happy that you've found a red ball inside the basket.

Respond to feelings of infants by labeling the emotion and its cause.

Look at you rolling the ball to your friend. Sharing made you feel happy, too!

Book Experience: Interactive Storytelling

Title: Colorful Mice

Learning Focus: Focused Attention; Joint Attention; Communication; Conversation; Comprehension

Prep Time: 2 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the objects in the book or Story Box (red, blue, yellow, green, purple, orange)

Nouns: Identify, name or label materials or objects (mice, cat, paint, paper)

Verbs: Use words that describe the actions of the infant or that you model (open, close, pull)

Before You Get Started

Select Materials

- Story Box
- Basket
- Reproducible: White Mice Cards
- Reproducible: Colored Mice Cards (red, blue, yellow, green, orange, purple)
- Reproducible: Paint Jar Cards (red, blue and yellow)

Experience Starter

Select a variety of books that relate to the theme or concept of colors. Be sure to include books with predictable text or simple storylines.

Initiate interactions by engaging interest in the Story Box.

I see a Story Box. I see a Story Box.

Look all around. Look all around!

Tell me, tell me. Tell me, tell me.

What have you found? What have you found?

Show genuine excitement and interest for the books as you demonstrate book handling skills.

I brought my Story Box today! I wonder what will be inside.

Conversation Starter

Invite and encourage the infant to explore the books.

I see bright colors on the cover of this book. Would you like to take a look?

Ask an engaging question to encourage interest and curiosity in the books.

What else do you see, infant (name)?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

I see paint jars, and I mice!

Ask for permission to read the book before acting on your decision to read. Be aware of cues and body language.

Would you like to read it and look at the Story Box together?

Literacy Development

Demonstrate book handling skills, inviting infants to handle books with you.

I'm opening the book and looking at this page on the left to find our words. Can you help me?

Direct the infant's attention to a photograph, image or word.

Hooray! Here are the words! This is where we start to read our book.

Invite the infant to mimic your action, touching the photograph, image or word.

Can you touch the page with me?

Select Books

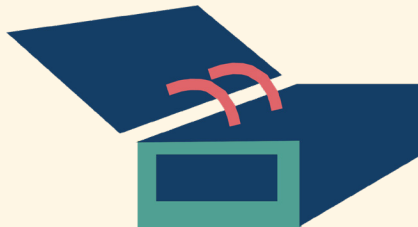
- Include predictable text or simple storylines

Suggested Titles

- *Mouse Paint* – Ellen Stoll Walsh
- *Little Blue and Little Yellow* – Leo Lionni

How to Make a Story Box

Create a Story Box from an empty shoe box. Use the Story Box to invite infants to select and explore objects or toys from a familiar story.



Story Box Instructions

1. Create a door on the top of the shoe box.
Punch holes in one side of a shoe box.
Punch holes in the lid of the shoe box that line up with each hole on the side of the shoe box. Thread string or yarn through the holes to create hinges of the door.
2. Cut a square opening on one side of the shoe box. This opening should be large enough for you to place props inside the shoe box without opening the door.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

*I brought my Story Box today! I wonder what will be inside.
I'm going to open the door slowly, slowly, slowly and peek inside.
Would you like to open the door and take a look?*

Acknowledge the infant's choice of sensory exploration, using descriptive language.

I see you using your ten tiny fingers to pull the door.

Repeat the rhyme and encourage the infant's participation.

*What's in the Story Box? What can it be?
Open the door, (infant's name). Let's look and see!*

Language Development

Use descriptive language as you name or label the prop, object or material selected by the infant. Be sure to connect it to the book, concept or theme.

*What do you see? Pause.
Three white mice. One ... two ... three!*

Use a variety of words to describe the texture, shape, color or use of an item.

(Infant's name), you opened the door. What have you found? Three white mice with long, white tails.

Touch and describe the unique features or characteristics of the prop, object or material, prompting the infant's attention.

*Mice are small animals.
The mice have ears and eyes to see and hear. I see little feet that jump and run, too.*

Say the name or make the sound of an object as you encourage the infant to repeat it.

Three white mice. Can you say /m/ ... /m/ ... mice?

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

Yes, these are the mice from our story.

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

I see you tapping each white mouse. One ... two ... three. Tap, tap, tap!

Use self-talk to discuss your actions, using descriptive language.

I'm pulling our Book Basket close to you. I'm placing one white mouse in the basket.

Create a Positive Learning Environment

Reproduce and cut out one set of the White Mice, Colored Mice and Paint Jar Cards. Place the three white mice in the Story Box and the colorful mice and the three paint jars behind the box. Gather a small basket and place the book inside. You can also use this basket to discard cards as you talk through the story. Select a book about mixing colors to create new colors. Review the book and identify keywords or phrases to use during the Interactive Storytelling experience. Sit near the infants as you look at the book and materials together. Use a tone of voice that helps infants hear your excitement as you engage infants in the Story Box. For this Interactive Storytelling experience, retell the familiar story about white mice jumping into the colored paint in your own words. Integrate hands-on, multisensory learning as you encourage the infants to explore and manipulate the printed props as you retell the story.

Fine and Gross Motor Development

Encourage infants to use their hands in different ways (poke, turn, flip, lift, squeeze, push or drop).

Can you drop a white mouse into the Book Basket, too?

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

Good dropping! There is one more mouse to drop inside the basket. Bend, bend and drop.

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Now, watch me push ... push ... push our Book Basket to the side.

Can you push ... push ... push the basket, too?

Cognitive Development

Explore together in a playful, easy-going manner as you embed learning opportunities.

I wonder what else is in our Story Box. What will we find?

Repeat the rhyme and encourage the infant's participation.

What is in the Story Box? What can it be?

Open the door, (infant's name). Let's look and see!

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

(Infant's name), you opened the box. What have you found?

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

You've found three jars of paint. One ... two ... three! These jars of paint are small and round.

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

Three different colors of paint are in these round jars. I see red, blue and yellow, too!

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

We can use this paint to make a colorful mark on the paper. Watch me pretend to dip my finger in this paint. Dip, dip!

Encourage infants to use props, objects or materials in a playful way with an intended purpose.

Can you dip a finger in the paint, too?

Allow infants to move freely as they develop body, spatial and perceptual awareness.

I see you shaking the blue paint back and forth. Back and forth! I wonder what we will find.

Repeat the rhyme and encourage the infant's participation.

What is in the Story Box? What can it be?

Open the door, (infant's name). Let's look and see!

Modifications and Adaptations

For Younger Infants

- Seat the infant in your lap to help them better see the Story Box. If they are ready, use hand over hand assistance to help them open the door and reach inside.
- Place the items close to the infant's palm to encourage them to grasp and hold the items.

For Older Infants

- Ask the infant to find the colored mouse that matches the colored mouse or puddle of paint you see on the page.

Social and Emotional Development

Increase confidence by acknowledging the actions or responses of the infant.

Look at you, (infant's name)! Your mouth is opened wide. You look surprised! You're looking at three colorful mice in our box.

Use a warm tone of voice to comfort infants while acknowledging emotions.

I see a blue mouse inside our box! Mice aren't supposed to be blue. That blue mouse surprised you!

Provide opportunities for infants to demonstrate their growing understanding of emotions.

(Infant's name) is reaching into the Story Box.

Look at her surprised face! She found a red mouse. She is feeling surprised just like you!

*Continue to open the Story Box with the infant, mixing paint to create different colors. Label the colors of the mice and match them to the colored mice in the book.

SAMPLE

Literacy Builder



SAMPLE

Literacy Builder: Rhyme Time

Title: Fun With Crayons

Learning Focus: Understanding and Response; Vocabulary Development; Phonological Awareness; Imagination; Increased Confidence; Sense of Belonging

Prep Time: 5 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain crayons (red, blue, orange, green)

Nouns: Identify, name or label materials or objects (crayons)

Verbs: Use words that describe actions of the infant or that you model (shake, wave, reach)

Before You Get Started

Select Materials

- Reproducible: Large Crayon Shapes
- Basket or container

Experience Starter

Select **sensory materials** that encourage investigation.

Initiate **interactions** by showing the props in an interesting way. (Look into the basket with surprise.)

What is inside? What could it be? Colors to explore for you and me!

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see you looking in the basket, (infant's name).

Conversation Starter

Invite and encourage the infant to explore the materials.

There are many different colors inside this basket. Would you like to reach inside and pull one out?

Ask an **engaging question** to encourage interest and curiosity in the materials.

What do you think we will find?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

I see... orange!

You've found an orange crayon inside the basket.

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

This is the way you are crushing the orange crayon on the ground.

Language Development

Use self-talk to discuss your actions, using descriptive language.

I am reaching my hand into the big, brown basket. I am feeling all around.

Gasp! I feel something. I am pulling out a color.

Sing a song to create excitement. Sing to the tune of: Where is Thumbkin?

Colors, colors.

Colors, colors.

All around. All around!

Let's name the colors. Let's name the colors.

That we've found. That we've found.

Touch and describe any **unique features** or characteristics of the prop, object or material, prompting the infant's attention.

I've found red! This red crayon looks like the shape of a rectangle.

Say the name or make the sound of an object as you encourage the infant to repeat it.

Create a Positive Learning Environment

Reproduce and cut out a set of the Large Crayon Shapes and place them in a basket or container of your choice. Place the basket close to you and the infants as you engage on the floor together. Be energetic and smile. Let the infants see your excitement as you play together. As infants explore the Large Crayon Shapes, chant the color rhyme introducing infants to new words related to colors and crayons.

/r/... /r/... red! Can you say that, too?

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

Yes, this crayon is red!

Use a variety of words to describe the texture, shape, color or use of an item.

Red is a bright, bold color. There are different colors everywhere. In the foods we eat, the things we see and the clothes we wear.

I see you looking around for more red!

Create personal connections for infants as you relate the present object or material to their lives or previous experiences.

Look! Our friend, (friend's name), has on a red shirt. His shirt is the same color as the crayon. Red!

Sensory Experience

Invite infants to touch, hold or handle the present object or material.

(Infant's name), would you like to reach inside the basket?

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Look at you moving your hand around in the big, brown basket. Tell me, tell me, what color you've found!

Fine and Gross Motor Development

Encourage infants to use their hands in different ways (poke, turn, flip, lift, squeeze, push or drop).

Look at you turning the basket upside down. Turn, turn, turn!

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

Colors, colors, all over the ground. Can you reach a new color crayon?

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch me reach ... reach with my hand and grab ... grab with my fingers. Show me how you reach and grab!

Sing a song to create excitement. Sing to the tune of: Where is Thumbkin?

Colors, colors.

Colors, colors.

All around. All around!

Let's name the colors. Let's name the colors.

That we've found. That we've found.

Modifications and Adaptations

For Younger Infants

- Hold the infant in your lap and encourage them to reach into the basket. Name the color of the Large Crayon Shape that they choose. Relate the color to a tangible item in the room of the same color.
- Each time you find a new Large Crayon Shape in the basket, sing the song.
- Begin with a simple experience, exploring only one of the Large Crayon Shapes.

For Older Infants

- Encourage the infant to scoot or crawl around in search of colors.
- Each time you repeat this experience, add another color card to the basket.

Extend the Experience

- Take the basket and Large Crayon Shapes outside.
- As an infant chooses a Large Crayon Shape from the basket, look around outside to find an item of the same color.

Cognitive Development

Explore **together** in a playful, easy-going manner as you embed learning opportunities.

Look at that! You did a great job of reaching and stretching. Which color do you have? I see this color way up in the sky! It is the color blue.

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

Look at all the colored crayons we have found. I see orange, red and blue. Can you touch them with me? Orange (tap)... red (tap)... blue (tap)

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

Do you think there is more of the color blue in our room? Let's look around!

Allow infants to move freely as they develop body, spatial and perceptual awareness.

I see you crawling and searching with your eyes, (infant's name).

Prompt infants to engage in matching, sorting or classifying of props, objects or materials.

Oh, look! I see a friend wearing the color blue. Do you? The friend is me! Look at my blue socks!

Social and Emotional Development

Invite infants to connect to peers during play and exploration.

Look, our friend, (friend's name), is dropping crayon colors back into the basket. Can you drop one in, too?

Observe and acknowledge the reactions of each infant. Demonstrate awareness and responsiveness to the needs of the infant.

You are having so much fun looking for colors!

Use the infant's name and respectful language.

Thank you for looking at colors with me, (infant's name). Would you like to crawl next to me and look for more colors?

Literacy Builder: Listen! Listen!

Title: Color Shake

Learning Focus: Understanding and Response; Joint Attention; Vocabulary Development; Phonological Awareness; Imagination; Increased Confidence; Sense of Belonging

Prep Time: 3–5 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to describe materials (loud, quiet, fast, slow, red, blue, green)

Nouns: Identify, name or label materials or objects (sound, bottle)

Verbs: Use words that describe actions of the infant or that you model (shake, wave, kick, hear)

Before You Get Started

Select Materials

- Basket or container
- Empty water bottles with lids
- Paint
- Glue
- Fillers (beads, small jingle bells, rocks, acorns, etc.)

Experience Starter

Select **sensory materials** that encourage investigation.

Initiate interactions by showing the props in an interesting way. (Hold one of the colorful shakers behind your back and shake to make noise.)

Listen, listen, with your ear. Tell me, tell me, what you hear!

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see you looking around, (infant's name). You see our basket full of colorful shakers.

Conversation Starter

Invite and encourage the infant to explore the materials.

Look inside. Reach all around.

Tell me which shaker you have found?

Ask an engaging question to encourage interest and curiosity in the materials.

Which colorful shaker looks fun to you?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

I see you picking out a colorful shaker. You picked the color (color name).

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Like the way you are waving the shaker in the air.

Language Development

Narrate and describe the infant's actions, using descriptive language.

(Infant's name) is using his hands to grab a big, colorful shaker.

He is grabbing the bright blue shaker.

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

We used paint to make each shaker a different color.

We have a yellow shaker, a red shaker and a purple shaker. Which color do you like best, (infant's name)?

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

I see you grabbing the yellow shaker. Yellow must be one of your favorite colors.

Create a Positive Learning Environment

Days before the experience, gather empty, dry water bottles and pour some paint inside. Shaking the paint all around, coat the inside of each water bottle and allow it to dry. Gather fillers (beads, small jingle bells, rocks, acorns, etc.) and fill each bottle with a different filler that will make a different sound. Attach the cap using glue to ensure that infants cannot open the water bottle. For an added layer of safety, place packing tape around each cap. Place the finished shakers in a basket on the floor in your play area and encourage the infants to explore the new shakers. Use a fun and happy tone of voice as you reveal the colorful sound makers. During this experience, allow infants to make and hear new sounds together using the colorful shakers. Integrate hands-on, multisensory learning as infants explore. Promote simple gestures and motions during this experience (tapping, shaking, etc.). Continue this experience until the infants are ready to move on to another activity.

Say the name or make the sound of an object as you encourage the infant to repeat it.

A shaker is an instrument we use to make noise. Can you say noise? /n/ ... /n/ ... noise.

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

What a fun noise we hear!

Use a variety of words to describe the texture, shape, color or use of an item.

Let's shake the instrument and see what happens. Shake, shake. Ooh! That made a new noise!

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Would you like to grab another shaker from the basket? I wonder if it will sound the same or different.

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Look at you! You chose the small, purple shaker.

Cognitive Development

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

Listen, listen with your ears. Shake, shake, shake.

That is a new sound I hear! It sounds like bells. Jingle, jingle.

Explore together in a playful, easy-going manner as you embed learning opportunities.

Like the way you are shaking the instrument up high, (infant's name).

Initiate simple experiments and investigations to see how things work.

What will happen if we shake the shaker fast?

Demonstrate how objects or materials fit together or work together in different ways.

Let's try. Listen when I shake, shake, shake this instrument quickly!

Oh, my! That was loud!

Invite the infant to mimic your actions or repeat the infant's actions.

Can you shake your purple shaker quickly, quickly, quickly?

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

When we shake quickly, it makes a loud noise. When we shake slowly, it makes a quiet noise.

Quiet... loud. Quiet... loud.

Modifications and Adaptations

For Younger Infants

- Hold the infant in your lap and encourage them to reach into the basket and grab a colored shaker.
- Gently, using hand over hand assistance, help them shake fast and slow to hear different sounds.
- Tip the basket of shakers on its side. During tummy time, encourage the infant to reach and grab the shakers and push and roll them with their hands.

For Older Infants

- Include your favorite music in this experience. As you play the songs, encourage more gross motor movement. Continue until the infant is ready to move on to another activity.
- Encourage the infant to think of interesting ways to make noise with the shaker.
- Identify a color and encourage the infant to find the shaker in that color.

Fine and Gross Motor Development

Assist or support infants as they explore new actions such as rolling, sitting, kicking or crawling.

Look at you scooting fast to the basket to find another shaker.

Encourage infants to use their hands in different ways (poke, turn, flip, lift, squeeze, push or drop).

Drop, drop, drop! You dropped the purple shaker into the basket.

Social and Emotional Development

Invite infants to observe expressions of peers by acknowledging feelings of others.

(Infant's name) is shaking their blue shaker fast and smiling. He likes the loud noise it is making. Playing music makes him happy.

Create a positive learning environment. Smile and laugh as you pretend and play together.

I see you smiling, too. Playing music and hearing different sounds is a lot of fun!

Create a sense of belonging by facilitating positive interactions and relationships with peers and caregivers.

Thank you for helping me make different noises, loud and soft, today!

Literacy Builder: Lines, Shapes and Pictures, Too!

Title: Everything Is a Color

Learning Focus: Joint Attention;
Conversation; Vocabulary Development;
Phonological Awareness; Print Awareness;
Math: Matching, Sorting or Classifying

Prep Time: 1–3 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the objects in the experience (red, yellow, purple, green)

Nouns: Identify, name or label materials or objects (banana, ball, card, leaf, flower)

Verbs: Use words that describe actions of the infant or that you model (roll, drop, bounce, smell)

Before You Get Started

Select Materials

- Small basket or container
- Reproducible: Square Color Cards (red, blue, purple, yellow, green, orange)
- Colored objects (yellow banana, blue ball, green leaf, red flower, etc.)

Experience Starter

Select **sensory materials** that encourage investigation.

Initiate **interactions** by showing the props in an interesting way. (Shake the basket of materials.)

Will you play a game with me? Look around! What do you see?

Watch and **observe** as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see you scooting toward the basket, (infant's name).

Conversation Starter

Invite and **encourage** the infant to explore the materials.

I have a big basket full of objects! Would you like to reach inside and see what you find?

Ask an **engaging question** to encourage interest and curiosity in the materials.

What could be inside?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

Gasp! *You've found a blue ball.*

Be **flexible!** Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

I like the way you are rolling the ball to your friend.

Language Development

Touch and **describe any unique features** or characteristics of the prop, object or material, prompting the infant's attention.

Watch me use my hands to bounce, bounce, bounce the little, blue ball. Oh, my! It is bouncing high.

Create **personal connections for infants** as you relate the prop, object or material to their lives or previous experiences.

This ball is blue, just like your shoes today! I am going to roll the blue ball to you. Here it comes. Pause. Look at you! You caught the little, blue ball.

Use **self-talk to discuss your actions**, using descriptive language.

I am reaching my hands into the big, brown basket.

I am pulling colorful cards out of the big, brown basket.

Use a **variety of words to describe** the texture, shape, color or use of an item.

I've found small, square color cards. They are yellow, purple, red, green and blue, too! So many colors!

Create a Positive Learning Environment

Reproduce one set of Square Color Cards. Cut them and place them into a small basket or container. Gather colored objects that match to the colors of the Square Color Cards, also placing the colorful objects inside the basket. Use these colored objects and Square Color Cards to engage infants in a fine motor skills activity that explores matching sensory materials to a picture that is the same color. Show excitement for the new materials, using facial expressions and tone of voice to create interest and curiosity. Integrate hands-on, multisensory learning as you encourage the infants to explore the materials with you. Help the infants make connections between the concrete object and the card of the same color.

Say the name or make the sound of an object as you encourage the infant to repeat it.

Can you say colors?

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

Yes, colors! Go ahead! Reach in the basket and see what you find.

Use descriptive language as you name or label the prop, object or material selected by the infant. Be sure to connect it to the book, concept or theme.

Here is a yellow card. Is this color the same as the round, blue ball? No! What about this blue card. Is it the same color? Yes!

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Shake, shake, shake!

I hear more objects inside the basket. Would you like to reach inside?

Acknowledge the infant's choice of sensory exploration. Using descriptive language.

You reached into the basket and found a big, yellow banana!

Cognitive Development

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

A banana is a delicious fruit we eat. Yum, yum! Watch me pretend to eat the big, yellow banana.

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

Can you pretend to eat the big, yellow banana, too? Yum ... yum!

Prompt infants to engage in matching, sorting or classifying of props, objects or materials.

Let's see if we can find the color card that is yellow like this banana. Is this card yellow? No! This card is green. How about this one? Yes!

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

You made a match! A yellow card and a yellow banana. Yellow, yellow!

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

Here is a green, square card. Do you see anything green in the basket?

Modifications and Adaptations

For Younger Infants

- Begin with a simple experience, exploring only one or two of the suggested Color Cards.
- During tummy time, encourage infants to touch the photographs and colored objects.

For Older Infants

- Each time you repeat this experience, add another Color Card and colored object.
- Continue introducing all of the Color Cards and objects until infants are ready to move on to another activity.

Extend the Experience

- Go on a color hunt to match the Square Color Cards to items around the classroom.

Allow infants to move freely as they develop body, spatial and perceptual awareness.

Look at you dumping our basket upside down!

Explore together in a playful, easy-going manner as you embed learning opportunities.

I see green leaves! One... two ... three green leaves!

Fine and Gross Motor Development

Promote hand-eye coordination through simple hand and finger play.

Let's sing a song about the color green.

Sing a song to create excitement. Sing to the tune of The Farmer in the Dell

We've found something green.

We've found something green.

Three green leaves in our basket.

We've found something green.

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

Let's reach up high ... and pretend to pick a leaf from a tall tree!

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch me stretch my body and reach up high. Can you do it, too?

Social and Emotional Development

Increase confidence by acknowledging the actions or responses of the infant.

(Infant's name), thank you for helping me match the color cards to the colorful items inside the basket.

Great matching!

Respond to feelings of infants by labeling the emotion and its cause.

I saw the smile on your face when we were singing about colors. Singing makes you feel happy!

Use a warm tone of voice to comfort infants while acknowledging emotions.

I had fun matching and singing about colors with you.

Literacy Builder: Hand and Finger Play

Title: Scribble, Scribble! Red, Yellow and Blue!

Learning Focus: Joint Attention; Conversation; Vocabulary Development; Early Writing; Math: Matching, Sorting or Classifying; Fine Motor: Hand-Eye Coordination; Fine Motor: Hands-On Exploration; Fine Motor: Grasp and Reach

Prep Time: 3–5 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain objects (fast, slow, red, blue, yellow)

Nouns: Identify, name or label materials or objects (crayon, paper)

Verbs: Use words that describe actions of the infant or that you model (draw, scribble, color, grasp)

Before You Get Started

Select Materials

- Large crayons (easier for infants to grasp)
- Pencil box
- Paper

Experience Starter

Select sensory materials that encourage investigation.

Initiate interactions by showing the props in an interesting way. (Shake the box of crayons back and forth.)

Do you hear that? I wonder what is in this box.

They are long and round and come in many different colors. Crayons! I have a box full of crayons.

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see you pointing to the box.

Conversation Starter

Invite and encourage the infant to explore the materials.

I am going to open this box of crayons. Would you like to explore with me?

Ask an engaging question to encourage interest and curiosity in the materials.

What do you think we will find?

Pause ... and wait for the infant's response. Acknowledge the infant by adding language to his verbal or nonverbal response.

There is yellow, purple, green and red, too! We found crayons!

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Look at you dumping the box of crayons.

Language Development

Narrate and describe the infant's actions, using descriptive language.

I see you rolling the crayons with both strong hands. Roll, roll, roll!

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

The top of the crayon is pointy. Touch the pointy tip of the crayon, (infant's name).

Say the name or make the sound of an object as you encourage the infant to repeat it.

Can you say crayon? Cray ... on!

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

Yes! This is a crayon!

Use a variety of words to describe the texture, shape, color or use of an item.

We put the pointy tip of the crayon on the paper.

Then, we move it around and around to make colorful marks on the paper.

Create a Positive Learning Environment

Gather paper, large crayons and a pencil box, placing the crayons in the pencil box so they are more readily accessible to infants. Sit close to the infant or place the less mobile infant in your lap. Use an enthusiastic voice as you invite infants to explore the contents of the pencil box. Integrate hands-on, multisensory learning as you model how to hold and use the crayons and encourage infants to discover how they work as well. Whichever way infants choose to grasp the crayon is okay! Focus on the manipulation of fine motor skills as you encourage infants to create a picture.

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

I see you looking at all the colorful crayons.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Would you like to use the crayons to color on this paper? Go ahead and pick a color.

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Gasp! You picked a bright green crayon to use.

Cognitive Development

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

Watch me move my red crayon back and forth on the paper. That is a lot of red marks.

Encourage infants to imitate the actions of others.

Can you move your crayon back and forth, too?

Explore together in a playful, easy-going manner as you embed learning opportunities.

Look at you moving your crayon around and around. I see some marks that look like green circles.

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

Let's count the different colors on your paper. One... two. You used two colors. Green and red!

Fine and Gross Motor Development

Place the prop, object or material just beyond the infant's reach to encourage reaching and grasping with hands and fingers.

I see you reaching for another crayon. An orange crayon! Reach with your hand and grab with your fingers.

Promote hand-eye coordination through simple hand and finger play.

Would you like to add some orange marks to your paper?

Sing a song to create excitement. Sing to the tune of: If You're Happy and You Know It

Put the crayon on the paper and move it around.

Put the crayon on the paper and move it around.

Push it up, push it down and don't drop it on the ground.

Put the crayon on the paper and move it around!

Encourage infants to use their hands in different ways (poke, turn, flip, lift, squeeze, push or drop).

I wonder what will happen if we poke the crayon tip onto the paper. Would you like to try it? Pause.

Modifications and Adaptations

For Younger Infants

- Hold the infant in your lap as you explore the crayons together. Gently help the infant grasp the crayon and make marks in different colors on the paper. Comment on the marks and the colors on the paper.

For Older Infants

- Describe the different marks the infants make on their paper as well as the different colors they choose.
- Offer markers, chalk or any other similar art medium and encourage infants to grasp the item and make marks on the paper.

Allow infants to find creative uses for a variety of writing tools: large crayons, large markers, finger paint or modeling dough. Be sure to consider each infant's age and stage of development before choosing writing materials.

Wow! You poked the paper with the orange crayon and it made tiny dots.

Social and Emotional Development

Increase awareness of self-identity by referring to the infant by name.

Gasp! *Look at your beautiful picture, (infant's name). You're working so hard!*

Provide opportunities for infants to demonstrate their growing understanding of emotions.

Oh, no! The look on your face tells me you are feeling frustrated. Your crayon rolled off the table and you can't reach it.

Identify the infant's feelings and express empathy with appropriate language.

You are feeling upset. Do not worry (infant's name). I will help you find your crayon.

Physical Development

PL

SAMPLE

Physical Development: Move My Body!

Title: Color Crawl

Learning Focus: Understanding and Response; Joint Attention; Communication; Early Writing; Memory; Imitation; Perceptual Information; Gross Motor: Movement and Position; Fine Motor: Hands-On Exploration; Fine Motor: Grasp and Reach

Prep Time: 3–5 minutes

Estimated Time: 3–5 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the materials (red, blue, green, yellow, orange and purple)

Nouns: Identify, name or label materials or objects (feet, toes)

Verbs: Use words that describe actions of the infant or that you model (crawl, scoot, roll)

Before You Get Started

Select Materials

- Reproducible: Colored Footprints (red, blue, yellow, green, orange and purple)
- Clear packing tape or contact paper

Experience Starter

Select sensory materials that promote the use of fine and gross motor skills.

Initiate interactions by showing the props in an interesting way. (Stand or sit near the colors on the ground. Point to them and look down.)

I am looking down and all around! I see colors on the ground!

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see you looking down at the ground, (infant's name).

Conversation Starter

Invite and encourage the infant to explore the materials.

Would you like to explore with me?

Ask an engaging question to encourage interest and curiosity in the materials.

What will we find on the floor?

Pause ... and wait for the infant's response. Acknowledge the infant by adding language to his verbal or nonverbal response.

I see colors on the floor.

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Look at you touching the color orange. Tap, tap!

Language Development

Use a variety of words to describe the texture, shape, color or use of an item.

These colors on the ground look like feet of different colors and different sizes.

Watch for eye-gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

Here are two purple feet and purple toes. Can you touch the purple toes?

Narrate and describe the infant's actions, using descriptive language.

Pat, pat, pat! You are patting the little, purple toes.

Say the name or make the sound of an object as you encourage the infant to repeat it.

Purple toes! Can you say toes?

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

Yes, these are toes!

Create a Positive Learning Environment

Reproduce and cut one set of Colored Footprints. Using the clear contact paper or the packaging tape, secure the Colored Footprints to various spots on the ground around the learning area. Provide a safe space for infants to move as you help them connect to the experience with their bodies. Sit with, or within reach of, mobile infants as you play and explore together. Use an enthusiastic voice to invite infants to explore the Colored Footprints. Encourage infants to move in different ways from foot to foot, keeping in mind their age and abilities.

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

Where are your toes, (infant's name)?

That is right! Here are your two feet and your tiny toes. Tickle, tickle!

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

I see more feet way over there. What color could they be? Let's move and see!

Acknowledge the infant's choice of sensory exploration using descriptive language.

I like the way you are rolling your body to get to the two colorful feet.

Introduce a song to create excitement. Sing to the tune of: Oh, My Darlin'

Change the action of the word depending on how the infant is moving. (For example: scoot, crawl or walk.)

Rolling, rolling. Rolling, rolling.

Rolling toward the colorful feet.

Move your body! You can do it!

Rolling, rolling, the feet!

Cognitive Development

Explore together in a playful, easy-going manner as you embed learning opportunities.

Wow! That was great moving, (infant's name). We made it all the way over to these feet.

These are feet.

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

We use our feet to walk from place to place. Watch me use my feet to walk.

Encourage infants to use props, objects or materials in a playful way, with an intended purpose.

Can you try to walk with your feet? I'll hold your body while you give it a try.

Initiate simple experiments and investigations to see how things work.

Which feet are bigger? These blue feet or your feet, (infant's name)?

Demonstrate how objects or materials fit together or work together in different ways.

Watch me put my feet right on top of these blue feet.

Invite the infant to mimic your actions or repeat the infant's actions.

(Infant's name), can you put your little feet on top of these blue feet?

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

Look! Your feet are smaller than these bright blue feet. Big... small. Big... small!

These blue feet are big.

Modifications and Adaptations

For Younger Infants

- Allow infants to explore the Colored Footprints during tummy time. Encourage them to stretch their arms and reach for the feet. Label the different colors as they reach.
- Sit with the infant in your lap. Encourage them to bend and reach toward the Colored Footprints.

For Older Infants

- For more mobile infants, spread the feet farther apart on the ground. Encourage them to move toward the feet in different ways.
- Label the colors of the feet. Encourage the infant to move toward a specific color.

Extend the Experience

- Create Colored Footprints in varying sizes. Talk about the colors but do not compare the size of the feet.
- Reproduce two sets of Colored Footprints. Place one set of feet on the ground and encourage infants to match the second set to the correct color.

Fine and Gross Motor Development

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

I see more feet. They are orange feet! Let's try crawling toward the orange feet. I know you can do it.

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch me crawl. First, I move my hands and then, I move my knees.

Assist or support infants as they explore new actions such as rolling, sitting, kicking or crawling.

Good crawling! You are moving fast.

Social and Emotional Development

Invite infants to connect to peers during play and exploration.

Look at our friend, (friend's name) scooting from one color to the next. Would you like to try scooting, too?

Increase awareness of self-identity by referring to the infant by name.

(Infant's name), you are scooting just like your friend. (Infant's name) is scooting and (friend's name) is scooting!

Create a positive learning environment. Smile and laugh as you pretend and play together.

We are moving our bodies and learning about colors. This is fun!

Physical Development: Balance Builders

Title: Ribbon Reach

Learning Focus: Curiosity; Creativity; Understanding and Response; Joint Attention; Communication; Problem-Solving; Perceptual Information; Gross Motor: Movement and Position; Gross Motor: Body Awareness; Fine Motor: Hands-On Exploration

Prep Time: 3–5 minutes

Estimated Time: 3–5 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the streamer (red, blue, green, yellow, orange and purple)

Nouns: Identify, name or label materials or objects (ribbon)

Verbs: Use words that describe actions of the infant or that you model (reach, stretch, grab, bend)

Before You Get Started

Select Materials

- Basket
- Streamers or ribbons in various solid colors
- Tape

Experience Starter

Select sensory materials that promote the use of fine and gross motor skills.

Initiate interactions by showing the props in an interesting way. (Look and point to the streamers or ribbons that are hanging.)

Look, look, with your eyes! What do you see way up high?

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see you looking toward the sky, (infant's name).

Conversation Starter

Invite and encourage the infant to explore the materials.

There are streamers way up high and on the ground.

Ask an engaging question to encourage interest and curiosity in the materials.

What colors will we spy with our eyes?

Pause ... and wait for the infant's response. Acknowledge the infant by adding language to his verbal or nonverbal response.

I see yellow, red and orange, too.

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Sing a song to create excitement. Sing to the tune of: Twinkle, Twinkle, Little Star

Streamers, streamers, way up high!

Streamers, streamers, in the sky.

Red, orange, yellow and blue.

So many streamers for me and you!

Streamers, streamers, way up high!

Streamers, streamers, in the sky.

I like how you are reaching for the streamers with your arms. Which color will you choose?

Language Development

Use a variety of words to describe the texture, shape, color or use of an item.

You used your fingers to grab a bright, yellow streamer.

Create personal connections for infants as you relate the prop, object or material to their lives or previous experiences.

This yellow streamer is the same color as the bananas we had during lunch today.

Create a Positive Learning Environment

Create a safe space where infants can lay on the floor, crawl, move their bodies and explore. Be sure to provide an area that is soft and free of sharp corners. Gather streamers or ribbons and cut them into strips of various lengths. Use tape to hang them throughout the learning area at different heights. As you play on the floor together, engage the infants in play with the ribbons. Integrate hands-on, multisensory learning as you encourage infants to touch, move and reach for the ribbons. As you explore together, embed and add more information to extend their learning with a review of previously introduced color words.

Modifications and Adaptations

For Younger Infants

- Sit with the infant in your lap and encourage them to bend and drop the streamers in the basket.
- Hold the infant in your arms near the hanging streamers and encourage them to reach, stretch and grasp them. Label the color of the streamer the infant reaches for.
- Place the infant on their back. Hold the streamer just out of reach to encourage the infant to stretch and kick the streamer. Lower the streamer so the infant can grasp and feel the crinkly paper.

Say the name or make the sound of an object as you encourage the infant to repeat it.

Try saying yellow with me.

Yel ... low.

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

Yes, this is a pretty yellow streamer!

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

I see more streamers waving back and forth.

Red, orange, blue and green.

Use self-talk to discuss your actions, using descriptive language.

I am reaching with my arms and grabbing with my fingers.

Pull! Pull! I pulled down the long, green streamer.

Use descriptive language as you name or label the prop, object or material selected by the infant. Be sure to connect it to the book, concept or theme.

I still see three colorful streamers hanging up there! One... two ... three!

Social and Emotional Development

Identify the infant's feelings and express empathy with appropriate language.

(infant's name), your face tells me you are feeling frustrated.

You have both arms stretched high, but cannot reach a streamer.

I am so sorry you are feeling frustrated. May I help you?

Increase confidence by acknowledging the actions or responses of the infant.

I am going to hold you in my arms, so you are closer to the streamers. You can do it!

Stretch, stretch, grab! You did it.

Use a warm tone of voice to comfort infants while acknowledging emotions.

You worked hard to reach that blue streamer. I am proud of you, (infant's name)!

Sensory Experience

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Look at you crumpling the long, colorful streamer in your hand.

Invite infants to touch, hold or handle the prop, object or material.

Oh, my! Did you hear that?

Crinkle, crinkle! Would you like to reach for more?

For Older Infants

- Encourage the infant to move in different ways to reach the streamers.
- Label the colors of the streamers. Assist and encourage infants to find a specific color. Label the color of the streamer where the infants show interest.
- After infants have pulled down all the streamers, have them place them in the basket. Place the basket just out of reach to encourage the infant to bend and stretch.

Extend the Experience

- Focus on one specific color of streamer or ribbon each week.
- Add music and dance with the streamers. Encourage infants to move their bodies.

Cognitive Development

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

Now, how many colorful streamers are left? Pause.

Two streamers are left. One ... two!

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

There is one short, red streamer and one long, orange streamer. Red... orange. Short ... long.

Touch streamers as you label.

Allow infants to move freely as they develop body, spatial and perceptual awareness.

I see you scooting and reaching for the streamers.

Explore together in a playful, easy-going manner as you engaged learning opportunities.

Look at you! You reached so high and pulled the last two streamers down.

Encourage infants to use the map, object or material to explore how things work or move in the environment.

I have an empty basket. What can we put inside to fill the basket? Pause.

Streamers!

Fine and Gross Motor Development

Place the prop, object or material just beyond the infant's reach to encourage reaching and grasping with hands and fingers.

Can you reach the yellow streamer? Reach with your arm and grab it with those wiggly fingers!

You are so close!

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch me bend and reach with my arms to drop this blue streamer in the basket.

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

I like the way you are scooting closer to the yellow streamer.

You got it! Now we have a blue streamer and a yellow streamer inside the basket.

Physical Development: Visual Perception and Coordination

Title: Stacking Rings

Learning Focus: Curiosity; Creativity; Understanding and Response; Joint Attention; Communication; Problem-Solving; Perceptual Information; Gross Motor: Explore Environment; Fine Motor: Hand-Eye Coordination; Fine Motor: Hands-On Exploration; Fine Motor: Grasp and Reach

Prep Time: 3–5 minutes

Estimated Time: 3–5 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the rings (red, blue, green, yellow, big, small, smallest)

Nouns: Identify, name or label materials or objects (ring, circle)

Verbs: Use words that describe actions of the infant or that you model (toss, drop, stack, roll)

Before You Get Started

Select Materials

- Stacking ring toy

Experience Starter

Select sensory materials that promote the use of fine and gross motor skills.

Initiate interactions by showing the props in an interesting way. (Hide the stacking rings behind your back.)

I have something new behind my back. Who would like to come and see?

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

Here comes (infant's name)!

Are you curious about what I have hiding behind my back?

Conversation Starter

Invite and encourage the infant to explore the materials.

Surprise! Place stacking rings in front so the infant can see.

I see a lot of bright colors, all stacked on top of each other. Would we explore together?

Ask an engaging question to encourage interest and curiosity in the materials.

What can we do with these rings?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

I see you looking at the colorful rings.

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

You are pointing to the red ring at the very top.

Cognitive Development

Initiate simple experiments and investigations to see how things work.

What will happen if we turn the stacking toy upside down?

Encourage infants to use props, objects or materials in a playful way with an intended purpose.

Gasp! You turned it upside down and the colorful rings fell down, down, down to the ground!

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

Would you count these rings with me?

One... two ... three ... four... five! We have five colorful rings!

Demonstrate how objects or materials fit together or work together in different ways.

These colorful rings all fit onto this stick. They fit from the biggest to the smallest.

Watch me put this big blue ring on first.

Explore together in a playful, easy-going manner as you embed learning opportunities.

Would you like to try stacking them?

Create a Positive Learning Environment

Create a safe space where infants can move their bodies and explore. Gather the stacking ring toy to offer a colorful, sensory experience for infants and place on the floor. Use a happy tone of voice as you introduce the stacking rings. Integrate hands-on, multisensory learning as you encourage the infants to explore and manipulate the stacking rings promoting hand-eye coordination in infants.

Fine and Gross Motor Development

Promote hand-eye coordination through simple hand and finger play.

I see you reaching for the rings. Keep stretching!

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch me bend and reach for the rings. Can you try bending?

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

Hooray! You grabbed the orange ring with your fingers! Good grabbing. Go ahead and slide it on top!

Language Development

Narrate the infant's actions, using descriptive language.

Now, I see you tossing the big, yellow ring. Look! It is rolling, rolling, rolling!

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

*I see two more rings.
This one is green and this one is red.*

Use a variety of words to describe the texture, shape, color or use of an item.

These rings go around and around. They are shaped like a circle.

Say the name or make the sound of an object as you encourage the infant to repeat it.

*Can you say that with me?
Ring... Ring...*

Pause ... wait ... imitate. Add to vocalizations or gestures using complete sentences.

Circle! A circle goes around and around!

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

Would you like to stack the yellow ring on top? Stretch! Reach! You almost have it!

Modifications and Adaptations

For Younger Infants

- Lay non-mobile infants on the floor and encourage them to explore the rings with their hands. Encourage them to reach for the rings. Label the color of the ring where they are showing interest.
- Sit with the infant in your lap. Gently, using hand over hand assistance, help slide the colorful rings onto the base of the stacking toy.

For Older Infants

- Encourage the infant to move around the play area in different ways as they gather the colorful rings.
- Encourage infants to stack them in order of size. Assist them and provide hints and clues as they stack the rings from biggest to smallest.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

*Great job, (infant's name)! Would you stack another ring on top?
Green or red, which ring will you choose?*

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Look at you sliding the round, green ring on top of the yellow ring.

Social and Emotional Development

Observe and acknowledge the reactions of each infant. Demonstrate awareness and responsiveness to the needs of the infant.

You are clapping your hands together, (infant's name), and smiling so big.

Use the infant's name and respectful language.

Great job, (infant's name). I am so proud of you! You worked so hard to stack all the colorful rings.

Respond to feelings of infants by labeling the emotion and its cause.

One... two ... three ... four ... five colorful rings. That is a lot of stacking.

I can tell you are proud too! Stacking the colored rings makes you feel so proud.

Physical Development: Friends at Play

Title: Color Ball

Learning Focus: Social Relationships; Curiosity; Creativity; Understanding and Response; Joint Attention; Communication; Problem-Solving; Perceptual Information; Gross Motor: Explore Environment; Fine Motor: Hands-On Exploration

Prep Time: 2–3 minutes

Estimated Time: 3–5 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the balls (round, red, yellow, green)

Nouns: Identify, name or label materials or objects (friend, ball)

Verbs: Use words that describe actions of the infant or that you model (push, kick)

Before You Get Started

Select Materials

- Balls (several different colors)
- Basket

Experience Starter

Select **sensory materials** that promote the use of fine and gross motor skills.

Initiate interactions by showing the props in an interesting way. (Show the basket full of brightly colored balls to the infants.)

Today, we are going to play a game! There are colorful balls inside this basket.

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I wonder if our friends would like to play with these colorful balls.

Conversation Starter

Invite and encourage the infant to explore the materials.

Would you like to pull a ball out of the basket, (infant's name)?

Ask an engaging question to encourage interest and curiosity in the materials.

Which ball looks the best?

Pause ... and wait for the infant's response. Acknowledge the infant by adding language to his verbal or nonverbal response.

Oh, my! You've found a big, red ball!

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Look at you! You rolled the red ball across the floor using your fingers.

Language Development

Use a variety of words to describe the texture, shape, color or use of an item.

This red ball is rolling slowly. Slow... ly, slow... ly.

Use self-talk to discuss your actions, using descriptive language.

Look! I caught the round, red ball with two hands.

Now, I am going to push the round, red ball to our friend, (friend's name). Push!

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

This red ball is the shape of a circle. It goes around and around.

Say the name or make the sound of an object as you encourage the infant to repeat it.

Can you say red?

Pause ... wait ... imitate. Add to vocalizations or gestures using complete sentences.

Yes, this is a red ball.

Create a Positive Learning Environment

Gather balls in a variety of sizes and colors and place into a basket. Place the basket in your play area, indoors or outdoors, for infants to investigate. As you sit down and engage with the infants, explore the colorful balls together, focusing on helping infants learn to attend to peers around them. Encourage peer interactions as you demonstrate how to roll a ball to a friend. Depending on the age and developmental abilities of the infant, encourage a variety of motions such as pushing, rolling, kicking, etc. As you sing and play together, embed and add more information about the different colors of the balls.

Use descriptive language as you name or label the prop, object or material selected by the infant. Be sure to connect it to the book, concept or theme.

(Infant's name), you used your feet to stop the small, round ball! Great job! Would you like to pass the red ball to a friend?

Sing a song to create excitement. Sing to the tune of: Row, Row, Row Your Boat

*Roll, roll, roll the ball.
Roll it to a friend.
Roll it, bounce it, kick it, toss it.
Then, give it to a friend.*

Fine and Gross Motor Development

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch me hold the ball and reach my hand to (infant's name).

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

Can you use your body to send the ball to a friend?

You are using your feet and legs to pass the red ball. Great kicking, (infant's name)!

Sensory Experience

Invite infants to touch, hear or handle the prop, object or material.

Let's reach inside and get another ball to roll with our friends.

Acknowledge the infant's choice of sensory exploration, using descriptive language.

*(Infant's name), I see you reaching around. What color have you found? Hooray!
You've found a round, yellow ball!*

Cognitive Development

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

*Now, we have two balls out on the ground. A big, red ball and a small, yellow ball.
Big... small... red... yellow!*

Prompt infants to engage in matching, sorting or classifying of props, objects or materials.

*Can you find the yellow ball?
You are right! That is the yellow ball.*

Modifications and Adaptations

For Younger Infants

- Begin this experience with a smaller ball for young infants.
- Place the infant in your lap on the floor and encourage them to kick the ball. Show excitement as infants continue to kick the ball.
- Encourage infants to reach and grasp the ball during tummy time. Explore new methods of moving the ball (pushing or rolling).

For Older Infants

- Encourage the infant to find a ball by labeling the color. Give them hints, assistance and encouragement as you search together.
- Encourage mobile infants to throw, bounce or pass the ball to you or peers. Create a back-and-forth exchange that continues until they are ready to move on to another activity.

Extend the Experience

- Play Color Ball outdoors. Connect the color of the ball to an outdoor object. (i.e., blue sky, yellow sun, green grass, etc.).

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

We can roll the ball, throw the ball, and kick the ball to make it move!

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

I wonder what will happen if we hold this round, yellow ball up in the air and then drop it on the ground.

Explore together in a playful, easy-going manner as you embed learning opportunities.

It is bouncing! Bounce, bounce, bounce!

Invite the infant to mimic your actions or repeat the infant's actions.

(Infant's name), would you like to try bouncing the ball like me?

Social and Emotional Development

Create a sense of belonging by initiating positive interactions and relationships with peers and caregivers.

(Infant's name), I like how you used your feet to kick the ball to a friend.

Invite infants to observe expressions of peers by acknowledging feelings of others.

Your friend has a big smile on her face! She is happy to be passing this ball back and forth with you!

Provide opportunities for infants to demonstrate their growing understanding of emotions.

What happens if I bounce both balls?

Gasp! Bounce, bounce! It made you smile. Bouncing the ball makes you both happy! A red ball bouncing and a yellow ball bouncing.

Interest Area



SAMPLE

Interest Area: Pretend Play

Title: From Head to Toe in Color

Learning Focus: Social Relationships; Creativity; Imagination; Communication; Vocabulary Development; Phonological Awareness; Imitation; Symbolic Play; Pretend Play; Perceptual Information

Prep Time: 2–3 minutes

Estimated Time: 3–5 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to explain the clothing (blue, red, yellow, green)

Nouns: Identify, name or label materials or objects (hat, vest, socks)

Verbs: Use words that describe actions of the infant or that you model (pull, reach, stretch)

Before You Get Started

Select Materials

- Hats, vests and socks in a variety of solid colors

Experience Starter

Select sensory materials that represent real-life experiences through pretend play.

Initiate interactions by showing the props in an interesting way. (Hold the basket in your lap and look inside as you repeat the chant.)

*A tisket! A tasket! What could be inside this basket? I'm looking and looking! What do I see?
Dress-up clothes for you and me!*

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

I see (infant's name) peeking inside.

Conversation Starter

Invite and encourage the infant to explore the materials.

Would you like to explore with me?

Ask an engaging question to encourage interest and curiosity in the materials.

What do you think you'll find inside?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

*I see you holding the yellow hat on your head.
You are right! That bright yellow hat goes on your head.*

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

I like how you are putting it on your head and taking it off. On ... off. On ... off!

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Would you like to reach back inside the basket?

Sing a song to create excitement. Sing to the tune of: London Bridge

*Dressing up is fun to do!
Fun to do. Fun to do.
Red, purple, green and blue!
Which outfit will you choose?*

Acknowledge the infant's choice of sensory exploration, using descriptive language.

*I like the way you are turning the big, brown basket upside down!
I see many bright, colorful hats and socks!*

Create a Positive Learning Environment

Gather dress-up props of solid colors that are easy for infants to put on and pull off (hats, vest and socks). Integrate hands-on, multisensory learning as you provide and assist infants with the opportunity to dress up and engage in pretend play as they learn about colors. Talk about colors and the infant's actions as they put on and take off colored hats, vests and socks.

Language Development

Use a variety of words to describe the texture, shape, color or use of an item.

I've found a bright red hat. I can put this hat on my head.

Use self-talk to discuss your actions, using descriptive language.

Watch me put the bright red hat on my head and take it off again, just like you. On ... off. On ... off!

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

Look! I see a blue hat and a green hat, too. Touch the hats as you label their color.

Say the name or make the sound of an object as you encourage the infant to repeat it.

Can you say hat?

Pause ... wait ... imitate. Add to vocalizations or gestures using complete sentences.

Yes, these are colorful hats!

Which color is your favorite, (infant's name)?

Create personal connections for infants as you relate the prop, object or material to their lives or previous experiences.

I see you reaching for the green hat. This hat is the same color as your shirt.

You must like the color green.

Cognitive Development

Explore together in a playful, easy-going manner as you embed learning opportunities.

I'm looking and looking. Gasp! What do I see? I see some colorful socks, too! Green, blue and yellow socks.

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

What do you think we can do with these socks?

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

Socks go on our feet and cover our toes. Watch me pull the sock over my wiggly toes.

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

Would you like to put these green socks on your feet? Use your hands to pull the socks on. Pull, pull, pull!

Encourage infants to use props, objects or materials in a playful way with an intended purpose.

May I help you?

I'm pulling the socks over your toes. Tickle, tickle!

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

These socks cover our toes and the hat covers our head.

Modifications and Adaptations

For Younger Infants

- If the infant shows interest in the colorful dress-up items, help them put them on and take them off while labeling your actions.
- Place colorful dress-up items on the floor during tummy time, just out of reach of the infant. Encourage the infant to reach and stretch for the items. Describe their actions.
- Sit with the infant in your lap and invite them to touch the colorful dress-up items. Label the color of the item they select.

For Older Infants

- Encourage infants to put on the hats, vests and socks and take them off again.
- Encourage infants to find a certain colored dress-up item. Give hints and clues.
Can you find something yellow? I see something yellow over here next to the basket.

Extend the Experience

- Describe and match colors on the clothing the infants are wearing to the dress-up prop.
*You are wearing a green shirt, just like the green hat that you've found.
Green shirt ... green hat. Green, green!*

Fine and Gross Motor Development

Assist or support infants as they explore new actions such as rolling, sitting, kicking or crawling.

*Look at you wearing bright green socks and kicking your feet! You are kicking very fast!
Can you kick slow... ly?*

Place the prop, object or material just beyond the infant's reach to encourage reaching and grasping with hands and fingers.

*I see you reaching for the green hat.
Stretch and reach with your arm! Grab it with your fingers. You can do it!*

Social and Emotional Development

Create a sense of belonging by initiating positive interactions and relationships with peers and caregivers.

*Our friend, (friend's name), is wearing the green hat. Would you like to wear a hat like him?
Here is a blue hat for you!*

Increase awareness of self-identity by referring to the infant by name.

*(Friend's name) is wearing a green hat and (infant's name) is wearing a blue hat.
Two friends wearing colorful hats and smiling.
Green ... blue. Green ... blue!*

Provide opportunities for infants to demonstrate their growing understanding of emotions.

*I see you both smiling. Playing together makes you feel happy.
Green, blue and purple, too. Learning about colors is fun to do!*

Interest Area: How It Works (Science and Math Explorer)

Title: What Color Will It Be?

Learning Focus: Flexibility; Conversation;
Vocabulary Development; Discovery;
Problem-Solving; Spatial Awareness;
Math: Counting; Math: Matching, Sorting or
Classifying; Sensory Exploration

Prep Time: 2–3 minutes

Estimated Time: 3–5 minutes

Vocabulary

Adjectives: Select interesting, descriptive
words to describe the paint (purple, orange,
green)

Nouns: Identify, name or label materials or
objects (paint)

Verbs: Use words that describe actions of
the infant or that you model (spin, mix, dip)

Before You Get Started

Select Materials

- Paint in primary colors (red, yellow and blue)
- Paper
- Tape

Experience Starter

Select sensory materials that can be used for simple experiments.

Initiate interactions by showing the props in an interesting way. (Hold the bottles of paint in your hands so infants can see.)

I have something fun for us to do today!

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

Here comes (infant's name) crawling over to investigate!

Conversation Starter

Invite and encourage the infant to explore the materials.

Look! I have red, yellow and blue paint! Would you like to explore these colors with me?

Ask an engaging question to encourage interest and curiosity in the materials.

What do you think we will do with this paint today?

Pause ... and wait for the infant's response. Acknowledge the infant by adding language to his verbal or nonverbal response.

We are going to paint with our fingers!

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Look how you are using your fingers. You are ready to paint.

Fine and Gross Motor Development

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

Would you like to help me put some paint on your paper?

I see you reaching for the blue paint. Stretch, stretch, stretch! You almost have it!

Demonstrate how to use their bodies in different ways to promote balance, control and coordination.

Watch me hold the bottle upside down with two hands. Now, you try!

Encourage infants to use their hands in different ways (poke, turn, flip, lift, squeeze, push or drop).

Let's squeeze the bottle with our hands. Squeeze, squeeze, squeeze!

Gasp! *Look at that bright blue paint on the paper.*

Create a Positive Learning Environment

Gather paints and paper. Secure paper to the floor or tabletop with tape. Place a few colors of paint in primary colors on the paper, integrating hands-on, multisensory learning as you encourage infants to use their fingers to mix the paint. Use purposeful eye contact and position your body to face infants during interactions. Describe what you see them doing as well as the colors being used. Point out the new colors created by mixing them together. Create a positive relationship by showing sensitivity and respect to infants who do not enjoy this sensory experience.

Language Development

Narrate and describe the infant's actions, using descriptive language.

I see you pointing to the red and yellow paint, too. Let's add those bright, beautiful colors to your paper.

Use a variety of words to describe the texture, shape, color or use of an item.

Now, there are three different colors of paint on your paper.

One ... two ... three! We can use these colors to make beautiful art.

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

Go ahead and dip your fingers in the paint! Dip, dip, dip!

Say the name or make the sound of an object as you encourage the infant to repeat it.

Dipping fingers in the paint. Can you say paint?

Pause... wait... imitate. Add to vocalizations or gestures using complete sentences.

Yes, this is paint. Your face looks surprised.

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

That paint feels cold, wet and sticky!

Cognitive Development

Explore together in a playful, easy-going manner as you embed learning opportunities.

See blue lines and red lines on your paper!

Initiate simple experiments and investigations to see how things work.

What will happen if you mix the blue and red? Dip your finger in the red and then the blue.

Encourage infants to use the prop, object or material to explore how things work or move in the environment.

Gasp! I see a new color on your paper!

You mixed red paint and blue paint together and made purple.

Sing a song to create excitement. Sing to the tune of: Row, Row, Row Your Boat

*Mix, mix, mix the paint.
Tell me what you see.
Red and blue paint make purple.
As pretty as can be!*

*Repeat the song, changing out the colors as you create more new colors. Yellow and blue paint make green. Red and yellow paint make orange.

Modifications and Adaptations

For Younger Infants

- Place the infant on their tummy and encourage them to reach, touch and feel the paint. Label and describe the colors they are touching and how they feel.
- Place the infant in your lap and encourage them to touch and feel the paint. Label the paint colors as they touch. Describe their actions and point out any new colors they create.

For Older Infants

- Talk about the colors on the paper. Point out and describe the new colors infants made.
- Count how many different colors are on the paper.
- Describe any patterns infants made while painting.
- Make predictions about what color will be made by mixing primary colors.
Hmmm, I wonder what will happen if we mix blue and red together. Would you like to try?

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

Now, there are four different colors of paint on the paper. Let's count them together!

One ... two ... three ... four!

I see yellow, red, blue and purple.

Demonstrate how objects or materials fit together or work together in different ways.

Watch me move my fingers around and around to mix yellow and red. Mixing, mixing!

Red paint and yellow paint make ... orange!

Encourage infants to imitate the actions of others.

I like the way (infant's name) is moving her fingers around and around in the paint.

She's making circles on her paper. Would you like to try and make some circles?

Sensory Experience

Invite infants to touch, hold or handle a new object or material.

Would you like to mix paint and make another new color?

Acknowledge the infant's choice of sensory exploration, using descriptive language.

I see you dipping your fingers in yellow and blue. What color will it be? Pause.

Oh, my! You made green!

Social and Emotional Development

Increase confidence by acknowledging the actions or responses of the infant.

Look at you moving your fingers all around. I like your bright, colorful painting, (infant's name).

Identify the infant's feelings and express empathy with appropriate language.

I see a big smile on your face, (infant's name). You are having fun using your fingers to paint.

Create a positive learning environment. Smile and laugh as you pretend and play together.

Painting and mixing colors is a lot of fun!

Interest Area: Music and Movement

Title: Shake Your Crayon!

Learning Focus: Social Relationships;
Sense of Identity; Vocabulary Development;
Phonological Awareness; Spatial
Awareness; Sensory Exploration; Perceptual
Information; Gross Motor: Body Awareness

Prep Time: 2–3 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to describe the crayons (red, green, orange, yellow, blue)

Nouns: Identify, name or label materials or objects (crayons)

Verbs: Use words that describe actions of the infant or that you model (shake, stomp, march, turn)

Before You Get Started

Select Materials

- Reproducible: Large Crayon Shapes
- Basket

Experience Starter

Create a musical experience using sensory materials, instruments or song.

Initiate interactions by showing the props in an interesting way. (Hold basket of Crayon Shapes out for infants to see.)

Red, orange, green and blue. I see colors for me and you!

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

(Infant's name), you are crawling fast to come look and see!

Conversation Starter

Invite and encourage the infant to explore the materials.

There are big crayons inside my basket. Would you like to reach inside and pull one out?

Ask an engaging question to encourage interest and curiosity in the materials.

What can we do with these colorful crayons?

Pause ... and wait for the infant's response. Acknowledge the infant by adding language to his verbal or nonverbal response.

You picked a big, orange crayon.

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

That's the way you are moving the orange crayon back and forth.

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Would you like to move your orange crayon along to my song?

You can hold it in your hands and move it from side to side.

Acknowledge the infant's choice of sensory exploration, using descriptive language.

I see your sweet, happy smile. You look ready to move along with me. Here we go!

Sing a song to create excitement. Sing to the tune of: Hokey Pokey

Sing the song below, replacing the color of the crayon.

You put the orange crayon in. You take the orange crayon out.

You put the orange crayon in and you shake it all about.

You do the color Hokey Pokey and you turn yourself around.

That's what it's all about!!

Create a Positive Learning Environment

Reproduce and cut one set of the Large Crayon Shapes and place the cards into a basket. Integrate hands-on, multisensory learning as you encourage the infants to explore what is inside the basket. Show excitement as the infants discover the Crayon Shapes and pull them from the basket. Model and demonstrate how to shake the crayons high and low, etc. Encourage infants to search for and shake the Large Crayon Shapes along with you as you sing. For added stimulation, play music and invite infants to shake along with the rhythm. Show sensitivity and respect to individuals who may not wish to participate.

Cognitive Development

Ask questions that encourage thinking and reasoning skills (problem-solving, mathematical thinking, making comparisons). Pause ... and wait for the infant to process your question and think about a response.

That was fun! Where could we find more crayons to shake all about?

Encourage infants to search for hidden or missing props, objects or materials as you provide gestures, hints or clues to help them locate it.

I see you searching all around for the crayons.

We are looking for the big, paper crayons just like this orange one. Where can they be?

Explore together in a playful, easy-going manner as you provide learning opportunities.

Hooray! You've found the basket, (infant's name).

Look at you turning it upside down. Now, you're dumping the crayons on the carpet.

Compare similarities and differences in shapes, lines and other details by identifying distinguishing characteristics (color, length, size, etc.) that are different from the previous material.

Now, I see lots of colorful crayons on the ground.

They are all the same size and shape, but many different colors.

Here is blue, green, red and yellow. Touch each crayon as you name the color.

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

Watch me use my hands to sort through the colorful crayons.

Invite the infant to mimic your actions or repeat the infant's actions.

Can you use your hands to sort and find your favorite color?

Fine and Gross Motor Development

Encourage infants to use their bodies in different ways. Take into consideration each infant's age and stage of development.

You are reaching for the yellow crayon. Go get it! You can do it. Scoot, scoot, scoot!

Promote hand-eye coordination through simple hand and finger play.

You did! It! Are you ready to shake it all about? Shake it up high! Shake it down low!

Sing a song to create excitement. Sing to the tune of: Hokey Pokey

Sing the song below, replacing the color of the crayon.

You put the yellow crayon in. You take the yellow crayon out.

You put the yellow crayon in and you shake it all about.

You do the color Hokey Pokey and you turn yourself around.

That's what it's all about!!

Modifications and Adaptations

For Younger Infants

- Sit with the infant in your lap as you encourage the infant to clap and shake the Large Crayon Shape.
- Place young infants on their backs or tummies while you help them to move their arms and legs to the music.
- Scatter Large Crayon Shapes on the ground during tummy time. Encourage the infant to reach and grasp.

For Older Infants

- Encourage mobile infants to march fast and slow or shake their Crayon Shape high and low.
- Label the crayons by color. Encourage the infant to find a certain color.

Extend the Experience

- Play music and invite infants to shake their crayon along with the rhythm.

Social and Emotional Development

Invite infants to connect to peers during play and exploration.

(Infant's name), I see you pointing to your friend's blue crayon. He is shaking it all about. Would you like to hold a crayon and shake it, too?

Use the infant's name and respectful language.

Please hold out your hand, (infant's name). I have a green crayon just for you.

Use a warm tone of voice to comfort infants while acknowledging emotions.

I'm so glad you came over to move and shake, too. We are having so much fun together!

Language Development

Create personal connections for infants as you relate the prop, object or material to their lives or previous experiences.

Look, (infant's name)! You are holding the blue crayon and you are wearing blue socks. Blue crayon ... blue socks. Blue, blue, blue!

Say the name or make the sound of an object as you encourage the infant to repeat it.

You are looking down at those blue socks. Can you say /b/ ... /b/ ... blue?

Pause ... wait ... imitate. Add to vocations or gestures using complete sentences.

Yes! Blue socks!

Use a variety of words to describe the texture, shape, color or use of an item.

See three friends with three crayons.

One ... two ... three! Green, orange and blue!

Use the talk to discuss your actions, using descriptive language.

I am holding a pretty purple crayon.

Watch me slowly and gently wave it up and down and all around.

Use descriptive language as you name or label the prop, object or material selected by the infant. Be sure to connect it to the book, concept or theme.

Let's slowly and gently shake our colorful crayon shapes together! Shake, shake, shake! Are you ready to sing the color Hokey Pokey again?

Interest Area: Creative Connections

Title: Chalk Drawing

Learning Focus: Focused Attention;
Curiosity; Creativity; Imagination;
Communication; Vocabulary Development;
Early Writing; Sensory Exploration;
Perceptual Information

Prep Time: 5 minutes

Estimated Time: 2–3 minutes

Vocabulary

Adjectives: Select interesting, descriptive words to describe the chalk (black, yellow, blue, purple)

Nouns: Identify, name or label materials or objects (paper, chalk)

Verbs: Use words that describe actions of the infant or that you model (scribble)

Before You Get Started

Select Materials

- Black construction paper
- Chalk
- Tape

Experience Starter

Select **sensory, hands-on materials** that promote child-initiated creativity.

Initiate interactions by showing the props in an interesting way. (Show infant the box of chalk and the paper.)

I have something fun for us to do today!

Watch and observe as you allow time for infants to investigate and explore the props, toys or objects. Follow their gaze to find their interest.

Here comes (infant's name) crawling over to investigate!

Conversation Starter

Invite and encourage the infant to explore the materials.

Shake the box of chalk. *Shake, shake, shake! Do you hear that? Would you like to explore with me?*

Ask an engaging question to encourage interest and curiosity in the materials.

What do you think we will find inside this small box?

Pause ... and wait for the infant to respond. Acknowledge the infant by adding language to his verbal or nonverbal response.

Go ahead! Use your fingers to open the box.

Be flexible! Follow the lead and interest of the infants as they show you how they engage with the materials. Allow the direction of play to follow their interests.

Gasp! You've found a lot of colorful chalk!

Language Development

Say the name or make the sound of an object as you encourage the infant to repeat it.

Chalk is a new word. Try saying the word chalk with me. Ch ... alk.

Pause ... wait ... imitate. Add to vocalizations or gestures, using complete sentences.

We see colorful chalk!

Clarify meaning of new word(s), using clear, simple language.

We can use chalk to draw and make colorful marks on this paper.

Touch and describe any unique features or characteristics of the prop, object or material, prompting the infant's attention.

I see orange, yellow, blue and purple chalk!

Use a variety of words to describe the texture, shape, color or use of an item.

This chalk is long and round.

Narrate and describe the infant's actions, using descriptive language.

I see you reaching your two little arms toward the chalk. You are grabbing with your ten tiny fingers!

Create a Positive Learning Environment

Tape the black construction paper to the table or surface where infants will be using chalk. Integrate hands-on, multisensory learning as you encourage infants to grasp the chalk, make marks and scribble on the construction paper. Describe their actions and label the different colors of chalk they choose. Encourage infants to explore and play with materials as you talk about their actions. If an infant chooses not to interact, that is okay!

Watch for eye gazing, pointing or vocalization to indicate the infant is showing interest in a prop, object or material. Add comments, details or extended language to your observation.

Oh! You chose the orange chalk!

Sensory Experience

Invite infants to touch, hold or handle the prop, object or material.

Would you like to draw on this black paper? Use the orange chalk to make marks on the paper.

Acknowledge the infant's choice of sensory exploration, using descriptive language.

Oh! I like the long, wavy lines you are making with the orange chalk!

Cognitive Development

Demonstrate how the prop, object or material can be used. Encourage exploration and discovery of the item.

Using chalk to draw a beautiful picture is fun! Watch me hold the chalk in my hand and draw circles. My hand goes around and around.

Encourage infants to use props, objects or materials in a playful way with an intended purpose.

Can you draw circles on your paper?

Initiate simple experiments and investigations to see how things work.

*If we add different colors of chalk to our drawing, it will be beautiful and colorful.
Mmmm, I wonder where we can find more chalk.*

Explore together in a playful, easy-going manner as you embed learning opportunities.

*Let's search together. Where, oh where can the chalk be hiding? You are right!
There is more colorful chalk inside the box.*

Introduce mathematical concepts such as comparisons, counting or one-to-one correspondence.

You've found (color) chalk. Now, we have two colors. One ... two. One is orange and one is (color).

Fine and Gross Motor Development

Place the prop, object or material just beyond the infant's reach to encourage reaching and grasping with hands and fingers.

*I see you reaching for another piece of chalk. Which color will it be? Stretch your arm. Stretch. Stretch!
You did it!*

Allow infants to find creative uses for a variety of writing tools: large crayons, large markers, finger paint or modeling dough. Be sure to consider the age of the infants before choosing writing materials.

*Oh! I like the way you are holding the chalk in your hand and moving it back and forth.
Look at all of those bright red marks on your paper!*

Modifications and Adaptations

For Younger Infants

- Place the infant in your lap and encourage them to reach and grasp the chalk. Label the color of the chalk they choose.
- Place the infant on their tummy and encourage them to reach for the colorful chalk box.
- Hold the infant in your lap. Using hand over hand assistance, help them make marks on the paper.

For Older Infants

- Count how many different colors of chalk the infant has used on the paper.
- Describe the marks or patterns you see on the paper.

Social and Emotional Development

Invite infants to observe expressions of peers by acknowledging feelings of others.

(Infant's name) is crinkling his nose and looking at his hands. He has colorful chalk on his hands. He is not feeling happy.

Observe and acknowledge the reactions of each infant. Demonstrate awareness and responsiveness to the needs of the infant.

I can tell you are feeling upset that you have chalk on your hands, (infant's name). You and I will go wipe off your hands together.

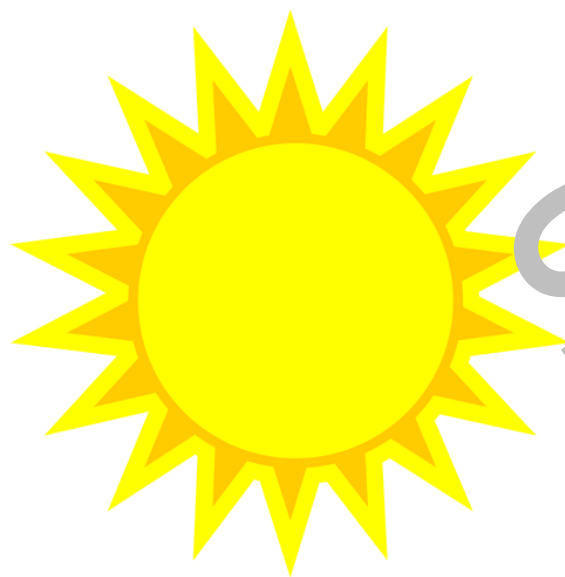
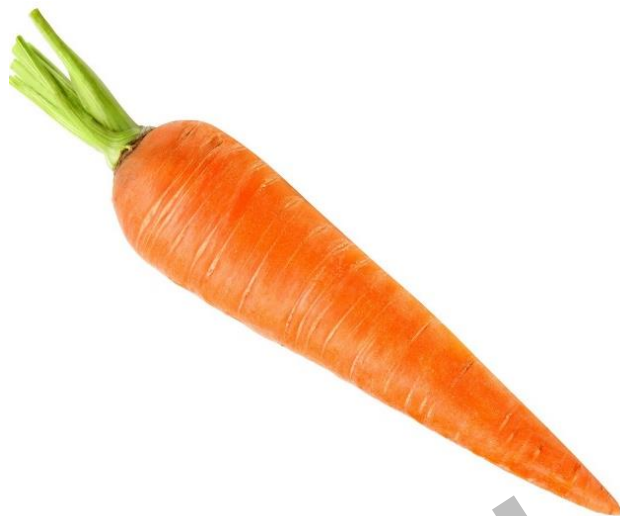
Respond to feelings of infants by labeling the emotion and its cause.

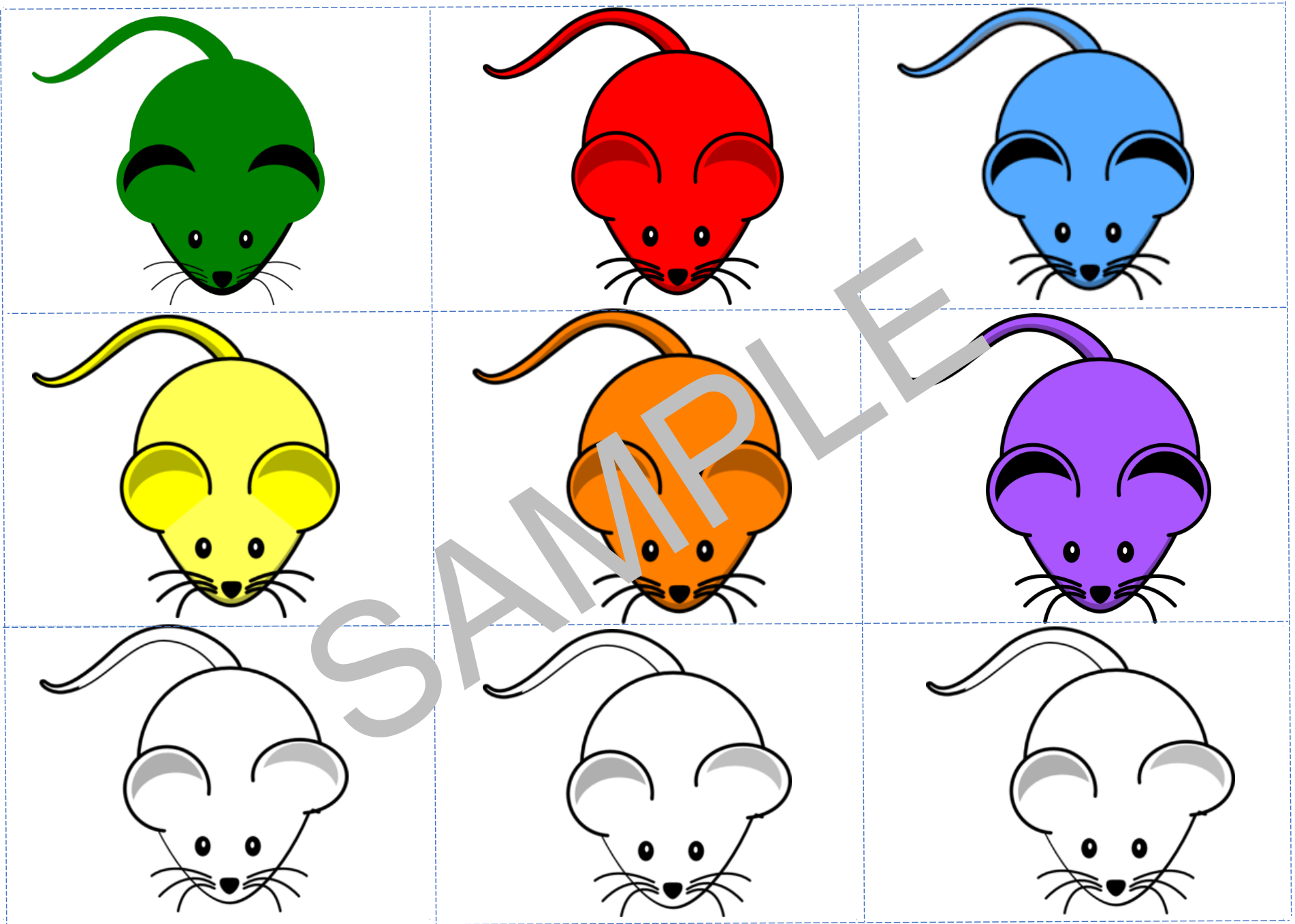
You did not like the dusty chalk on your hands. It made you feel upset. Now, we have wiped them off and they are clean and dry.

Reproducibles

- **Language Builder** / Language Starter / Colorful Object Cards
- **Book Experience** / Interactive Storytelling / White Mice Cards
- **Book Experience** / Interactive Storytelling / Colored Mice Cards
- **Book Experience** / Interactive Storytelling / Paint Jar Cards
- **Literacy Builder** / Rhyme Time / Large Crayon Shapes
- **Literacy Builders** / Lines, Shapes, & Pictures, Too! / Square Color Cards
- **Physical Development** / Move My Body / Colored Footprints
- **Physical Development** / Music and Movement/ Large Crayon Shapes

SAMPLE



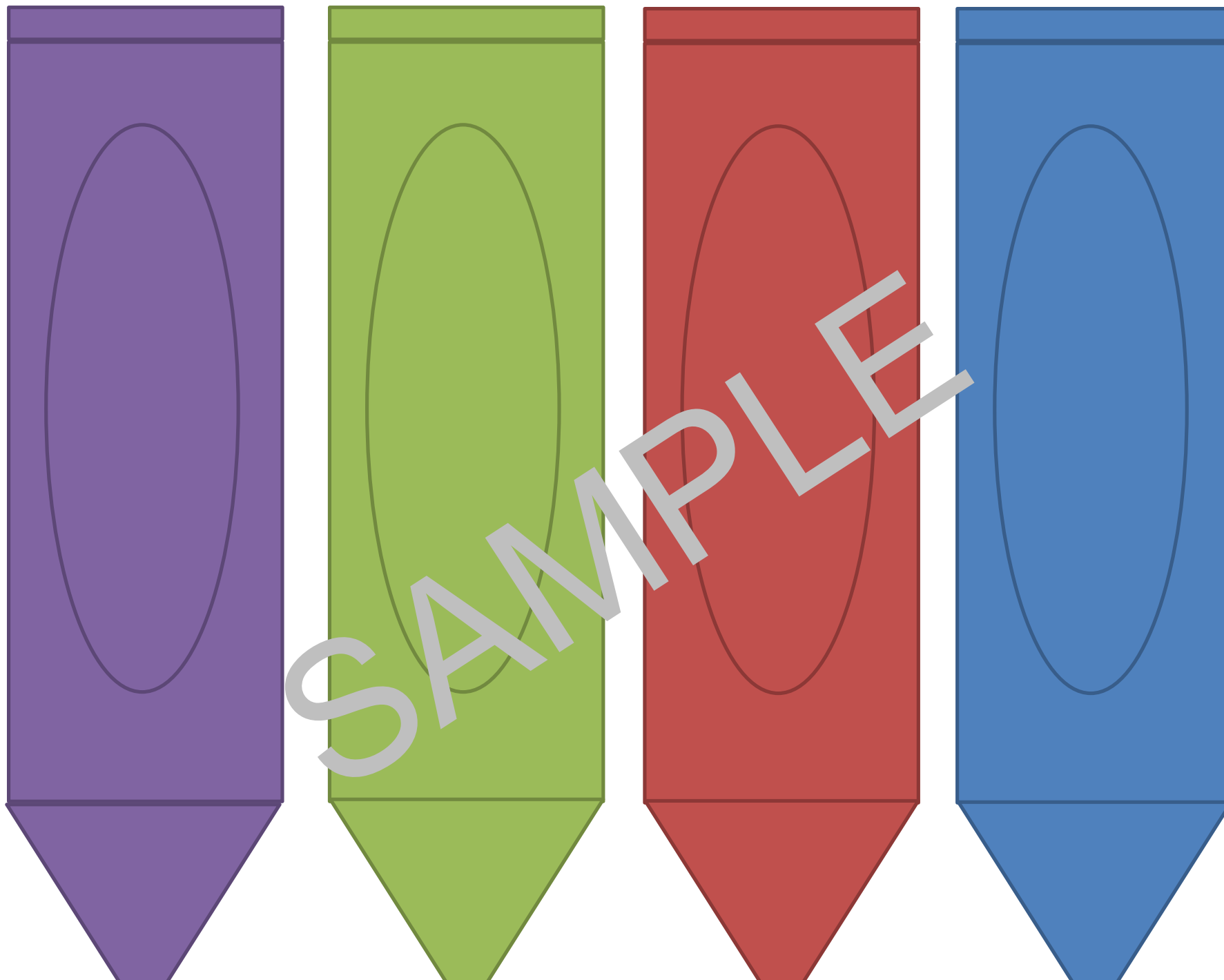


White Mice Cards | Colored Mice Cards



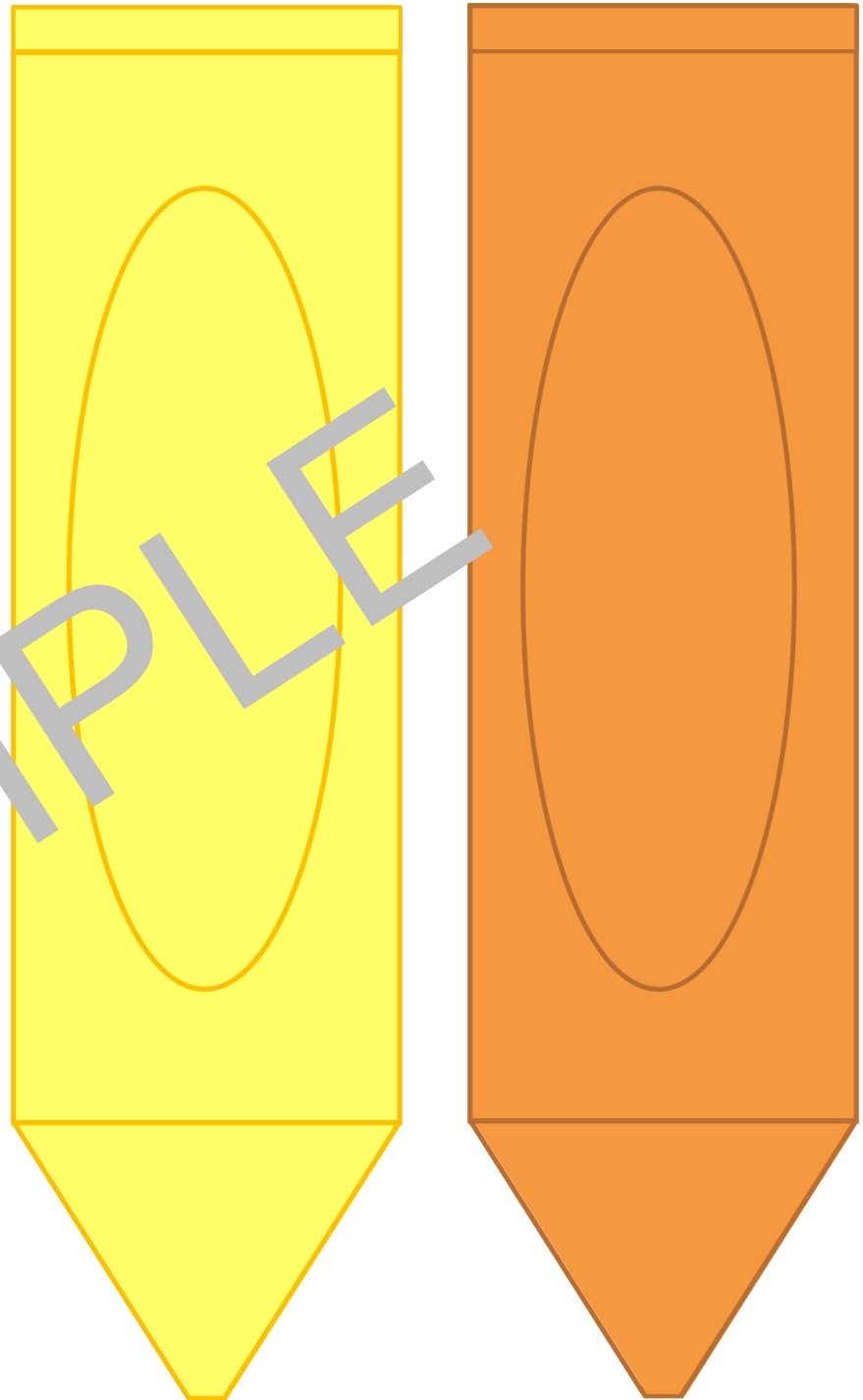
SAMPLE





Large Crayon Shapes

SAMPLE





Square Color Cards











