

EXPERIENCE GUIDE

THEME: COLORS

Early Language and Literacy Success:
Infant Toolkit

Nemours[®] Reading BrightStart!

CAREGIVER STRATEGIES IN ACTION: SUPER SEARCHER

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 describe the crayons (purple, green, yellow)

Nouns: Identify, name or label materials or object (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

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.

Continued on next page

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 it is?

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

I 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.

CAREGIVER STRATEGIES IN ACTION: SUPER SEARCHER

Continued from previous page

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 him to place them back inside the box.

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.

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 these crayons 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!

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!

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 him 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 him hints and assistance to find the correct color.
- Encourage the infant to hide crayon for another friend to find.

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.

CAREGIVER STRATEGIES IN ACTION: INTERACTIVE STORYTELLING

**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 describe 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 Photograph Card
- Reproducible: Colored Mice Photograph Cards (red, blue, yellow, green, orange, purple)
- Reproducible: Paint Jars Photograph Cards (red, blue and yellow)

Select Books

- Include predictable text or simple storylines

Suggested Titles

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

Continued on next page

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's name)?*

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

- I see paintbrushes...and mice!*

Ask 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.*

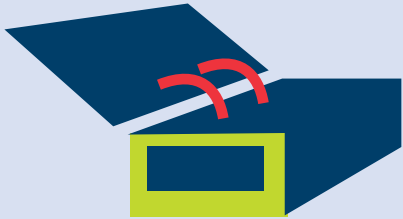
Invite the infant to mimic your action, touching the photograph, image or word.

- Can you touch the page with me?*

Continued from previous page

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. Create a door on the top of the shoe box. To make a door, place the shoe box on the floor with the opening on the top. Punch holes on one side of the shoe box. Place the lid of the shoe box on top of the opening. 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 the hinges of the door. Cut a square opening on one side of the shoe box. This opening should be large enough for you to place the props inside the shoe box without opening the door.



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.

Continued on next page

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 any 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.*

Continued from previous page

CREATE A POSITIVE LEARNING ENVIRONMENT

Reproduce and cut out one set of the White Mice, Colored Mice and Paint Jars Photograph 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 to place the book inside of; you can also use this basket to discard of photograph 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.

MODIFICATIONS AND ADAPTATIONS

For Younger Infants

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

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!

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.

CAREGIVER STRATEGIES IN ACTION: LISTEN! LISTEN!

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.)

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

Continued on next page

Experience Starter

Select **sensory materials** that encourage investigation.

Initiate interactions by showing the props in an interesting way. (Hold one of the colored musical bottles 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 non-verbal 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.

I 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)?

CAREGIVER STRATEGIES IN ACTION: LISTEN! LISTEN!

Continued from previous page

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.

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.

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 ear. 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.

I 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?

MODIFICATIONS AND ADAPTATIONS

For Younger Infants

- Hold the infant in your lap and encourage him to reach into the basket and grab a colored shaker.
- Gently, using hand over hand assistance, help him 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 his hands.

For older Infants

- Include your favorite CD 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.

CAREGIVER STRATEGIES IN ACTION: LISTEN! LISTEN!

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.

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 his 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 initiating positive interactions and relationships with peers and caregivers.

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

CAREGIVE STRATEGIES IN ACTION: MOVE MY BODY!

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 describe 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

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.

Continued on next page

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 to respond. Acknowledge the infant by adding language to his verbal or non-verbal 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 rubbing the color orange. Rub, rub!

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?

CAREGIVER STRATEGIES IN ACTION: MOVE MY BODY!

Continued from previous page

Sit with, or within reach of, mobile infants as you play and explore together. Use an enthusiastic voice to invite infants to explore the colorful footprints. Encourage infants to move in different ways from foot to foot, keeping in mind their age and abilities.

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

Yes, these are toes!

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, little 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, to the feet!

Cognitive Development

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

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

These blue 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.

CAREGIVER STRATEGIES IN ACTION: MOVE MY BODY!

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 her to bend and reach toward to 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 also 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.

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.

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!

CAREGIVER STRATEGIES IN ACTION: HOW IT WORKS (SCIENCE AND MATH EXPLORER)

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

Continued on next page

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 to respond. Acknowledge the infant by adding language to his verbal or non-verbal 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.

I like how you are wiggling 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.

CAREGIVER STRATEGIES IN ACTION: HOW IT WORKS (SCIENCE AND MATH EXPLORER)

Continued from previous page

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 blue 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 gooey!

Cognitive Development

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

I 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 her tummy and encourage her to reach, touch and feel the paint. Label and describe the colors she is touching and how they feel.
- Place the infant in your lap and encourage her to touch and feel the paint. Label the paint colors as she touches. Describe her actions and point out any new colors she creates.

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 colors 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?

CAREGIVER STRATEGIES IN ACTION: HOW IT WORKS (SCIENCE AND MATH EXPLORER)

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 the prop, 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 ten, tiny 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!

REPRODUCIBLE PAGE

Language Builder / Language Starter / Colorful Photograph Cards

Book Experience / Interactive Storytelling / White Mice Photograph Card

Book Experience / Interactive Storytelling / Colored Mice Photograph Cards

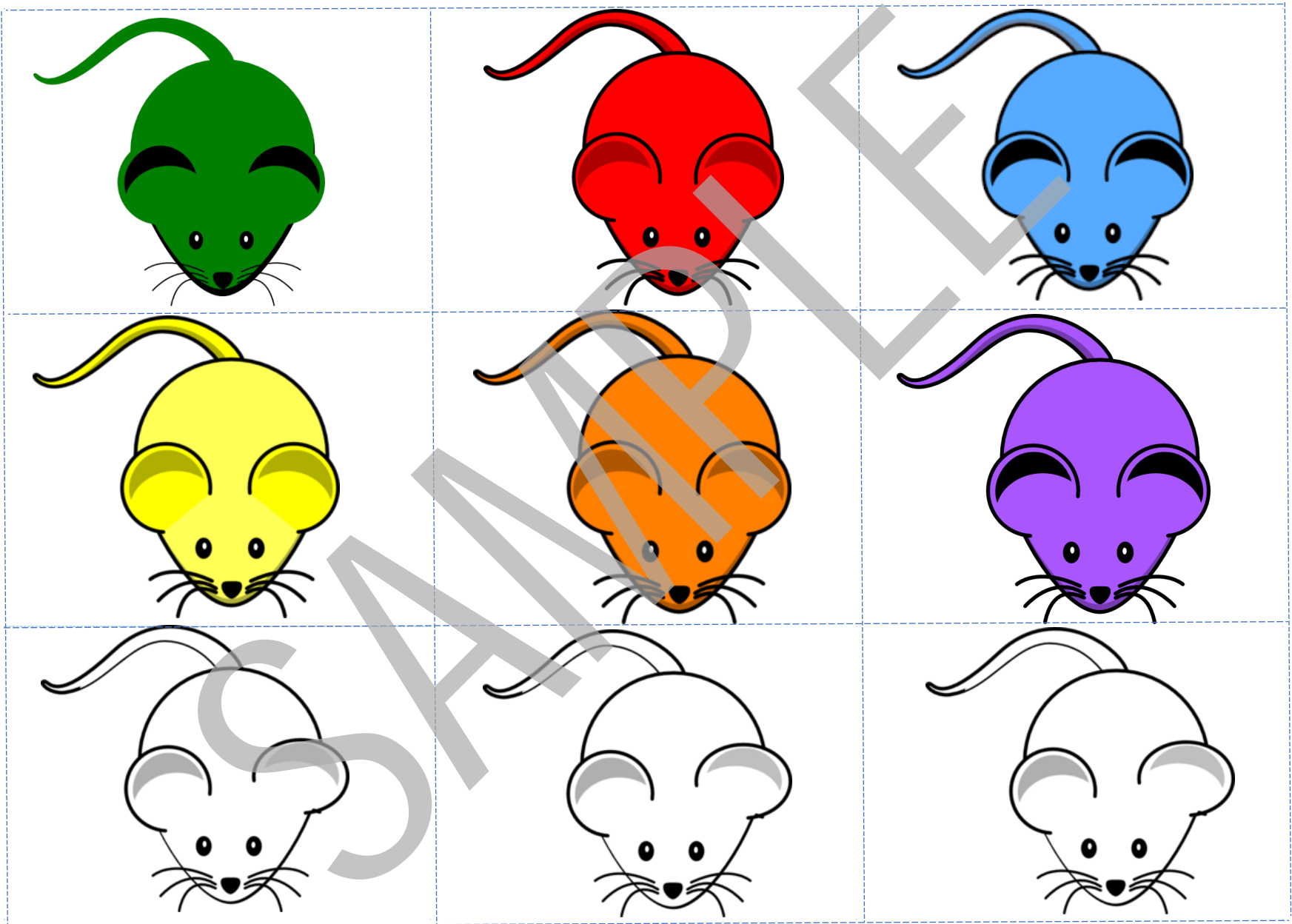
Book Experience / Interactive Storytelling / Paint Jars Photograph Cards

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

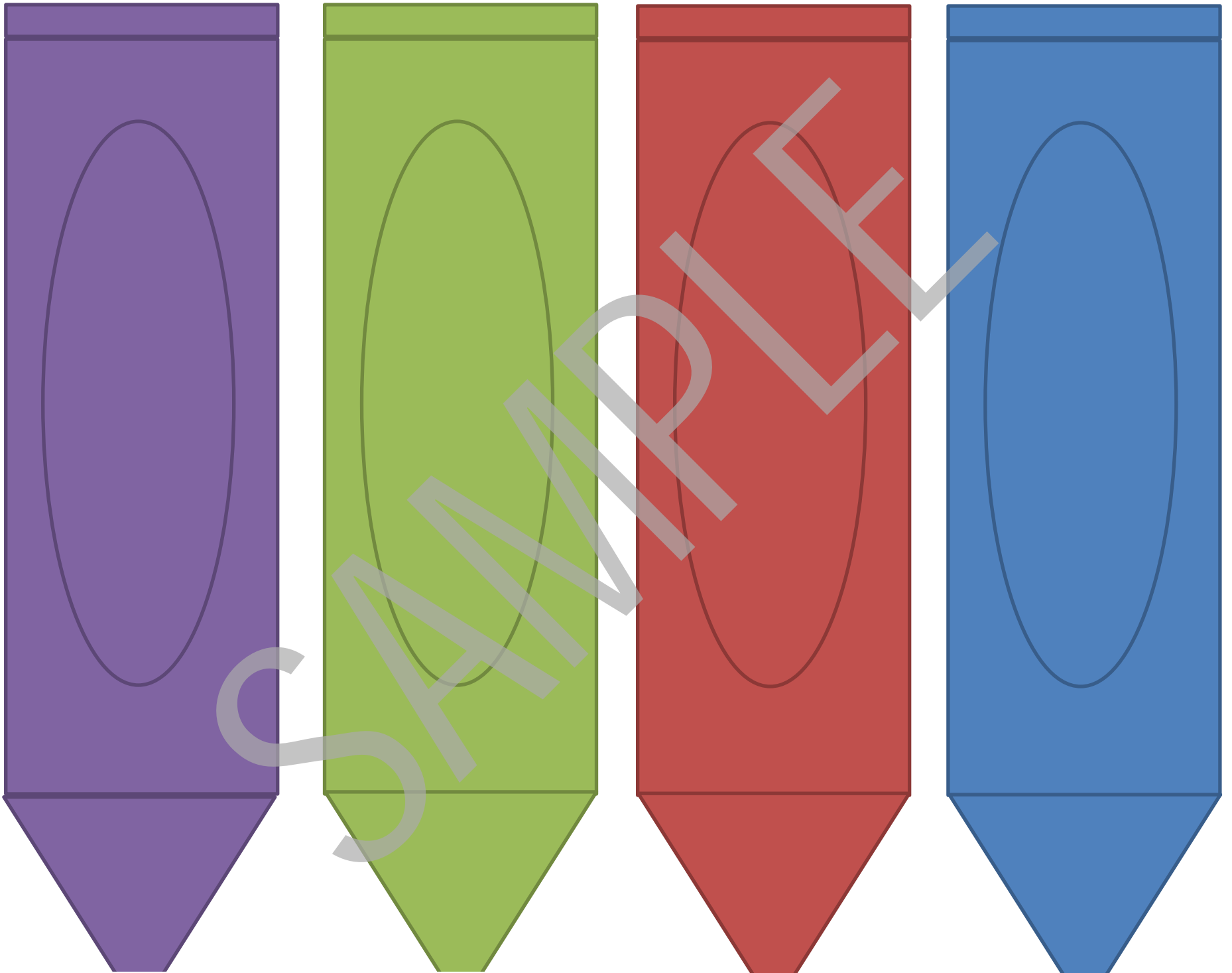




SAMPLE



SAMPLE



SAMPLE

