



Connections:

Infant and Toddler Curriculum for Responsive Caregiving, 6 Weeks-12 Months

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I. INTRODUCTION

Welcome to Connections: Responsive Caregiving for Infants and Toddlers. This portion of the curriculum is intended to support caregivers of infants from 6 weeks to 12 months old. Since infants change so rapidly over the first year of life, the curriculum is organized by age and includes guidance around responsive caregiving as well as activities, or play suggestions that can be implemented with babies from six weeks to three months, three to six months, six to nine months, and nine to 12 months.

Connections is grounded in the belief that all children, even very young infants, can share their needs, wants, and desires even before they are able to use spoken words to communicate. Through careful observation and thoughtful attunement, caregivers can learn to understand babies' cues and communication strategies, build strong bonds that foster trust and a sense of safety and security about the world, support growth and development, and provide warm, loving care.

With very young infants, and throughout the early childhood period, caregiving and curriculum are intertwined. When caregivers interact with babies throughout

the caregiving process, they are also teaching about the world and building skills across domains that are the foundation for later success. Connections supports caregivers in making the most of every minute they have with each baby. The Responsive Caregiving charts, central to the curriculum, outline some of the skills babies will be learning throughout each portion of the day. Additional guidance, in the form of play suggestions, is included in order to support caregivers in engaging with each baby when they are awake, alert, and ready to engage with the world around them.

While this curriculum is organized into four, three month age brackets, some of the play suggestions have been mapped across multiple ages. Section IX Appendices provides play suggestions in progressions by age to support caregivers in using similar activities for infants of multiple ages and/or as an individual infant develops. Caregivers can use these suggestions to complete a weekly planning template for each child in their care. In Connections, planning for infants is done at an individual level in order to support caregivers in carefully observing each

child, reflecting on their observations, and making decisions about care based on the need of each individual. This type of thoughtful and responsive care works best when classrooms implement the primary caregiver model.

Central to implementation of Connections is partnering with families. It is extremely important to get to know the families of the children you serve. Work with your families to understand their values and caregiving practices, and use this knowledge as well as what you see children do each day to guide your classroom caregiving practices. Some of the strategies and content in this document may need to be modified to better serve the families in your program.

Language and communication preferences are also important areas for connection with families. It is important to make an effort to provide resources for families in their home language, and support the use of the families' home language in the classroom. Additionally, whenever possible, communicate with families in the method that works best for them. For example, some families may prefer

written notes about their child's day, while others may prefer online communication.

We hope you enjoy using this resource to build strong, trusting relationships, and engage in responsive caregiving with each child and family in your care. Please reach out to deceinstruction@schools.nyc.gov with any feedback or questions.

Connections: Responsive Caregiving for Infants and Toddlers

The New York City Connections curriculum is designed to support infant and toddler educators in providing responsive care. While the curriculum offers guidance for caregivers of children from 6 weeks through 3 years, it is comprised of three sections: 6 weeks to 12 months, 12-24 months, and 24-36 months. Connections is grounded in research on developmental expectations as described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF), which outlines the development programs support as they engage with our youngest children. By using Connections as written, programs will ground their practice in the expectations and expertise of the ELOF. Teaching staff should refer to the ELOF when implementing Connections in order to connect their observations of each child with ELOF goals and to guide their planning as they work to meet the needs of all children in their care.

Guiding Principles of the Early Learning Outcomes Framework:

Each child is unique and can succeed. Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.

Learning occurs within the context of relationships. Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.

Families are children's first and most important caregivers, teachers, and advocates. Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.

Children learn best when they are emotionally and physically safe and secure. Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.

Areas of development are integrated, and children learn many concepts and skills at the same time. Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.

Teaching must be intentional and focused on how children learn and grow. Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.

Every child has diverse strengths rooted in their family's culture, background, language, and beliefs. Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

Click [here](#) to access the Guiding Principles of the Head Start *Early Learning Outcomes Framework* online

Early Learning Outcomes Framework Domain Organization

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Click [here](#) to access the Guiding Principles of the Head Start *Early Learning Outcomes Framework* online

II. SIX WEEKS to THREE MONTHS

A. RESPONSIVE CAREGIVING

Learning to feel comfortable, safe and secure in the world

Every baby is unique with its own needs, wants, and desires. However, there are some behaviors and characteristics typical to each stage of development, as well as responsive approaches and strategies adults can use that encourage growth and development. Use this chart to reflect on babies' behaviors and your own responses.

SLEEPING	BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
	<p>BABIES OFTEN</p> <p>Sleep about eight to nine hours in the daytime and about eight hours at night. They typically sleep for short periods (just one to two hours).</p> <p>Communicate tiredness by:</p> <ul style="list-style-type: none"> • Rubbing their eyes • Rubbing and/or pulling their ears • Yawning • Looking away • Fussing • Crying 	<p>ADULTS SHOULD</p> <p>Talk to families about their routines for infant sleep. Whenever possible, use the same routines the family uses.</p> <p>Allow plenty of time for the baby to sleep.</p> <p>Let babies sleep when they show signs of tiredness.</p> <p>Share they notice signs of tiredness and ask babies if they would like to sleep.</p> <p>Narrate their own actions and babies' actions as they put them to sleep. For example, adults might say, "You are showing me that you are tired, let's get you ready for a nap," and "I am going to lay you down in your crib now." Use a quiet, calm and soothing voice. Reassure the babies you will be there when they wake up.</p> <p>Play soft music, and/or white noise in the sleeping area, and while they put babies to sleep.</p>	<p>BABIES WILL BE LEARNING</p> <p>To sleep well and to sleep on their own.</p> <p>To recognize when they are sleepy.</p> <p>To trust you. When you talk to babies as you put them to sleep, you are bonding with them. Although babies will not respond with words, or even understand the words you are saying, they understand your tone, pace, and affect. A soft, slow, and loving tone blankets babies with warmth and provides the security they need to fall asleep.</p> <p>To develop a sleep routine. Sleeping in their own designated spaces helps associate the space with sleep.</p>

		Hold babies and handle them gently as they put them to sleep. Place babies in their designated sleeping space for naps. Always place babies on their backs to sleep.	
DIAPERING	BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
	Respond to smiles, touch, song, and gentle voices	Talk to families about their diapering routines and beliefs. Whenever possible, align practices to the families' preferences.	
	Look at their hands or feet and put their hands in their mouths.	Let babies know you notice they need to be changed. Share that you would like to pick them up to change.	To trust you. Although babies will not respond with words, or even understand the words you are saying, they will understand your tone, pace, and affect. A soft, slow, and loving tone blankets babies with warmth and provides security.
	Cry to communicate discomfort.	Smile, chat lovingly, sing, throughout the diaper change Narrate their own actions and babies' actions throughout the diapering process.	About their bodies as well as language and early communication skills. <i>I do, you respond.</i> This repetitive cycle supports babies' ability to develop secure relationships.
EATING	BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
	Eat approximately 6 times per day. This means they will eat about every 2 hours.	Acknowledge babies distress and respond accordingly. Make modifications to the changing process if possible. Talk to families about their feeding routines and beliefs. Whenever possible, align practices to the families' preferences.	To understand the world is a safe place to learn and that trusted adults are a resource to get their needs met.
		Feed babies; follow the routines established with their families, and their natural rhythms.	That they will be comforted and fed within a certain period. Out of this awareness they will

<p>Need to learn how to latch on to a nipple.</p>	<p>Cradle babies in their arms while feeding. Allow breaks for burping during feeding.</p>	<p>begin to make limited efforts towards self-regulation. They are safe and cared for, which in turn will support their efforts in feeding effectively. That when their body has a need, a trusting adult will help meet the need.</p>
<p>Communicate hunger by:</p> <ul style="list-style-type: none"> • Putting their hands to their mouths • Turning their heads towards the breast or bottle • Puckering, smacking, or licking lips • Clenching their hands over their chests or tummies • Flexing arms and legs • Crying 	<p>Watch and listen to the babies to learn their different cues. Note that crying is often a late cue for hunger. Aim to identify hunger through an earlier cue.</p> <p>Share with babies that you noticed they seem hungry and ask if it would like to eat. Although babies will not respond with words, these types of interactions provide a sense of security, and help with regulating affect and body arousal.</p>	<p>How to listen to their bodies' cues. Healthy eating habits. They are special to you. They are safe in your care. Mealtimes can be fun and happy.</p>
<p>Communicate fullness by:</p> <ul style="list-style-type: none"> • Frequently stopping and restarting to eat during a feed • Spitting out or turning their heads away from breast or bottle 	<p>When you notice babies exhibiting cues of fullness, share this observation with them and ask if they are done eating.</p> <p>Stop feeding babies when they seem done.</p>	<p>How to listen to their body's cues. Healthy eating habits. They are special to you. They are safe in your care.</p>

	<ul style="list-style-type: none"> • Fidgeting or appearing distracted • Slowing down their pace of eating, or falling asleep during a feed • Relaxing hands 	Mealtimes can be fun and happy.
PLAYING	<p>BABIES OFTEN</p> <p>Enjoy observing looking at faces, bright colors, sharp contrasts, and patterns.</p> <p>Demonstrate readiness for play with bright, alert eyes</p> <p>Develop their social smile around 6 weeks. They usually smile for any face that appears within one foot of their own face.</p> <p>Develop a belly-laugh and begin to show joyful excitement around 3 months</p>	<p>ADULTS SHOULD</p> <p>Provide opportunities for babies to either look into your face, the face of other babies or their own face as well as bright and contrasting objects or visuals with varying patterns.</p> <p>Interact with them. Consider:</p> <ul style="list-style-type: none"> • Giving them your finger or a toy to grasp. Hold the object within their reach so they can bat it with their hands or feet. • Singing to them. • Talking with them. Pay attention to facial expressions, pacing, vocalizations, physical orientation, and gaze. Respond to cues by joining and connecting with the same energy level the baby is displaying. • Use voice inflection without making the volume too loud. This promotes engagement without overwhelming babies. • Reading to them. • Placing them on a blanket on the floor and allowing them to <p>BABIES WILL BE LEARNING</p> <p>To focus their attention on something interesting. In later months, this will support babies' development of hand-eye coordination. Babies' eyes are not fully developed and therefore are attracted to contrasting colors and geometric shapes.</p> <p>To communicate and engage in back and forth exchanges.</p> <p>How you can both influence each other. Learning these patterns of relating helps them understand what to expect from their environment.</p> <p>How their bodies moves and how to use them intentionally.</p>

	<p>explore movement by stretching and reaching for objects.</p> <ul style="list-style-type: none">Smiling as you engage with them. Babies read your facial expressions. Be aware that angry, sad or disgusted faces will impact their reactions.	
Communicate overstimulation or disinterest by:	<ul style="list-style-type: none">CryingTurning awayArching their backs <p>Calm them by holding, rocking, using soft, comforting language, guiding their fingers to their mouths, giving a pacifier, or offering a special object.</p>	That it is safe to try something again.

B. PLAY SUGGESTIONS: 6 Weeks to 3 Months

When babies are awake and showing signs of readiness to explore the world around them, consider implementing activities from the following menu. Select activities to implement based on your observations of the baby, paying careful attention to development and interest. Use the ELOF to guide decisions about development. Suggestions can be modified to meet children's interests and align to specific ELOF goals.

Suggestions in the first chart below are activities that are a part of an activity progression. This means these activities can be implemented as written here with children between 6 weeks and 3 months old and an age appropriate variation of this activity is included for each of the later age ranges (3-6 months, 6-9 months, and 9-12 months). The names of the suggestions are consistent across ages. All of these activities can be found, in sequence, in Section IX Appendices. The suggestions in the second chart are intended for children 6 weeks to 3 months, but they are not written with corresponding activities across age ranges.

Activities that are shaded gray can be integrated into routine care (e.g. diapering or feeding). Activities that are shaded with stripes offer opportunities to engage with families.

Use the ideas included in this section in conjunction with the planning template in Section IV to create a weekly plan for each child.

TOYS	PEEK-A-BOO	BODIES	SENSES	NOTICINGS	SCENTS
Put the baby on the floor and ensure overhead lights are dimmed or not shining in their eyes. Hold an object so the baby can see it, but not too close to their face. Slowly move the object side to side and back and forth while calming saying the baby's name. See if the baby follows the object either with their eyes or with a head turn while you move it.	Play peek-a-boo with the baby. Either use your hands or a cloth, cover your face for 1 second and with gentle excitement say "Peek-a-boo! I see you (Baby's name)	Gently massage the baby. Massage and move their limbs one at a time. If the family has approved, massage with baby-safe lotion. As you are gently massaging, talk or sing about the different body parts you are touching. Stop massaging if the baby seems upset or distressed at all.	Gently shake a rattle on one side of the baby and see if the baby turns toward the noise. If they do, celebrate with them and share that you are going to shake it again on their other side. If they do not move toward the rattle, gently put it in their line of sight and see if they look toward the rattle.	Gently create a variety of sounds with your voice. See if the baby moves their mouth or makes sounds along with you.	Place a variety of very subtly scented items under the baby's nose and take note if they turn away or move toward the smell – demonstrating their likes and dislikes. Note: choose scents that are strong enough for the baby to smell, but are not overwhelming or unpleasant.
RHYTHM Sing a song and gently clap the baby's hands together to the rhythm. Stop if the baby shows any signs of distress.	LIGHTS Turn down the lights in the classroom, shine a beam of light from a flashlight on the ceiling, and slowly move it around. See if the baby tracks the light.	BOOKS Hold the baby and read a book with them. If possible, select a book that includes high contrast and black and white illustrations. Ensure that they can see the	BABY DOLLS Hold up a doll for the baby to see. Label the different parts of the doll. As you talk about the parts of the doll, note that the baby has these same parts. For example, you	EMOTIONS Hold the baby close to your face and speak to them gently. Be sure to use a warm tone and gentle voice so as not to overwhelm them.	HEAD AND SHOULDERS Hold the baby and calmly sing "Head, Shoulders, Knees and Toes." As you sing, gently touch the corresponding body parts.

		pages. Note if the baby attempts to reach out for the pages or looks at the speaker.	might say, "Here is the baby doll's hand. You have a hand too" as you gently touch the baby's hand.		
MIRRORS Bring the baby to a mirror. Hold the baby close enough that they can see themselves and you. Talk about what you see in the mirror and what the baby is doing.	TEXTURES Gently stroke the baby with different textured fabric pieces. Attend to their reactions and tell them when they seem to be indicating their likes and dislikes.	PICTURES Show the baby high contrast black and white pictures. Talk with the baby about what they may be seeing and the different shapes in the pictures.	WHAT DO YOU SEE? Show the baby a mirror and talk with the baby about what you see.	INSTRUMENTS Use a variety of instruments or materials to play different sounds for the baby. Talk to the baby about the types of sounds the instruments make.	I SEE YOU Play peek-a-boo with the baby by moving in and out of the baby's line of vision. When you move back into their line of vision say, "I see you" in a gentle voice
CHANGING While changing the baby, narrate what you are doing, sing songs, and/or say poems, or nursery rhymes to strengthen your bond with the baby and help them develop language skills.	SIGNS During mealtime talk to the baby about how you are preparing their food and what they are eating. While they are taking their bottle say, "Now you are drinking your milk."	CONVERSATIONS As the baby gives their cues for being hungry, tired, or disinterested, talk to the baby about what you're noticing. For example, "I see you sticking out your tongue a lot. It seems like you are telling me you are hungry. Let's get your bottle ready"	LOOKING AROUND While changing the baby, label the baby's movements, or talk about what is in their line of vision. For example, if the baby kicks their leg you can say, "You are kick, kick, kicking!" Or if they are looking at images posted in the room, you might say, "It looks like you are looking at that picture of clouds"	FAMILY FAVORITES Ask families what songs they sing or books they read with the baby. If you are unfamiliar with the songs, ask if they can write the words for you. If you do not have the books, ask if you can borrow them for a little while, or propose trading a classroom book for the favorite book from home for a short period.	WITH MY FAMILY Ask the family what they have noticed their baby enjoys at home or somewhere else. Make a note and try to replicate in the classroom.
PHOTOS Using photos of the family members and important people in the baby's life, make a mobile for the baby. During awake time hold it over the baby and talk to the baby about who is in each picture. Celebrate their efforts to reach or kick the mobile.					

SWING	LOOK	LIFT	TAKE A WALK	WALK	MOTIVATED
Put the baby in a baby swing (ensure they are completely secured). Gently rock and sing and/or talk to them.	Hold a toy or rattle in front of the baby. Notice their actions. Encourage the baby to grab for the toy. If they are looking at it say, "I see you looking at ____".	Place the baby across your lap and show them, at their eye level, a motivating or interesting toy. Notice and celebrate how the baby lifts their head to see the toy.	Take the baby for a walk outside. While walking sing or narrate for the baby what you are doing, what you are seeing, and where you are going. If possible, provide the baby with materials and objects from the natural world to explore (e.g., leaves, flowers and grass).	Hold the baby in your arms and gently sing a song to them so they begin to recognize your voice as a trusted caregiver.	Put the baby on the floor and ensure overhead lights are dimmed or not shining in their eyes. Present a motivating toy by holding or dangling it above them. Celebrate the baby's attempts to grab the toy or pick up their feet or arms off the ground in excitement.
EXPLORE	CHANTS AND RYHMES	DRESSED	IMPORTANT		
Share familiar and unfamiliar toys with the baby. Invite them to use their senses to explore the toys. Note how they respond to the toys and describe their reactions and actions aloud to them.	After changing the baby's clothes or diaper, play <i>This Little Piggy</i> (or another song, rhyme, or finger play reflective of the baby's family) while gently wiggling their toes.	While dressing the baby, talk about what you are doing and the different articles of clothing you are using.	Ask the family to bring in pictures of important people or pets in the child's life. Show the baby the pictures and talk to them about who is in the picture. Consider making a book using these pictures for the child.		

III. THREE MONTHS to SIX MONTHS

A. RESPONSIVE CAREGIVING

Loving, laughing, and delighting in you!

Every baby is unique with its own needs, wants, and desires. However, there are some behaviors and characteristics typical to each stage of development, as well as responsive approaches and strategies adults can use that encourage growth and development. Use this chart to reflect on babies' behaviors and your own responses.

SLEEPING	BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
	BABIES OFTEN Sleep about four to five hours during the day. They may take two or three longer naps, or several smaller naps throughout the day. Communicate tiredness by: <ul style="list-style-type: none"> • Rubbing their eyes • Rubbing and/or pulling their ears • Yawning • Looking away • Fussing • Crying 	ADULTS SHOULD Talk to families about their routines for infant sleep. Whenever possible, use the same routines the family uses. Allow for varied sleep schedules. Note babies' demeanor when awake. If they are generally happy when they are awake this likely means they are getting enough sleep.	BABIES WILL BE LEARNING To listen to their bodies. To recognize when they are sleepy. Share they notice signs of tiredness and ask babies if they would like to sleep. Narrate their own actions and babies' actions as they put them to sleep. For example, adults might say, "You are showing me that you are tired, let's get you ready for a nap," and "I am going to lay you down in your crib now." Use a quiet, calm and soothing voice. Reassure the babies you will be there when they wake up.

DIAPERING

	<p>Play soft music, and/or white noise in the sleeping area, and while they put babies to sleep.</p> <p>Hold babies and handle them gently as they put them to sleep. Place babies in their designated sleeping space for naps.</p> <p>Always place babies on their backs to sleep.</p>	<p>To develop a sleep routine.</p> <p>To associate this space with sleep.</p>
BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
Respond to smiles, touch, song, and gentle voices.	<p>Talk to families about their diapering routines and beliefs. Whenever possible, align practices to the families' preferences.</p> <p>Let babies know you notice they need to be changed. Share that you would like to pick them up to change.</p> <p>Smile, chat lovingly, sing, throughout the diaper change</p>	<p>To trust you. A soft, slow, and loving tone blankets babies with warmth and provides security.</p>
Look at their hands or feet and put their hands in their mouths.	Narrate their own actions and babies' actions throughout the diapering process.	About their bodies as well as language and early communication skills. <i>I do, you respond.</i> This repetitive cycle supports babies' ability to develop secure relationships.
Cry to communicate discomfort.	Acknowledge babies distress and respond accordingly. Make modifications to the changing process if possible.	To understand the world is a safe place with trusted adults who care for them.

EATING

BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
<p>Eat every 3-5 hours.</p> <p>Get most of their nutrition from breast milk and/or formula.</p> <p>Start to eat solid foods around 6 months (See Section IV. A for more information on introducing solid foods).</p> <p>Try to hold their bottle during feedings.</p> <p>Become more aware of the world around them and may want to look at the world around them while feeding.</p> <p>Coo, hum or vocalize during feeding.</p>	<p>Talk to families about their feeding routines and beliefs. Whenever possible, align practices to the families' preferences.</p> <p>Engage with babies throughout the feeding process by singing and chatting in a gentle voice.</p> <p>Allow breaks for burping during feeding.</p> <p>Cradle babies in their arms while feeding. Allow for some flexibility for them to look around the room.</p> <p>Respond to their vocalizations and engage in back and forth exchanges.</p> <p>Watch and listen to the babies to learn their different cues. Note that crying is often a late cue for hunger. Aim to identify hunger through an earlier cue.</p> <p>Share with babies that you noticed they seem hungry and ask if they would like to eat. Although babies will not respond</p>	<p>That they will be comforted and fed within a certain period. Out of this awareness they will begin to make limited efforts towards self-regulation.</p> <p>That when their body has a need, a trusting adult will help meet the need.</p> <p>That the world is an interesting place and that you will support their discovery of it while caring for their basic needs.</p> <p>To strengthen their bond with you and develop communication skills.</p> <p>How to listen to their bodies' cues.</p> <p>Healthy eating habits.</p> <p>They are special to you.</p> <p>They are safe in your care.</p>
<p>Communicate hunger by:</p> <ul style="list-style-type: none"> • Putting their hands to their mouths • Grabbing or pulling at a bottle or at the clothes of a primary caregiver. • Turning their heads towards the breast or bottle 		

	<ul style="list-style-type: none">• Puckering, smacking, or licking lips• Babbling or other vocalizations• Crying	<p>with words, these types of interactions provide a sense of security, and help with regulating affect and body arousal.</p> <p>Feed them; follow the routines established with their families, and their natural rhythms.</p>	<p>Mealtimes can be fun and happy.</p>
Communicate fullness by:	<ul style="list-style-type: none">• Frequently stopping and restarting to eat during a feed• Closing mouth• Spitting out or turning their heads away from breast or bottle• Fidgeting or appearing distracted• Slowing down pace of eating, or falling asleep during a feed• Pushing bottle away from mouth	<p>When you notice babies exhibiting cues of fullness, share this observation with them and ask if they are done eating.</p> <p>Stop feeding babies when they seem done.</p>	<p>How to listen to their body's cues.</p> <p>Healthy eating habits.</p> <p>They are special to you.</p> <p>They are safe in your care.</p> <p>Mealtimes can be fun and happy.</p>

PLAYING	BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
	<p>Practice controlling their bodies and explore how to:</p> <ul style="list-style-type: none"> • Scooch or creep around by thrusting their legs or hauling along with their arms • Roll from tummy to back 	<p>Place babies in different positions.</p> <p>Consider placing babies on their stomachs for tummy time. Note that some babies find this extremely uncomfortable. Move babies if they show any signs of distress.</p> <p>Engage with babies as they explore. Reflect on their actions and celebrate their movements and discoveries.</p>	<p>To explore how their bodies work and move.</p> <p>Persistence. When adults interact with children and celebrate their attempts to try new things, they are more likely to persist in the task, obtain mastery, continue to take risks, and develop self-confidence.</p> <p>That what they have to say is important.</p>
	<p>Practice their developing language and communication skills:</p> <ul style="list-style-type: none"> • At 2 to 3 months by cooing, laughing, and squealing • At 3-4 months by engaging in back and forth exchanges where they remain quiet when someone else is talking and babble back in response • At 6 months by beginning to repeat some consonant sounds like ba-ba-ba, da-da-da, or ma-ma-ma. 	<p>Engage in back-and-forth exchanges.</p> <p>Use parallel talk to narrate babies' actions.</p> <p>Repeat the sounds and vocalizations babies make.</p> <p>Talk about objects in the environment.</p> <p>Talk to babies, pausing to give them opportunities to respond.</p> <p>Use a sing-song voice when speaking to babies.</p> <p>Provide opportunities for babies to explore the world around them.</p>	<p>To hear and make new sounds.</p> <p>To begin to understand what words mean.</p> <p>To engage in conversation.</p> <p>To continue to practice experimenting with language.</p>

Begin to grab objects when they are put in their hand.	Provide opportunities and objects for children to explore the world around them.	To explore their power and role in the world by experimenting with the ways their actions can cause a reaction.
To briefly hold, look at, and manipulate objects. They may begin to turn objects over in their hands, bang them on the floor, drop objects and try to pick them up again, and put objects in their mouths.	Place children in spaces where they are able to freely move their bodies.	
Track the movement of objects when moved from side to side.		
Try to reach or hit objects/		
Kick at objects placed by their feet		
Grab onto their feet, and track them as they move around.		

B. PLAY SUGGESTIONS: 3 Months to 6 Months

When babies are awake and showing signs of readiness to explore the world around them, consider implementing suggestions from the following menu. Select activities to implement based on your observations of the baby, paying careful attention to development and interest. Use the ELOF to guide decisions about development. Suggestions can be modified to meet children's interests and align to specific ELOF goals.

Suggestions in the first chart below are part of an activity progression. This means these activities can be implemented with children between three months and six months old and an age appropriate variation of this activity is included for each of the other age ranges (6 weeks-3 months, 6-9 months, and 9-12 months). The names of the suggestions are consistent across ages. All of these activities can be found, in sequence, in Section IX Appendices. The suggestions in the second chart are intended for children 3 months to 6 months, but they are not written with corresponding activities across age ranges.

Activities that are shaded gray can be integrated into routine care (e.g. diapering or feeding). Activities that are shaded with stripes offer opportunities to engage with families.

Use the ideas included in this section in conjunction with the planning template in Section IV to create a weekly plan for each child.

TOYS	PEEK-A-BOO!	BODIES	SENSES	NOTICINGS	SCENTS
If the baby is able to hold up their head well enough to sit, hold an object in front of them and slowly move it from side to side. Observe the baby to see if they follow the object with their eyes. For babies who are just learning to sit, surround them with soft materials.	Place the baby in a seated position (supported or unsupported, if able) and play peek-a-boo with a cloth. Start by putting your body in front of the baby, then move your body to the baby's side and see if the baby follows you.	After changing the baby, gently massage them. Massage and move their limbs one at a time. As you are gently massaging, talk or sing about the different body parts you are touching. Stop massaging if the baby seems upset or distressed at all.	Gently shake wrist bells and see if the baby follows the sound. Place the bells within the baby's reach and see if the baby reaches for them.	Place the baby on their back with their feet under a mobile or motivating toy. Tap the mobile or toy so the baby can see how it moves and invite them to try to kick the mobile/toy on their own. Celebrate successes as well as all attempts to move their body.	Provide assorted scented items for the baby to experience. Note how they demonstrate likes and dislikes through actions such as moving toward or away. Choose scents that are strong enough for the baby to smell, but are not overwhelming.
RHYTHM Sing a song and gently clap the baby's hands together to the rhythm or tap the rhythm on one of the baby's body parts (e.g. arm). Stop if the baby shows any signs of distress.	LIGHTS Place the baby in a seated position (assisted or unassisted), turn down the lights in the classroom, and hold a flashlight just above the baby so that it shines in front of them. Move the light around gently and notice if the baby tries to track it.	BOOKS Hold the baby and read a book with them. If possible, select a book that includes high contrast and black and white illustrations. Ensure that they can see the pages. Note if the baby attempts to reach out for the pages or looks at the speaker.	BABY DOLLS Cradle a baby doll and sing, <i>Rock-A-Bye Baby</i> in front of the baby. Pretend to put the doll to sleep and narrate your actions with phrases such as, "I'm going to rub your head baby" and "Now I'm going to rub your legs and feet." Talk with the baby about how they go to sleep.	EMOTIONS Hold the baby close to your face and speak gently. Let the baby touch your face and talk with them about the features they are touching.	HEAD AND SHOULDERS Sit near the baby, place a baby doll by you and the baby and sing <i>Head, Shoulder, Knees and Toes</i> . Touch the body parts of the doll as you sing the song. If the baby reaches for the doll, let them touch and explore the baby.

MIRRORS	TEXTURES	PICTURES	WHAT DO YOU SEE?	INSTRUMENTS	I SEE YOU
Bring the baby to a mirror. Hold the baby close enough that they can see themselves and you. Talk about what you see in the mirror and what the baby is doing.	Provide an assortment of different textured fabric pieces for the baby to explore. If the baby does not reach out to touch them on their own, consider gently guiding their hand over the fabric. Attend to their reactions and tell them when they seem to be indicating their likes and dislikes. Stop if a baby signals distress and do not force the baby to touch a specific texture.	Show the baby high contrast black and white pictures. Talk with the baby about what they may be seeing and the different shapes in the pictures.	Look in a mirror with the baby, make faces and demonstrate different emotions. Label the emotions, note how the baby responds, and talk about when you feel different emotions.	Provide a variety of instruments or materials that can make different sounds. Invite the baby to explore with you. Demonstrate how the items can make noise, then give them to the baby to explore.	Sit in front of the baby. Use a cloth to cover your face. Remove
WATER PLAY	RAMPS	MOVING	SENSORY EXPLORATION	HIDDEN OBJECTS	UP AND DOWN
Seat the baby in a highchair, or somewhere with a hard, flat tray, or other similar surface. Pour just enough water on the tray so the baby can make a little splash. Invite the baby to explore the water by putting their hands in it. Note, this activity could be done as a transition before or after a mealtime.	Provide an assortment of textured or sensory balls. Invite the baby to explore the balls.	Invite the baby to sit in your lap. Sing, "Row Your Boat" as you gently rock back and forth while simultaneously moving their arms in a crawling motion.	Create a sensory bag by filling a Ziploc bag with a small amount of water, paint, or gel-like substance. Securely tape all the sides to prevent leakage. Place the sensory bag in front of the baby and invite baby them to explore. Be mindful of babies with teeth	Place an object the baby enjoys on the floor in front of the baby. Cover a portion of the object with a small blanket or piece of cloth. Ask, "Where did it go?" and see if the baby attempts to reach for the object.	Ask the baby if they would like to be picked up and gesture "up" with your arms. Note the baby's response. If the baby mimics your movements, or otherwise communicates a response, celebrate this communication and pick them up. If they do not seem interested, do not pick them up.
LEGS	BALLS	EXPLORATION	BUBBLES	TUBES	MUSIC
Sit with your legs out in front of you. Support the baby in standing on your lap. Hold the baby securely and gently bounce your legs. Sing to the baby as you bounce them to the rhythm of the sing.	Place the baby on a blanket. Give the child a ball to explore. If they drop the ball, notice if they follow it with their gaze or reach out for it. Hand them the ball again, if they are interested.	Provide a small bin or a bowl and fill it with a very little bit of water and invite the baby to explore.	Blow bubbles with the baby. Blow the bubbles in near the baby, but not directly in their face. As the bubbles pop, narrate what is happening. Use an expressive voice and gently clap your hands to imitate a balloon popping.	Supply tubes and invite the child to explore them.	Place wrist bells around the baby's feet or ankles and lay them on their back. Observe how they react. Remove the bells if the baby shows any signs of distress.

PULL	CHANGING	SIGNS	CONVERSATIONS	LOOKING AROUND	EATING
Fill an empty tissue box with scarves. Secure it to the floor. Place the baby on the floor just out of reach of the box. Model pulling the scarves out of the box. Support the baby in reaching for the scarves.	While changing the baby, narrate what you are doing, using a musical voice. Pay attention to where the baby is attending and respond accordingly with phrases such as "I see you looking at ____."	During mealtime introduce the baby sign language sign for "more" to the baby. Say and do the sign as you give the baby more food. Ask the baby if they want more, do the sign and then give the baby more food, if they seem like they might want more. Use this sign with the baby frequently. See Section IX Appendices for guidance on making the "more" sign.	Narrate and respond to the baby's cues throughout the day. For example, if they reach for something, you might say, "You are reaching for _____. It looks like really want it." Or, if they are rubbing their eyes, you might say, "I notice you rubbing your eyes. It looks like you are telling me you are tired. Let's get ready for nap"	Hang a variety of pictures above the changing area so children can see them during diaper changes. If you notice them looking at the pictures, talk to them about what they see	As babies start to eat solids, allow them to try to feed themselves. Give them some items of food to explore on their own, or a spoon, or bowl. Note that this activity may be messy or may not be acceptable with all families. Be sure to talk with families about this practice before implementing.
CHAT	FAMILY FAVORITES	WITH MY FAMILY	PHOTOS	FAMILY FUN	VISIT
Chat with the baby. Notice the sounds they make, such as open-ended vowels (e.g., "aaaaaa"). Repeat the sounds they make and model adding consonants (e.g., "ba-ba")	Ask families what songs they sing or books they read with the baby. If you are unfamiliar with the songs, ask if they can write the words for you. If you do not have the books, ask if you can borrow them for a little while. Incorporate hand movements, gestures, and signs as you read and/or sing with the baby.	Ask the family to share some of the ways they have noticed their baby growing and developing at home, noting new things the baby seems to enjoy. If possible, replicate some of these same experiences in the classroom.	Share laminated photos of the family members and important people in the baby's life them. Point to the pictures and name who is in each one. Allow the baby to hold and manipulate the pictures.	Invite families to the classroom to experience different parts of the day with their baby. Share your noticings and invite them to explore the classroom toys with their baby. Ask them to share some of the things they like to do at home with their baby.	If the baby has an older sibling, invite the sibling (and a grown up) to the classroom to play. Invite the sibling and the baby to explore some of the classroom toys together.

I SEE	ANIMALS	REACH	BUBBLES	SENSORY	SWING
Take the baby on a walk outdoors. Talk about what you see and what it appears the baby may see as well.	Show or create a book about animals. Hold the baby and read the book together. Label the different animals in the book and make the noises the animals make.	Place the baby on their back. Set a few toys to the baby's side, just beyond their reach. Support the baby in trying to reach and roll to the toys. Repeat with the baby on their stomach and support their attempts to roll from front to back. Move the baby to another position if they show any signs of distress.	Take the baby outside. If possible, find a place to sit. Hold the baby in your lap and blow bubbles. Notice if the baby tracks the bubbles with their eyes or reaches out to touch them.	Invite the baby to explore sensory materials that are safe to eat such as yogurt or cottage cheese. Note that the baby will likely end up tasting some of the materials. Be sure the family is OK with the baby eating this food.	Place the baby in a swing and fasten them securely. Play peek-a-boo with them as they swing back and forth.
FEET	MORE	LEAN	TOUCH	PARTS	DANCE
Put the baby's socks on their feet and lay them on their back. Gently touch and wiggle their toes through their socks focus their attention on their feet. Support and encourage baby to lift their feet up and pull their socks off.	Gather a small amount of toy animals and sing an animal song. Walk each animal up the baby's leg as you sing about it. Demonstrate the sign for "more" between animals. Note how the baby responds. Celebrate all attempts to communicate.	If a stability ball is available, place the baby on top. Be sure to hold the baby securely at all times. Look at the baby and narrate your actions for them. Slowly lean the baby in different directions (e.g. forward, backward) while supporting their ability to adjust their balance and control their torso. Stop if the baby seems at all distressed.	Lay the baby on their back. Hold a ball on top of the baby's feet and see if they try to lift their feet in response. Follow the baby's leg movements (e.g. when the baby lifts their feet, lift the ball). Celebrate the baby's efforts to raise their feet and try to touch the ball.	Gently touch different parts of the baby's body and sing, "This is your arm, (baby's name) touch, touching (baby's name) arm." Repeat with other body parts.	Play soothing, appropriate music for babies. Hold the baby to your chest, and gently move around together in time to the music. Chat with the baby as you dance.

IV. SIX MONTHS to NINE MONTHS

A. RESPONSIVE CAREGIVING

Making things happen!

Every baby is unique with its own needs, wants, and desires. However, there are some behaviors and characteristics typical to each stage of development, as well as responsive approaches and strategies adults can use that encourage growth and development. Use this chart to reflect on babies' behaviors and your own responses.

SLEEPING	BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
	<p>Sleep about three to four hours during the day. They may nap for 2-3 hours at a time, or take shorter, more frequent naps.</p> <p>Begin to fall into a more regular sleep schedule determined by the environment and regular daily activities.</p>	<p>Talk to families about their routines for infant sleep. Whenever possible, use the same routines the family uses.</p> <p>Allow for varied sleep schedules.</p> <p>Let babies sleep when they are tired.</p> <p>Respond to babies' cues that they are tired or done sleeping.</p> <p>Note babies' demeanor when awake. If they are generally happy when they are awake this likely means they are getting enough sleep.</p> <p>Talk to the baby about the sleep experience. Narrate their own actions and the actions of the baby as they prepare for sleep.</p>	<p>That their individual needs will be met.</p>
	<p>Experience separation anxiety which can impact sleep patterns/habits.</p>	<p>Anticipate anxiety or changes in sleep routines. Keep the sleep routine consistent and remind babies you will be there when they wake up.</p>	<p>Communication and language skills.</p> <p>That those they care about still exist even when they are not present.</p>

DIAPERING

Place a photo of the babies' family in a place where they can see it from their crib.		
BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
Respond to smiles, touch, song, and gentle voices.	Talk to families about their diapering routines and beliefs. Whenever possible, align practices to the families' preferences.	To trust you. A soft, slow, and loving tone blankets babies with warmth and provides security.
Learn about their own bodies by looking at their hands or feet and putting their hands in their mouths.	Let babies know you notice they need to be changed. Share that you would like to pick them up to change.	Smile, chat lovingly, sing, throughout the diaper change
Cry to communicate discomfort.	Narrate their own actions and babies' actions throughout the diapering process.	Language and early communication skills. <i>I do, you respond.</i> This repetitive cycle supports babies' ability to develop and maintain secure relationships.
BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
Start to eat solid foods around six months. Babies demonstrate readiness for solids by:	Talk to families about their feeding routines and beliefs. Whenever possible, align practices to the families' preferences.	Acknowledge babies distress and respond accordingly. Make modifications to the changing process if possible.
	Work with families on meal plans. Be sure to consider quantities, food items, and the balance between breast milk/formula and solids.	To understand the world is a safe place with trusted adults who care for them.
		To explore the world of food, discovering new tastes and textures, and to enjoy the mealtime experience.

<ul style="list-style-type: none"> • Showing interest in what other people are eating • Open their mouths when food approaches • Moving food to their own mouths • Having the muscle strength to hold up their head when sitting. 	<p>Eat solid food for fun, not nutrition. They still get most of their nutrition from breast milk and/or formula.</p>	<p>To control the muscles needed to chew and swallow food.</p> <p>To develop the fine motor skills needed to handle food items and move them to their mouths.</p>
<p>Begin to isolate the feelings of hunger and fullness and may begin to share these feelings through:</p> <ul style="list-style-type: none"> • Vocalizations • Gestures • Sign language • Leaning towards food with mouth open • Expressing excitement • Focusing eyes on food 	<p>When bottle feeding, continue to hold babies and provide a calm, soothing experience. Allow for flexibility in how babies sit, as they might need to be close and feel secure, or face the world and keep track of their surroundings.</p> <p>Watch and listen to the babies to learn their different cues.</p> <p>Respond to all of their attempts to communicate. Share with babies that you noticed they seem hungry and ask if they would like to eat.</p> <p>Feed them, or allow them to feed themselves according to the agreements and the routines established with their families.</p>	<p>That they will be comforted and fed within a certain period. Out of this awareness they will begin to make limited efforts towards self-regulation.</p> <p>How to listen to their bodies' cues.</p> <p>Healthy eating habits.</p> <p>They are special to you.</p> <p>They are safe in your care.</p> <p>Mealtimes can be fun and happy.</p> <p>To develop language and communication skills</p>
<p>Communicate fullness by:</p> <ul style="list-style-type: none"> • Vocalizations • Gestures • Sign language • Spitting out food • Pushing food away 	<p>Respond to all their attempts to communicate. When you notice babies exhibiting cues of fullness, share this observation with them and ask if they are done eating.</p>	<p>How to listen to their body's cues.</p> <p>Healthy eating habits.</p> <p>They are special to you.</p>

PLAYING

	<ul style="list-style-type: none"> • Fidgeting or getting distracted • Closing mouth when food is offered • Turning head away from food 	<p>Allow them to stop eating when they seem done.</p>	<p>They are safe in your care.</p> <p>Mealtimes can be fun and happy.</p> <p>To develop language and communication skills</p>
BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING	
<p>Control their bodies with increasing skill and will likely:</p> <ul style="list-style-type: none"> • Move from straightening their arms and lifting their chest off the floor, to getting into crawling position, and possibly even crawling • Move from support their own weight when standing, to cruising, and possibly even walking • Exhibit greater control over picking up and holding objects, and begin to use the pincer grasp to grab small items. <p>Practice their developing language and communication skills and will likely:</p> <ul style="list-style-type: none"> • Imitate sounds • Babble, jargon talk, and produce strings of sounds (e.g., da, ga, ba, ka) • Point to objects and expect a response from a caregiver 	<p>Give babies opportunities to explore their developing large motor skills such as sitting, crawling, standing, and creeping.</p> <p>Place interesting materials near babies but just far away to encourage them to move towards them.</p> <p>Celebrate babies' successes with movement and encourage continued exploration through phrases such as, "You did it! You got the ball! Can you drop it?</p> <p>Place children in spaces where they are able to freely move their bodies.</p>	<p>New perspectives and varied ways to explore their environment.</p> <p>An awareness of their own body in relation to self, others, and the environment.</p> <p>To persist in tasks, obtain mastery, take risks, and self confidence</p> <p>Hand-eye coordination</p>	

<ul style="list-style-type: none"> • Engage in back-and-forth exchanges using simple syllable sounds and melodic patterns • Respond to familiar voices and loud sounds by turning towards the direction of the sound source • Use hand gestures (including sign language) to communicate • May begin to follow simple commands/requests 	<p>Label and talk about objects in the environment.</p> <p>Talk to babies, pausing to give them opportunities to respond.</p> <p>Use sign language to help children learn to effectively communicate even before they are able to use spoken words.</p> <p>Celebrate babies' expanded ability to communicate and continue to use familiar words as well as adding in new, rich language.</p>	
<p>Begin to engage in more prolonged play and typically enjoy:</p> <ul style="list-style-type: none"> • Banging objects • Moving objects between hands • Interactive games such as peek-a-boo • Cause and effect • Mirror play 	<p>Provide durable, safe, open-ended materials that include opportunities for babies to explore their ability to make things work and/or happen.</p> <p>Observe and mimic babies' play.</p> <p>Observe babies; play and model differing ways to explore with materials.</p> <p>Observe babies' play and extend it by weaving simple tasks into their play.</p> <p>Celebrate their emergent ability to respond to requests.</p>	<p>To explore their power and role in the world by experimenting with the ways their actions can cause a reaction.</p>
<p>Experience separation anxiety as they begin to understand their family members are gone but are not able to hold their emotional connection while they are away.</p>	<p>Remain in babies' line of sight as much as possible.</p> <p>Tell babies when you are leaving the room and reassure them you will be back</p>	<p>They are safe, their needs are met, and that unpleasant feelings can be managed.</p> <p>You will help them handle their big feelings and emotions.</p>

shortly. Let them know when you have returned.

Communicate with the baby even (and especially) when you are not in close proximity. Notice when babies look for you and respond with language such as, "I'm right over here."

Create sturdy visuals images of babies' families that they can access as needed.

B. PLAY SUGGESTIONS: 6 Months to 9 Months

Consider implementing suggestions from the following menu when babies seem ready to engage. Select activities to implement based on your observations of the baby, paying careful attention to development and interest. Use the ELOF to guide decisions about development. Suggestions can be modified to meet children's interests and align to specific ELOF goals.

Suggestions in the first chart below are activities that are a part of an activity progression. This means these activities can be implemented with children between 6 months and 9 months old and an age appropriate variation of this activity is included for each of the other age ranges (6 weeks- 3 months, 3-6 months, and 9-12 months). The names of the suggestions are consistent across ages. All of these activities can be found, in sequence, in Section IX. The activities in the second chart are intended for children 6 months to 9 months, but they are not written with corresponding activities across age ranges.

Activities that are shaded gray can be integrated into routine care (e.g. diapering or feeding). Activities that are shaded with stripes offer opportunities to engage with families.

Use the ideas included in this section in conjunction with the planning template in Section IV to create a weekly plan for each child.

TOYS	PEEK-A-BOO!	BODIES	SENSES	NOTICINGS	SCENTS
While sitting with the baby on the floor. Find a toy that may capture their interest. Offer them the toy by holding it out. See if the baby reaches for the toy. Pay attention to how they explore it. How do they manipulate it? Do they pass the toy from one hand to another?	Place the baby in a seated position and sit on the floor facing the baby. Show the child a toy and then place it under a small blanket while the baby is watching. After the toy is covered, ask the baby, "Where did my toy go?" Keep the toy covered for three counts and then remove the cloth. Express excitement in finding the toy. Repeat as the baby is interested.	Share a book about bodies with the baby. If a published book is not available, create a book that includes pictures of various body parts. Read the book with the baby and identify their body parts as you see them in the book.	Create sensory bottles for the baby to explore. Fill a bottle or canister appropriately sized for a baby with water and various items they might find interesting such as feathers, pom-poms, or water and glitter. Make sure the lid is securely fastened and monitor the baby closely as they play.	While the baby is sitting, place an object in front of them. Invite the baby to reach for the object. Observe and note how they respond to the object. If the baby seems disinterested, in the object try again with a new one and continue to observe how they respond.	Provide a variety of fragrant foods the family is OK with the baby eating. Invite the baby to smell the foods before trying them. Ask if they would like smell the items. If the baby seems interested, hold the items under their nose then remove and ask the baby what they thought. After smelling the items, children can try to eat them.
RHYTHM	LIGHTS	BOOKS	BABY DOLLS	EMOTIONS	HEAD AND SHOULDERS
Share a small drum with the baby. Place it in front of them and tap out the rhythm to baby's favorite song or nursery rhyme as you sing the words. Allow	Make a mobile out of CDs. Turn down the lights, and shine a flashlight on the mobile, and move it around	Hold the baby and read a book with them. Point to the pictures and talk with the baby about the pictures. Allow the baby to move away from the	Share a baby doll with the baby. Invite the baby to explore the doll as desired. Narrate the baby's actions as they play.	Use a cloth to briefly cover your face. When you remove the cloth make different expressions and state the name of the emotion you	Sit in front of the baby and sing 'Head, Shoulder, Knees and Toes.' Touch each part of your body as you sing.

the baby to participate as desired.	gently. Note how the light and reflections move.	book and return as desired.		are displaying. Use more positive emotions than negative. Make sure any negative expressions are very brief.	
MIRRORS Use a mirror to play peek-a-boo with the child. Hide their body parts and then reveal them with phrases such as, "Peek-a-boo! I see [child's name]'s eyes!" and pointing to their eyes in the mirror.	TEXTURES Make a texture board for the baby to explore. Secure a number of different textures such as, felt, sand paper, corrugated cardboard to a sturdy, flat surface. Place the board on the floor for the child to explore. If the child is pulling up or cruising, place the sensory board on a table or chair so they can explore it standing up.	PICTURES Place colorful photos in front of the baby and cover them with a transparent cloth (e.g., scarves). As the baby reaches toward the scarf, praise their attempts to find the photos. After the baby uncovers the photos, talk with them about the images.	WHAT DO YOU SEE? Secure a baby safe mirror to the wall at baby's eye level. Invite the baby to sit by the mirror, or crawl and/or stand by the mirror as they are able.	INSTRUMENTS Provide a variety of instruments or materials that can make different sounds. Invite the baby to explore with you. Demonstrate how the items can make noise, then give them to the baby to explore. Introduce one instrument at a time and model how to use it. After demonstrating, let the baby explore the instrument and note what they do. Accept any form of exploration.	I SEE YOU Sit in front of the baby. Use a cloth to cover your face. Remove the cloth after a few seconds and say, "I see you!" Afterward, hand the child the cloth and see if they continue the game.
WATER PLAY Provide a small bin or sensory table with water for the baby to explore as well as a few tools to use in the water such as cups and a small colander. Invite the baby to explore the water and tools.	RAMPS Create a small ramp and Provide an assortment of balls. Invite the baby to explore how to make the balls roll down the ramp. Demonstrate how the balls can roll down the ramp then give a ball to the baby and let them try.	MOVING Create a small ramp for children to crawl up and down. Be sure the ramp is secure and the ground below is covered in soft material in case of falls. With close supervision, invite the baby to climb on the ramp. Consider placing a motivating toy at one end of the ramp to encourage the baby to move forward.	SENSORY EXPLORATION Use a muffin tin as a mold to create gelatin disks. Consider using food color to add color to the gelatin. Place a couple disks at a time in front of the baby and invite them to explore.	HIDDEN OBJECTS Place an object the baby enjoys on the floor in front of the baby. Cover a portion of the object with a small blanket or piece of cloth. Ask, "Where did it go?" and see if the baby attempts to reach for the object. If after 3 seconds, they do not attempt to remove the cloth, remove it and say, "There it is!" If the baby is interested, repeat.	UP AND DOWN While sitting in front the baby hold out your hands and say, "up". If the child reaches for your hands, help them gently stand. Say, "up". After a few seconds or when the child is ready, gently help them sit back down and say, "down". Repeat if the child is interested.

LEGS	BALLS	EXPLORATION	BUBBLES	TUBES	MUSIC
Support the baby in standing and putting weight on their legs. Sing songs and gently sway the baby to the rhythm of the songs.	Place the baby in an area where they can explore an assortment of balls. If they are crawling, spread the balls out and encourage the baby to get the balls. If they are not crawling yet, place the balls on a piece of cloth where the baby can reach them.	Fill a bin with natural materials such as leaves. Place the bin on the floor so the baby can explore them independently. Supervise the baby closely as they will likely try to put the materials in their mouth.	Add baby safe soap, and a few simple toys such as cups to water in a sensory bin. Narrate the baby's actions as they play (e.g., "You made bubbles and you popped them!")	Supply tubes. Place scarves in the tubes and leave an end of a scarf hanging from the tube. Invite the baby to explore.	Hang an assortment of rattles, shakers, bells close to the ground so the baby can explore.
PULL	CHANGING	SIGNS	CONVERSATIONS	LOOKING AROUND	EATING
Cut small holes in a box. Secure scarves in the box so that children can pull them without fully removing. If necessary, support the baby in pulling the scarves.	Place a mirror near the changing table. While changing the baby, talk with the baby about their reflection. Be sure to use the child's name. For example, you might say, "I see ____! Yes, I do!"	During mealtime introduce meal related signs such as "more," "eat," "water" to the baby. Say and do the sign as appropriate during the meal. See Section IX Appendices for guidance on baby sign language.	Practice a two-way conversation with the baby by listening to what they say and repeating or responding appropriately. Pause after you speak in order to encourage the baby to speak. Continue to follow up on their expressions and pause for them to respond.	Hang a variety of pictures including pictures of the children's family and classmates above the changing area so children can see them during diaper changes. If you notice them looking at the pictures, talk to them about what they see.	During mealtime, give the baby their own spoon and allow them to reach for their food and drink. Support them with the drink as necessary. Note that this activity may be messy or may not be acceptable with all families. Be sure to talk with families about this practice before implementing.
CHAT	FAMILY FAVORITES	WITH MY FAMILY	PHOTOS	FAMILY FUN	VISIT
During mealtime, give the baby their own spoon and allow them to reach for their food and drink. Support them with the drink as necessary. Note that this activity may be messy or may not be acceptable with all families. Be sure to talk with families about this practice before implementing.	Ask families what songs they sing or books they read with the baby. If you are unfamiliar with the songs, ask if they can write the words for you. If you do not have the books, ask if you can borrow them for a little while, or trade for a classroom book for a short time. Incorporate hand movements, gestures, and signs as you	Ask the family to share some of the new skills their baby is working on at home. If possible, replicate some of these same experiences in the classroom. Share some of the skills you see the baby working with you, as well as activities families can do with their baby to support this development.	Create a family flap book for the baby with pictures of family members and the important people in the baby's life. Create a flap to cover the pictures and show the baby how to lift the flap and see their family members.	Invite families to stay for a little while a drop off. Show them some things the baby has been enjoying and let them play together in the classroom. Share your observations around the baby's favorite classroom materials and support the family in using the materials together.	If the baby has an older sibling, invite the sibling (and a grown up) to the classroom to play. Invite the sibling and the baby to explore some of the baby's favorite materials and/or the baby's family flap book from the Photos activity.

	read and/or sing with the baby. After singing or reading once, ask the baby if they would like to do it again. Sign "more" and ask if they would like more. If they communicate interest, sing or read again.				
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ROLL	GET THE BALL	BOARD BOOKS	SING A BOOK	PULL IT THROUGH	PLAY DOUGH
Sit across from the baby. Roll a ball back and forth.	Place the baby in an area where they can explore an assortment of balls. If they are crawling, spread the balls out and encourage the baby to get the balls. If they are not crawling yet, place the balls on a piece of cloth where the baby can reach them.	Read the child a board book. Talk about text, the pictures and what the baby seems to notice. Invite the child to turn the pages, if possible.	Read a song based board book with the baby. Sing the words instead of reading them.	Poke a hole in a piece of cardboard. Poke the tip of a scarf through the hole and invite the baby to try to pull it through the hole.	Make edible play dough and invite the baby to explore it. Roll into large balls and encourage the baby to press down with their hands while sitting or feet while standing with support from an adult to make flat pieces. Throughout the experience, narrate what you are both doing.
THIS LITTLE PIGGY After changing the baby's diaper or clothes, play " <i>This Little Piggy</i> " while gently wiggling their toes. Modify the words in this rhyme to include the names of the baby's family members and/or classmates.			.		

V. NINE MONTHS to TWELVE MONTHS

A. RESPONSIVE CAREGIVING

Look out world, here I come!

Every baby is unique with its own needs, wants, and desires. However, there are some behaviors and characteristics typical to each stage of development, as well as responsive approaches and strategies adults can use that encourage growth and development. Use this chart to reflect on babies' behaviors and your own responses.

SLEEPING	BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING
	Sleep about three hours during the day. This sleep typically occurs in the form of two day time naps with an additional third nap late in the afternoon, if necessary.	Talk to families about their routines for infant sleep. Whenever possible, use the same routines the family uses. Allow for varied sleep schedules. Let babies sleep when they are tired.	That their individual needs will be met.
	Begin to communicate their need for sleep through hand gestures, vocalizations, crying, yawning, and rubbing their eyes.	Note babies' demeanor when awake. If they are generally happy when they are awake this likely means they are getting enough sleep.	
	Experience sleep disturbances due to: <ul style="list-style-type: none">• Separation anxiety• Increased physical and language development• Overstimulation immediately before sleep• Changes in nap needs	Talk to the baby about the sleep experience. Narrate their own actions and the actions of the baby as they prepare for sleep.	Communication and language skills.
		Provide signals for nap time such as a calming activity, enjoying a book together, rocking and/or singing.	To feel calm and secure about transitioning to sleep.
		Anticipate anxiety or changes in sleep routines. Keep the sleep routine consistent and remind babies you will be there when they wake up.	That those they care about still exist even when they are not present.

DIAPERING	BABIES OFTEN	Place a photo of the babies' family in a place where they can see it from their crib.	BABIES WILL BE LEARNING
	ADULTS SHOULD	Talk to families about their diapering routines and beliefs. Whenever possible, align practices to the families' preferences.	
	BABIES OFTEN	Respond to smiles, touch, song, and gentle voices.	Let babies know you notice they need to be changed. Share that you would like to pick them up to change.
	ADULTS SHOULD	Smile, chat lovingly, sing, throughout the diaper change	To trust you. A soft, slow, and loving tone blankets babies with warmth and provides security.
EATING	BABIES OFTEN	Learn about their own bodies by looking at their hands or feet and putting their hands in their mouths.	Narrate their own actions and babies' actions throughout the diapering process.
	ADULTS SHOULD	Cry to communicate discomfort.	Language and early communication skills. <i>I do, you respond.</i> This repetitive cycle supports babies' ability to develop and maintain secure relationships.
EATING	BABIES OFTEN	Acknowledge babies distress and respond accordingly. Make modifications to the changing process if possible.	To understand the world is a safe place with trusted adults who care for them.
	ADULTS SHOULD	Become increasingly interested in participating in their eating experience and often enjoy:	BABIES WILL BE LEARNING
	BABIES WILL BE LEARNING	Work with families on meal plans. Be sure to consider quantities, food items,	To further explore the world and their own abilities to navigate it.

<ul style="list-style-type: none"> • Holding their own bottles • Holding their own spoon while eating solids (even when someone is feeding them with another spoon) • Moving the spoon to their mouth to self-feed • Using the pincer grasp to pick up small food items • Drinking from an open cup, with support at first and eventually independently 	<p>and the balance between breast milk/formula and solids.</p> <p>Allow adequate time for feeding so babies can practice self-feeding skills.</p> <p>Remember that learning to self-feed can be a messy process and be patient with babies as they learn. Continue to encourage them to try to self-feed even when they make a mess. Refrain from expressing frustration with messes.</p>	<p>To develop the fine motor skills needed to handle food items and move them to their mouths.</p> <p>To take risks, develop persistence and gain self-confidence.</p>
<p>Eat an increasing variety of foods</p> <p>Eat an increasing amount of solid foods along with 3-4 servings of breast milk and/or formula.</p>	<p>Note how babies respond to new food items with language such as, "You just tried _____. It looks like you really liked the _____!" Or, "You pushed those _____ away. It seems like you don't like those as much."</p>	
<p>Start drinking whole milk around 12 months</p>	<p>When bottle feeding, continue to hold babies and provide a calm, soothing experience. Allow for flexibility in how babies sit, as they might need to be close and feel secure, or face the world and keep track of their surroundings.</p>	
<p>Share feelings of hunger through:</p> <ul style="list-style-type: none"> • Vocalizations • Gestures • Sign language • Leaning towards food with mouth open • Expressing excitement 	<p>Watch and listen to the babies to learn their different cues.</p> <p>Respond to all of their attempts to communicate. Share with babies that you noticed they seem hungry and ask if they would like to eat.</p>	<p>How to listen to their bodies' cues.</p> <p>Healthy eating habits.</p> <p>They are special to you.</p> <p>They are safe in your care.</p>

PLAYING	<ul style="list-style-type: none"> • Focusing eyes on food <p>Communicate fullness by:</p> <ul style="list-style-type: none"> • Vocalizations • Gestures • Sign language • Spitting out food • Pushing food away • Fidgeting or getting distracted • Closing mouth when food is offered • Turning head away from food 	<p>Feed them, or allow them to feed themselves according to the agreements and the routines established with their families.</p> <p>Respond to all their attempts to communicate. When you notice babies exhibiting cues of fullness, share this observation with them and ask if they are done eating.</p> <p>Allow them to stop eating when they seem done.</p>	<p>Mealtimes can be fun and happy.</p> <p>To develop language and communication skills</p> <p>How to listen to their body's cues.</p> <p>Healthy eating habits.</p> <p>They are special to you.</p> <p>They are safe in your care.</p> <p>Mealtimes can be fun and happy.</p> <p>To develop language and communication skills</p>
BABIES OFTEN	ADULTS SHOULD	BABIES WILL BE LEARNING	
	<p>Navigate their environment more freely and with increased control, intentionality. They may:</p> <ul style="list-style-type: none"> • Crawl • Move from standing while holding onto something to standing independently • Moving from standing, to walking with assistance to walking on their own 	<p>Give babies ample opportunities and space to explore their developing mobility.</p> <p>Place interesting materials near babies but just far away to encourage them to move towards them.</p> <p>Celebrate babies' successes with movement and encourage continued exploration.</p>	<p>New perspectives and varied ways to explore their environment.</p> <p>An awareness of their own body in relation to self, others, and the environment.</p> <p>To persist in tasks, obtain mastery, take risks, and self confidence</p>
	<p>Increase their receptive vocabulary and may be able to:</p> <ul style="list-style-type: none"> • Follow simple directions/requests 	<p>Carefully observe babies attempts to communicate and try to learn what babies are saying.</p> <p>Engage in back-and-forth exchanges.</p>	<p>Vocabulary and communication skills</p> <p>Their voice and opinion matters</p>

<p>Continue to develop their ability to express themselves such as:</p> <ul style="list-style-type: none"> • Pointing • Gesturing • Signing • Saying a first word 	<p>Use parallel talk to narrate babies' actions.</p> <p>Repeat the sounds and vocalizations babies make.</p> <p>Label and talk about objects in the environment.</p> <p>Talk to babies, pausing to give them opportunities to respond.</p> <p>Use sign language to help children learn to effectively communicate even before they are able to use spoken words.</p> <p>Celebrate babies' expanded ability to communicate and continue to use familiar words as well as adding in new, rich language.</p>	<p>You are interested in their thoughts, opinions, and ideas</p> <p>Language gives them the power to effectively communicate their wants, needs, and desires</p>
<p>Begin to develop a sense of self and others that leads to more interactive relationships.</p> <p>Wave good-bye to people when they leave.</p>	<p>Respond positively to babies</p> <p>Engage with babies and help them explore the world</p> <p>Respond promptly to babies cues of distress</p>	<p>They are important and fun to be with</p> <p>Caregivers can be nurturing and a source of love</p> <p>The beginning of coping skills to handle negative emotions</p>
<p>Begin to develop play interests</p>	<p>Provide ample opportunities for babies to safely explore varied materials</p> <p>Engage with materials with babies to help them explore their world</p>	<p>To identify their likes and dislikes. Babies may begin to develop a favorite toy or type of toy based on texture, appearance, or function.</p>

B. PLAY SUGGESTIONS: 9 Months to 12 Months

Consider implementing suggestions from the following menu when babies seem ready to engage. Select activities to implement based on your observations of the baby, paying careful attention to development and interest. Use the ELOF to guide decisions about development. Suggestions can be modified to meet children's interests and align to specific ELOF goals.

Suggestions in the first chart below are activities that are a part of an activity progression. This means these suggestions can be implemented with children between 9 and 12 months old and an age appropriate variation of this activity is included for each of the other age ranges (6 weeks- 3 months, 3-6 months, and 6-9 months). The names of the activities are consistent across ages. All of these suggestions can be found, in sequence, in Section IX. The suggestions in the second chart are intended for children 9 months to 12 months, but they are not written with corresponding activities across age ranges.

Activities that are shaded gray can be integrated into routine care (e.g. diapering or feeding). Activities that are shaded with stripes offer opportunities to engage with families.

Use the ideas included in this section in conjunction with the planning template in Section IV to create a weekly plan for each child.

TOYS	PEEK-A-BOO!	BODIES	SENSES	NOTICINGS	SCENTS
Offer the child a basket of toys. Place the toys where the child can reach them independently. Pay attention to the ones that capture the child's interest the most. As they explore, narrate their actions and describe the toys they choose to play with.	Select a toy the baby may like. Show them the toy and then place a container (e.g. plastic bin) over it. Ask, "Where did the ___ go?" Pause and observe how the baby responds. Note if the baby removes the container. If they do, celebrate with them. If they do not, lift the container and say, "Here it is!"	Create a "Head, Shoulders, Knees and Toes" book for the baby using photos of their body parts. Enjoy the book with the baby by singing the song and paging through the book together and/or singing the song and using gentle touch to identify the baby's body parts.	Create sensory bottles for the baby to explore. Fill a bottle or canister appropriately sized for a baby with water and various items they might find interesting such as feathers, pom-poms, or water and glitter. Make sure the lid is securely fastened and monitor the baby closely as they play. Place the bottles in the classroom where the baby can access them. Play with the bottles with the baby. Demonstrate some ways to use the bottles and celebrate how the baby explores.	Create a stack of soft cubes or blocks and place the baby a short distance away from the tower. Invite the baby to move to the tower. Observe and note how they respond to the tower/materials.	Create baby-safe scented playdough with the baby. Encourage the baby to note the scents while preparing and playing with the playdough.

RHYTHM Share a small drum with the baby. Place it in front of them and tap out the rhythm as you sing a familiar song. Stop for a few seconds at the end of a phrase and watch to see how the baby reacts.	LIGHT Invite the baby to explore a light table. Add a few toys, including some that are translucent and/or transparent, as well as some that reflect light. .	BOOKS Offer the baby a book and watch how they manipulate it	BABY DOLLS Provide a baby doll and a few items for baby care such as a bottle and a blanket. Model a couple of ways to use the items to care for the baby and then let the baby explore. Note how the baby interacts with the doll and if they imitate any of your actions.	EMOTIONS Secure pictures of babies demonstrating different emotions to a table. Provide an identical second set of pictures and invite babies to match the pictures. Model making a match and then let the baby explore. Note how they respond and if they make matches.	HEAD AND SHOULDERS Sit in front of the baby and sing ' <i>Head, Shoulder, Knees and Toes</i> '. Touch each part of your body as you sing. Repeat the song multiple times with increasing speed. This should be fun and will likely end up as a silly experience with lots of laughter.
MIRRORS Cover an easel or hang mirrors on the wall at the baby's eyelevel. Add flaps to cover the mirrors invite the baby to lift the flaps and see themselves underneath	TEXTURES Use Velcro, and various items such as large buttons, popsicle sticks, and pipe cleaners to create a sensory board. Children can fasten and remove the items from the board	PICTURES Secure pictures of the baby's classmates, family, and teachers to the bottom of a bin or the sensory table. Add a thin layer of sand to cover the pictures. Provide shovels and paint brushes. Model uncovering the pictures and invite the baby to explore.	WHAT DO YOU SEE? Invite the baby to explore and mirror and a crayon or marker. Allow them to draw on the mirror. Invite the baby to make marks (e.g., dots or scribbles) on the mirror.	INSTRUMENTS Hang a variety of instruments, or objects that can make noise (e.g., pot/pan) on an easel or on the wall at the baby's eye level. Supply assorted materials to tap/bang (e.g. wooden spoon) on the instruments. Model how to use the materials to make music. Invite the baby to explore.	I SEE YOU Sit on the floor across from the baby. Play <i>I See You</i> with a baby doll by covering it with a blanket. After the baby has observed you covering and uncovering the doll, invite them to try.
WATER PLAY Invite the baby to engage in water play. Provide a few simple objects (e.g., cups and scoops) for the baby to explore.	RAMPS Create a ramp and use tape to make a road on the floor extending from the ramp. Provide cars, trucks or other rolling items and model how to roll vehicles down the ramp then invite the baby to try.	MOVING Create a series of ramps in the classroom that are safe for the baby to crawl or walk on. Ensure the ramps are surrounded by cushions and pads for safety.	SENSORY EXPLORATION Use a muffin tin as a mold to create gelatin disks. Add small toys to the gelatin as you prepare it. When the disks are ready, place them in the sensory table. The baby can try to remove the toys from the gelatin	HIDDEN OBJECTS If the baby has been successful finding a single hidden object, bring out 2 small blankets or pieces of cloth and use them to hide two objects the baby enjoys side by side in front of them. Cover them and say, "Where did they go?" Give the baby 5 seconds to attempt to remove one of the blankets. If they do not	UP AND DOWN Explore a parachute with the baby. Narrate your actions being sure to note when the parachute is going up and down. As you make the parachute go up say, "Up!" and as you make it go down, say, "Down!"

				remove one then remove the other one and say, "There it is!" Try again if the baby is interested.	
LEGS If the baby is starting to cruise or stand up, place a pop-up toy on a shelf or chair where they can reach it. Invite them to play with it while they are standing up.	BALLS Bring the baby to the park. Give them balls or other items that they can push down a slide or hill.	EXPLORATION Note the natural materials the baby seems to enjoy outdoors. Bring some of these materials in to the classroom and place in the sensory table for the baby to further explore. Supervise the baby closely as they will likely try to put the materials in their mouth.	BUBBLES Place baby dolls, paint, and paint brushes in the sensory table. Model painting the baby and then invite the baby to explore. Leave the painted baby dolls in the table until the following day. Add water, soap and wash clothes. Model washing the paint off a baby doll and then invite the baby to try.	TUBES Secure tubes with large openings to a low part of a wall. Supply objects that can fit and invite the baby to drop items down the tube.	MUSIC Supply an assortment of instruments. Sing or play music and invite the baby to play their instrument to the music.
PULL Supply very large buttons (or create large cardboard buttons). Secure the shapes on a string. Model pulling the string and moving the shapes and invite the baby to try.	CHANGING Place a mirror near the changing table. If the baby is interested, point on their reflection and talk about what you see. Touch their reflection and say, "That's you! That's ____!"	SIGNS Reflect on the signs the baby is familiar with or able to use. Consider introducing additional signs related to the baby's every day experiences and/or interests. Section IX Appendices for guidance on baby sign language.	CONVERSATIONS Narrate the baby's actions throughout the day. Pause periodically to invite and encourage the baby to respond to your language. Listen to their vocalizations and respond by commenting on what you think they might be saying.	LOOKING AROUND Hang pictures of the baby engaging in classroom activities near the changing table where the baby can see them. As you change the baby talk with them about the pictures.	EATING During mealtime cut up food in very small pieces so that it is safe for the child to try self-feeding. Note that this activity may be messy or may not be acceptable with all families. Be sure to talk with families about this practice before implementing...
CHAT Chat with the baby. Look at them as you engage in caretaking and imitate the sounds they make. Notice how they respond. If they make more sounds, continue imitating, and add some of your own similar sounds.	FAMILY FAVORITES Use small toys or puppets to add actions to the baby's favorite songs. Share one toy with the baby and keep one for yourself. Sing the song and allow the baby to explore their toy or puppet as you	WITH MY FAMILY Invite families to share photos of the baby engaging in something they like to do outside of school (e.g. at home or another special place). Laminate the pictures and hang them in the classroom at the baby's	PHOTOS Create a family flap book for the baby with pictures of family members and the important people in the baby's life. Create a flap to cover the pictures and show the baby how to lift the flap and see their family members.	FAMILY FUN Invite families to stay for a little while a drop off. Show them some things the baby has been enjoying and let them play together in the classroom. Share your observations around the baby's favorite classroom	VISIT If the baby has an older sibling, invite the sibling (and a grown up) to the classroom to play to enjoy a snack together.

	<p>demonstrate the actions. For example, you might sing, "Itsy Bitsy Spider" and provide two small spider puppets. Give one to the baby and keep another for yourself. As you sing, demonstrate how the spider can climb up. Allow the baby to participate at their own level.</p>	<p>eye level so the children can access them.</p>	<p>Add a mirror or reflective surface to the end of the baby's book so they can see themselves</p>	<p>materials and support the family in using the materials together. Take pictures of them engaging in the classroom with their baby and use the pictures to create a book for the baby. The book can go home with the baby for families to read together.</p>	
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ROLL	FLOOR PAINT	FIND ME	KNOCK KNOCK	SQUAT	COLOR
<p>Find a tube that has a large opening and balls or other toys that will roll through the tube. Demonstrate rolling the items through the tube and then invite the baby to try.</p>	<p>Place a tarp or other material that is easy to clean, on the floor and place some paint on it. Provide a few paint brushes. Invite the children to explore the paint however they choose.</p>	<p>Gather small rocks that are safe enough for the baby to manipulate as well as big enough to place babies' pictures on. Place the rocks in a sensory table filled with natural materials. Invite the baby to play peek-a-boo by finding the pictures in the bin.</p>	<p>Supply an object and a container with a lid. Show the baby the object, then place the object in the container and close the lid. Knock on the container and say, "Knock, knock, where did the ___ go?" Model opening the container and discovering the object. Invite the baby to try. Celebrate any and all attempts to find the object.</p>	<p>Supply a variety of laminated animal pictures. Add Velcro strips to the back to the pictures as well as to a wall at the baby's eye level. Place the pictures on the floor beneath the Velcro strips to give children the opportunity to squat and stand to attach the pictures to the Velcro on the wall. Support the baby as needed in squatting and standing.</p>	<p>Hang paper on an easel, or at children's eye level on the wall. Supply markers or crayons. Demonstrate how to make marks on the paper and then invite the baby to try.</p>
<p>BOOK PLAY</p> <p>Add materials to the sensory table that relate to the baby's favorite books. For example, if the baby enjoys the book, <i>Baby Beluga</i>, add whales and water to the sensory table.</p>	<p>ANIMAL SONG</p> <p>Fill a bag with small farm animals. Sing "Old McDonald" with the baby. Pull out the appropriate animal as you sing about it.</p>	<p>MARKERS AND FOIL</p> <p>Cover the top of a table with tin foil. Provide markers. Model how to use the markers to make marks on the tin foil then invite the baby to try.</p>	<p>PAINT</p> <p>Supply spill proof containers, paint, and paint brushes as well as an easel, or paper on a table. Model using the paint brush to make marks and invite the baby to try.</p>	<p>MORE</p> <p>Invite the baby to put toys or objects in a container or bucket. As they add objects to the container, use the sign for "more." Celebrate with the baby when they fill and dump the bucket.</p>	<p>PLAY DOUGH EXPLORATION</p> <p>Supply baby-safe playdough and natural items. Invite the baby to explore.</p>

BOX Supply a large cardboard box. Place it on its side in the middle of the classroom floor. Invite the baby to explore.	PAINT WITH WATER Secure a chalk board to the wall at children's eye level or place on the floor. Provide a spill proof paint cup with a small amount of water. Invite the baby to paint with water on the chalk board.	FAMILY COLLAGE Add contact paper (sticky side out) to an easel, or hang on the wall at children's eye level. Provide pictures of baby's family members. Model how to stick the pictures to the contact paper, then invite them to try. This activity can also be implemented with other objects besides pictures.
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VI. PLANNING TEMPLATE

Name:	Use the template below and the Play Suggestions in Sections II-IV, as well as your own ideas to create a weekly lesson plan for an individual child . When planning, consider the following: <ul style="list-style-type: none"> • What ELOF developmental skill or activity does the baby appear to be working on? • What strategies is the baby using to play? • What activities has the baby especially enjoyed lately? • Is the baby engaging with (objects or people) differently now than in the last few weeks? What is different? What is the same? Throughout the week, highlight information to share with the child's family and add it to the " <i>Notes to family</i> " section of the template. At the end of the week, send this page home with the family. See Section IX Appendices for a blank copy of this template.		
Component	I have noticed:	So I am planning:	Notes to family:
Arrival and Departure	Lenny's dad singing to him at drop off.	<p>I will ask Lenny's dad to teach me the song. I will ask him to write down the title and lyrics so we can sing this song to Lenny too.</p> <p>ELOF GOAL(S): IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.</p>	<p>Thanks for sharing your song with us. We have been singing it with Lenny this week after you leave as well as throughout the day. When we sing this song, Lenny seems to calm and relax his body.</p>
Sleeping		ELOF GOAL(S):	

Diapering		ELOF GOAL(S):	
Eating		ELOF GOAL(S):	
Playing	<i>Lenny looking at the toys hanging from a mobile.</i>	TOYS: Put the baby on the floor and ensure overhead lights are dimmed or not shining in their eyes. Hold an object so the baby can see it, but not too close to their face. Slowly move the object side to side and back and forth while calming saying the baby's name. See if the baby follows the object either with their eyes or with a head turn while you move it. ELOF GOAL(S): IT-C 9. Child uses spatial awareness to understand objects and their movements in space.	<i>Have you noticed Lenny following objects with his eyes? What does he seem to be noticing at home? Here he seems to like the animal mobile, but he especially liked tracking the small rattle I used for this activity.</i>

VII. DAILY COMMUNICATION

Use this form to communicate with families. Invite them to complete the top portion in the morning. Add notes about the child throughout the day and send the form home with the family when they leave. Whenever possible, use families' home language when communicating. Additionally, some families may prefer online communication.

Name:
Date:

Notes From Family:	
<input type="checkbox"/> I ate this morning. I had: <input type="checkbox"/> I have not eaten yet.	Special information for today:
Last night I slept <input type="checkbox"/> Well <input type="checkbox"/> OK <input type="checkbox"/> Not well. I woke up this morning at _____.	<input type="checkbox"/> I napped this morning from _____ to _____. <input type="checkbox"/> I have not napped this morning.

Notes To Family:							
SLEEP Today I napped...		DIAPERS Today my diapers were...			EAT Today I ate...		ENJOY Today I seemed to enjoy...
From	To	Wet	Dirty	Time	Amount/Type	At	
FEEL Overall, I seemed to feel...		GENERAL NOTES Information, things I need, etc.					

VIII. CHILD DEVELOPMENT BACKGROUND INFORMATION

Attachment: Connecting With Each Other

*Are you there for me? When I cry for you will you come?
The answer must be YES!*

All developmental milestones are dependent on having the support of a responsive caregiver that will help a baby make sense of their emotional and physical experiences. Babies are wholly dependent on adults and attach to the adult(s) who meet their physical and emotional needs. The everyday moment to moment interactions between baby and attachment figure(s) have a lasting impact on a child's life. Childcare providers have the important opportunity of becoming attachment figures to the babies in their care.

What is attachment and what are its functions? Attachment is an early and critical developmental milestone that has functions throughout the life span. There are four main functions, 1) it provides the sense of security that a person will carry with them in the world, 2) is critical to affect regulation, 3) promotes the expression and communication of feelings, 4) provides a base for exploration.

1) A Sense of Security The main function of attachment is to maintain a baby's sense of security. In distress an infant will usually cry and make efforts to move closer to their primary caregiver. The caregiver responds by moving toward the baby to soothe the baby with their voice and warmth or to tend to the baby's needs. Through this responsiveness, the baby's sense of security becomes restored, and the baby calms.

2) Affect Regulation When a baby is in distress they will often move towards the caregiver for help. The caregiver's ability to accurately read the baby's distress signals and effectively sooth the baby enables the baby to regulate their emotional state. A baby can only regulate their emotions with the support of an adult. With consistent empathetic and loving care, a baby will begin to develop their own ability to self-regulate. Through these reciprocal exchanges between baby and caregiver the bond is formed and a baby also learns how to **3) express and communicate** their need to play, sleep, eat or be comforted.

4) A Base for Exploration Starting at about age one, when a baby enters toddlerhood their need to discover and explore their environment and seek some separateness from their attachment figure(s) becomes their central developmental task. Toddlers will explore the environment close to their caregivers and look at them for assurance that what they are doing is OK. When a caregiver is physically present, available to encourage exploration, and curiosity, a toddler is able to confidently go off and explore their environment.

IX. APPENDICES

Appendix A. Safe and Healthy Sleep

Sleep Safety-Safe sleep practices help reduce the risk of Sudden Unexpected Infant Deaths (SUIDs). All staff and families must adhere to the following Safe Sleep Policies while in the classroom:

- Place infants to sleep on their back in a safe sleep environment, such as a crib or bassinet, with a firm mattress and tight-fitting sheet.
- Children may not sleep in/on a car seat, beanbag, bouncy chair, infant seat, swing, jumping chair, playpen or play yard, highchair, chair, futon, sofa or couch. Transfer children to a safe sleep environment (i.e. approved crib, mat, or cot), if they fall asleep in/on any of the above.
- All cribs/bassinets must be free from soft bedding, crib bumpers, blankets, pillows, sleep positioning devices, cloth diapers, bibs or soft toys in the crib. Additionally, none of these items may hang on the side of the crib.
- If a child arrives at the program sleeping in a car safety seat, immediately check the child in (health check) and move to their assigned crib.
- Swaddling infants is not recommended. Best practice alternative is a one-piece sleeper.
- Do not place a bottle in the crib with the baby. This can lead to ear infections and choking.

Sleep Environment

- There should be a designated space provided for sleeping that is:
 - Separate from the busy play area, but in staff line of vision.
 - Quiet and lit in such a way that the caregiver can adequately supervise the children
 - A comfortable temperature for sleep without requiring blankets or extra bedding for warmth.
 - Temperature controlled so children are neither cold nor sweaty during sleep.

Sleep Routines/Schedules

- Nap routines and schedules are based on the individual needs of each child and family preferences.
- Infants are always allowed to sleep when they indicate tiredness.
- Sleep routines remain consistent, but allow for flexibility based on the developmental shifts as child ages.
- Sleep schedules are documented using an individual sleep log for each child and are shared with families daily.
- Changes in sleep patterns and routines are shared with child's family.
- Caregivers provide a pleasant, warm and responsive approach to transitioning child into sleep (i.e. rocking the child, singing a lullaby, reading a book to a toddler, playing soft and soothing music, responding to child's verbal and non-verbal cues, etc.)

Resources:

- https://ocfs.ny.gov/main/childcare/daycare_regulations.asp
- <https://nrckids.org/files/CFOC4%20pdf-%20FINAL.pdf>
- <https://www1.nyc.gov/assets/doh/downloads/pdf/about/healthcode/health-code-article47.pdf>
- <https://www.tresillian.org.au/advice-tips/daily-activities/>
- <http://www.columbianurology.org/neurology/staywell/document.php?id=36578>

Appendix B. Healthy Eating

Healthy Eating - Children need nourishing food for their healthy development. During the first three years of life, children are growing more rapidly than any other period in their life. Together with the child's family, you have a responsibility to ensure the children in your care are receiving adequate and healthy food that supports their growth and helps them develop lifelong healthy habits. It is best practice and recommended to have a written statement from the family of each infant in care, that outlines the breast milk, formula, feeding schedule, preparation instructions, and outline of when and which solid foods to serve. Decisions to introduce new foods, at the age-appropriate time, must be discussed and approved by the child's family.

Food and Serving Safety - Food must be stored, served and prepared in safe and sanitary ways

- Food and beverages must be properly refrigerated and stored. Perishable foods and beverages, including milk, breast milk and infant formula must be refrigerated at a temperature below 41 degrees Fahrenheit. Dry food must be stored in insect and rodent-proof containers.
- All containers and bottles must be labeled with the child's full name and date of preparation.
- Any unused portions of formula, breast milk, and/or baby food must be discarded after each feeding.
- Always feed from a bowl and never directly from the baby food jar.
- Bottles may never be propped. Infants must be held and at the appropriate age, can be seated in an approved feeding chair.
- Do not send a child to sleep with a bottle.

Nutritional Recommendations-

- Breastmilk or infant formula is the only meal component required for infants from birth through the end of 5 months. Solid food should not be introduced until around 6 months (not all infants are ready for solid foods at 6 months - AAP recommends introducing solid foods when an infant - sits in chair with good head control, opens mouth for food, moves food from a spoon into throat, and doubles in birth weight). *Reminder, decisions to introduce new foods, must come from the families.
- By 7 or 8 months, infants should be consuming solid food from all food groups. As solid foods are introduced, only introduce one food at a time over the course of a few days and make sure to prepare foods in the right texture and consistency.
 - Breastmilk or iron-fortified infant formula
 - Infant cereal, meat/meat alternatives, or a combination
 - Vegetable, fruit, or a combination of both
- Milk served to children over two years old, must be low-fat or fat-free (1% or less).
- Yogurt served must not have more than 23 grams of sugar per 6 ounces and breakfast cereals must have no more than 6 grams of sugar per dry ounce.
- Meat alternatives are yogurt, cheese, whole eggs or dry beans.

- Cheese foods & cheese spreads (i.e. cheese whips, imitation cheese, cream cheese), deep fried foods and juice are disallowed for infant meals.
- Only 100% juice can be served to children over two years old, with the maximum amount being 4 ounces per day.
- Water should be available to children throughout the day.

Responsive Feeding - You Provide, the Child Decides

Before children have language, they use many verbal and non-verbal signals to communicate when they are hungry and when they have had enough. Responsive feeding is the practice of learning what these signals are and responding to them promptly and consistently. By practicing responsive feeding, caregivers help children develop healthy eating habits, lower children's risk of becoming overweight as they get older, help children learn self-feeding skills, and bond with the children in their care. Responsive feeding consists of the following caregiving practices:

- Watch for baby's cues of hunger or fullness
- Respond warmly and promptly
- Feed them the right food for their age and stage
- Let them stop when they're full
- Focus on being affectionate and nurturing

Resources:

<https://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>

<https://nrckids.org/CFOC>

<https://www1.nyc.gov/assets/doh/downloads/pdf/about/healthcode/health-code-article47.pdf>

<https://theicn.org/cacfp>

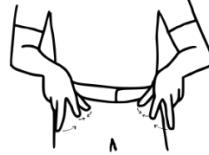
Appendix C. Baby Sign Language

Using simple sign language with babies as they are developing their communication skills can help them to express their needs. Begin by teaching simple signs related to babies' needs. Coordinate with families in order to focus on signs that are relevant to the classroom community.

father/dad



diaper



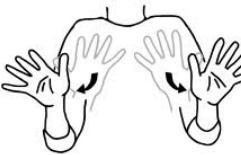
drink



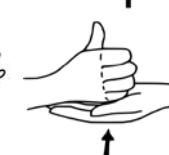
eat / food



finished



help



home



milk



more



mother/mom



no



please



stop



thank you



water



yes



you're welcome



For more information on Baby Sign Language as well as additional visuals, see https://en.wikipedia.org/wiki/Baby_sign_language.

Appendix D. Play Suggestions in Progression by Age

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
TOYS	Put the baby on the floor and ensure overhead lights are dimmed or not shining in their eyes. Hold an object so the baby can see it, but not too close to their face. Slowly move the object side to side and back and forth while calming saying the baby's name. See if the baby follows the object either with their eyes or with a head turn while you move it.	If the baby is able to hold up their head well enough to sit, hold an object in front of them and slowly move it from side to side. Observe the baby to see if they follow the object with their eyes. For babies who are just learning to sit, be sure to surround the baby with soft materials in case they fall over.	While sitting with the baby on the floor. Find a toy that may capture their interest. Offer them the toy by holding it out. See if the baby reaches for the toy. Pay attention to how they explore it. How do they manipulate it? Do they pass the toy from one hand to another?	Offer the child a basket of toys. Place the toys where the child can reach them independently. Pay attention to the ones that capture the child's interest the most. As they explore, narrate their actions and describe the toys they choose to play with.
PEEK-A-BOO!	Play peek-a-boo with the baby. Either use your hands or a cloth, cover your face for 1 second and with gentle excitement say "Peek-a-boo! I see you (Baby's name)	Place the baby in a seated position (supported or unsupported, if able) and play peek-a-boo with a cloth. Start by putting your body in front of the baby, then move your body to the baby's side and see if the baby follows you.	Place the baby in a seated position and sit on the floor facing the baby. Show the child a toy and then place it under a small blanket while the baby is watching. After the toy is covered, ask the baby, "Where did my toy go?" Keep the toy covered for three counts and then remove the cloth. Express excitement in finding the toy. Repeat as the baby is interested.	Select a toy the baby may like. Show them the toy and then place a container (e.g. plastic bin) over it. Ask, "Where did the ___ go?" Pause and observe how the baby responds. Note if the baby removes the container. If they do, celebrate with them. If they do not, lift the container and say, "Here it is!"
BODIES	Gently massage the baby. Massage and move their limbs one at a time. If the family has approved, massage with baby-safe lotion. As you are gently massaging, talk or sing about the different body parts you are touching. Stop massaging if the baby seems upset or distressed at all.	After changing the baby, gently massage them. Massage and move their limbs one at a time. As you are gently massaging, talk or sing about the different body parts you are touching. Stop massaging if the baby seems upset or distressed at all.	Share a book about bodies with the baby. If a published book is not available, create a book that includes pictures of various body parts. Read the book with the baby and identify their body parts as you see them in the book.	Create a "Head, Shoulders, Knees and Toes" book for the baby using photos of their body parts. Enjoy the book with the baby by singing the song and paging through the book together and/or singing the song and using gentle touch to identify the baby's body parts.

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
SENSES	Gently shake a rattle on one side of the baby and see if the baby turns toward the noise. If they do, celebrate with them and share that you are going to shake it again on their other side. If they do not move toward the rattle, gently put it in their line of sight and see if they look toward the rattle.	Gently shake wrist bells and see if the baby follows the sound. Place the bells within the baby's reach and see if the baby reaches for them.	Create sensory bottles for the baby to explore. Fill a bottle or canister appropriately sized for a baby with water and various items they might find interesting such as feathers, pom-poms, or water and glitter. Make sure the lid is securely fastened and monitor the baby closely as they play.	Create sensory bottles for the baby to explore. Fill a bottle or canister appropriately sized for a baby with water and various items they might find interesting such as feathers, pom-poms, or water and glitter. Make sure the lid is securely fastened and monitor the baby closely as they play. Place the bottles in the classroom where the baby can access them. Play with the bottles with the baby. Demonstrate some ways to use the bottles and celebrate how the baby explores.
NOTICINGS	Gently create a variety of sounds with your voice. See if the baby moves their mouth or makes sounds along with you.	Place the baby on their back with their feet under a mobile or motivating toy. Tap the mobile or toy so the baby can see how it moves and invite them to try to kick the mobile/toy on their own. Celebrate successes as well as all attempts to move their body.	While the baby is sitting, place an object in front of them. Invite the baby to reach for the object. Observe and note how they respond to the object. If the baby seems disinterested, in the object try again with a new one and continue to observe how they respond.	Create a stack of soft cubes or blocks and place the baby a short distance away from the tower. Invite the baby to move to the tower. Observe and note how they respond to the tower/materials.
SCENTS	Place a variety of very subtly scented items under the baby's nose and take note if they turn away or move toward the smell – demonstrating their likes and dislikes. Note: choose scents that are strong enough for the baby to smell, but are not overwhelming or unpleasant.	Provide a variety of scented items for the baby to experience and/or explore. Note how they demonstrate likes and dislikes through actions such as moving toward the smell or moving away. Note: choose scents that are strong enough for the baby to smell, but are not overwhelming or unpleasant.	Provide a variety of fragrant foods the family is OK with the baby eating. Invite the baby to smell the foods before trying them by asking them if they would like smell the items. If the baby seems interested, hold the items under their nose. Put them back down and then ask the baby what they think. After smelling the items, children can try to eat them.	Create baby-safe scented playdough with the baby. Encourage the baby to note the scents while preparing and playing with the playdough.

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
RHYTHM	Sing a song and gently clap the baby's hands together to the rhythm. Stop if the baby shows any signs of distress.	Sing a song and gently clap the baby's hands together to the rhythm or tap the rhythm on one of the baby's body parts (e.g. arm). Stop if the baby shows any signs of distress.	Share a small drum with the baby. Place it in front of them and tap out the rhythm to baby's favorite song or nursery rhyme as you sing the words. Allow the baby to participate as desired.	Share a small drum with the baby. Place it in front of them and tap out the rhythm as you sing a familiar song. Stop for a few seconds at the end of a phrase and watch to see how the baby reacts.
LIGHTS	Turn down the lights in the classroom, shine a beam of light from a flashlight on the ceiling, and slowly move it around. See if the baby tracks the light.	Place the baby in a seated position (assisted or unassisted), turn down the lights in the classroom, and hold a flashlight just above the baby so that it shines in front of them. Move the light around gently and notice if the baby tries to track it.	Make a mobile out of CDs. Turn down the lights, and shine a flashlight on the mobile, and move it around gently. Note how the light and reflections move.	Invite the baby to explore a light table. Add a few toys, including some that are translucent and/or transparent, as well as some that reflect light.
BOOKS	Hold the baby and read a book with them. If possible, select a book that includes high contrast and black and white illustrations. Ensure that they can see the pages. Note if the baby attempts to reach out for the pages or looks at the speaker.	Hold the baby and read a book with them. If possible, select a book that includes high contrast and black and white illustrations. Ensure that they can see the pages. Note if the baby attempts to reach out for the pages or looks at the speaker.	Hold the baby and read a book with them. Point to the pictures and talk with the baby about the pictures. Allow the baby to move away from the book and return as desired.	Offer the baby a book and watch how they manipulate it.
BABY DOLLS	Hold up a doll for the baby to see. Label the different parts of the doll. As you talk about the parts of the doll, note that the baby has these same parts. For example, you might say, "Here is the baby doll's hand. You have a hand too" as you gently touch the baby's hand.	Cradle a baby doll and sing, <i>Rock-A-Bye Baby</i> in front of the baby. Pretend to put the doll to sleep and narrate your actions with phrases such as, "I'm going to rub your head baby" and "Now I'm going to rub your legs and feet." Talk with the baby about how they go to sleep.	Share a baby doll with the baby. Invite the baby to explore the doll as desired. Narrate the baby's actions as they play.	Provide a baby doll and a few items for baby care such as a bottle and a blanket. Model a couple of ways to use the items to care for the baby and then let the baby explore. Note how the baby interacts with the doll and if they imitate any of your actions.
EMOTIONS	Hold the baby close to your face and speak to them gently. Be sure to use a warm tone and gentle voice so as not to overwhelm them.	Hold the baby close to your face and speak gently. Let the baby touch your face and talk with them about the features they are touching.	Use a cloth to briefly cover your face. When you remove the cloth make different expressions and state the name of the emotion you are displaying. Use more positive emotions than negative. Make sure any negative expressions are very brief.	Secure pictures of babies demonstrating different emotions to a table. Provide an identical second set of pictures and invite babies to match the pictures. Model making a match and then let the baby explore. Note how

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
				they respond and if they make matches.
HEAD AND SHOULDERS	Hold the baby and calmly sing " <i>Head, Shoulders, Knees and Toes.</i> " As you sing, gently touch the corresponding body parts.	Sit near the baby, place a baby doll by you and the baby and sing <i>Head, Shoulder, Knees and Toes.</i> Touch the body parts of the doll as you sing the song. If the baby reaches for the doll, let them touch and explore the baby.	Sit in front of the baby and sing ' <i>Head, Shoulder, Knees and Toes.</i> ' "Touch each part of your body as you sing.	Sit in front of the baby and sing ' <i>Head, Shoulder, Knees and Toes.</i> ' "Touch each part of your body as you sing. Repeat the song multiple times with increasing speed. This should be fun and will likely end up as a silly experience with lots of laughter.
MIRRORS	Bring the baby to a mirror. Hold the baby close enough that they can see themselves and you. Talk about what you see in the mirror and what the baby is doing.	Sit by a mirror with the baby. Place the baby on your lap. Talk to the baby about what you can see in the mirror. Label body parts, or other items that seem to catch their interest.	Use a mirror to play peek-a-boo with the child. Hide their body parts and then reveal them with phrases such as, "Peek-a-boo! I see [child's name]'s eyes!" and pointing to their eyes in the mirror.	Cover an easel or hang mirrors on the wall at the baby's eyelevel. Add flaps to cover the mirrors invite the baby to lift the flaps and see themselves underneath.
TEXTURES	Gently stroke the baby with different textured fabric pieces. Attend to their reactions and tell them when they seem to be indicating their likes and dislikes.	Provide an assortment of different textured fabric pieces for the baby to explore. If the baby does not reach out to touch them on their own, consider gently guiding their hand over the fabric. Attend to their reactions and tell them when they seem to be indicating their likes and dislikes. Stop if a baby signals distress and do not force the baby to touch a specific texture.	Make a texture board for the baby to explore. Secure a number of different textures such as, felt, sand paper, corrugated cardboard to a sturdy, flat surface. Place the board on the floor for the child to explore. If the child is pulling up or cruising, place the sensory board on a table or chair so they can explore it standing up.	Use Velcro, and various items such as large buttons, popsicle sticks, and pipe cleaners to create a sensory board. Children can fasten and remove the items from the board.
PICTURES	Show the baby high contrast black and white pictures. Talk with the baby about what they may be seeing and the different shapes in the pictures.	Show the baby high contrast black and white pictures. Talk with the baby about what they may be seeing and the different shapes in the pictures.	Place colorful photos in front of the baby and cover them with a transparent cloth (e.g., scarves). As the baby reaches toward the scarf, praise their attempts to find the photos. After the baby uncovers the photos, talk with them about the images.	Secure pictures of the baby's classmates, family, and teachers to the bottom of a bin or the sensory table. Add a thin layer of sand to cover the pictures. Provide shovels and paint brushes. Model uncovering the pictures and invite the baby to explore.

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
WHAT DO YOU SEE?	Show the baby a mirror and talk with the baby about what you see.	Look in a mirror with the baby, make faces and demonstrate different emotions. Label the emotions, note how the baby responds, and talk about when you feel different emotions.	Secure a baby safe mirror to the wall at baby's eye level. Invite the baby to sit by the mirror, or crawl and/or stand by the mirror as they are able.	Invite the baby to explore and mirror and a crayon or marker. Allow them to draw on the mirror. Invite the baby to make marks (e.g., dots or scribbles) on the mirror.
INSTRUMENTS	Use a variety of instruments or materials to play different sounds for the baby. Talk to the baby about the types of sounds the instruments make.	Provide a variety of instruments or materials that can make different sounds. Invite the baby to explore with you. Demonstrate how the items can make noise, then give them to the baby to explore.	Provide a variety of instruments or materials that can make different sounds. Invite the baby to explore with you. Demonstrate how the items can make noise, then give them to the baby to explore. Introduce one instrument at a time and model how to use it. After demonstrating, let the baby explore the instrument and note what they do. Accept any form of exploration.	Hang a variety of instruments, or objects that can make noise (e.g., pot/pan) on an easel or on the wall at the baby's eye level. Supply assorted materials to tap/bang (e.g. wooden spoon) on the instruments. Model how to use the materials to make music. Invite the baby to explore.
I SEE YOU	Play peek-a-boo with the baby by moving in and out of the baby's line of vision. When you move back into their line of vision say, "I see you" in a gentle voice.	Sit in front of the baby. Use a cloth to cover your face. Remove the cloth after a few seconds and say, "I see you!"	Sit in front of the baby. Use a cloth to cover your face. Remove the cloth after a few seconds and say, "I see you!" Afterward, hand the child the cloth and see if they continue the game.	Sit on the floor across from the baby. Play <i>I See You</i> with a baby doll by covering it with a blanket. After the baby has observed you covering and uncovering the doll, invite them to try.
WATER PLAY		Seat the baby in a highchair, or somewhere with a hard, flat tray, or other similar surface. Pour just enough water on the tray so the baby can make a little splash. Invite the baby to explore the water by putting their hands in it. Note, this activity could be done as a transition before or after a mealtime.	Provide a small bin or sensory table with water for the baby to explore as well as a few tools to use in the water such as cups and a small colander. Invite the baby to explore the water and tools.	Invite the baby to engage in water play. Provide a few simple objects (e.g., cups and scoops) for the baby to explore.

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
RAMPS		Provide an assortment of textured or sensory balls. Invite the baby to explore the balls.	Create a small ramp and Provide an assortment of balls. Invite the baby to explore how to make the balls roll down the ramp. Demonstrate how the balls can roll down the ramp then give a ball to the baby and let them try.	Create a ramp and use tape to make a road on the floor extending from the ramp. Provide cars, trucks or other rolling items and model how to roll vehicles down the ramp then invite the baby to try.
MOVING		Invite the baby to sit in your lap. Sing, "Row Your Boat" as you gently rock back and forth while simultaneously moving their arms in a crawling motion.	Create a small ramp for children to crawl up and down. Be sure the ramp is secure and the ground below is covered in soft material in case of falls. With close supervision, invite the baby to climb on the ramp. Consider placing a motivating toy at one end of the ramp to encourage the baby to move forward.	Create a series of ramps in the classroom that are safe for the baby to crawl or walk on. Ensure the ramps are surrounded by cushions and pads for safety.
SENSORY EXPLORATION		Create a sensory bag by filling a Ziploc bag with a small amount of water, paint, or gel-like substance. Securely tape all the sides to prevent leakage. Place the sensory bag in front of the baby and invite baby them to explore. Be mindful of babies with teeth.	Use a muffin tin as a mold to create gelatin disks. Consider using food color to add color to the gelatin. Place a couple disks at a time in front of the baby and invite them to explore.	Use a muffin tin as a mold to create gelatin disks. Add small toys to the gelatin as you prepare it. When the disks are ready, place them in the sensory table. The baby can try to remove the toys from the gelatin.
HIDDEN OBJECTS		Place an object the baby enjoys on the floor in front of the baby. Cover a portion of the object with a small blanket or piece of cloth. Ask, "Where did it go?" and see if the baby attempts to reach for the object.	Place an object the baby enjoys on the floor in front of the baby. Cover a portion of the object with a small blanket or piece of cloth. Ask, "Where did it go?" and see if the baby attempts to reach for the object. If after 3 seconds, they do not attempt to remove the cloth, remove it and say, "There it is!" If the baby is interested, repeat.	If the baby has been successful finding a single hidden object, bring out 2 small blankets or pieces of cloth and use them to hide two objects the baby enjoys side by side in front of them. Cover them and say, "Where did they go?" Give the baby 5 seconds to attempt to remove one of the blankets. If they do not remove one then remove the other one and say, "There it is!" Try again if the baby is interested.

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
UP AND DOWN		Ask the baby if they would like to be picked up. Gesture “up” with your arms as you ask. Note how the baby responds. If it looks like they want to be picked up, pick them up. If they do not seem interested, do not pick them up. If the baby mimics your arm movements, or uses another method to communicate a response, celebrate this communication.	While sitting in front the baby hold out your hands and say, “up”. If the child reaches for your hands, help them gently stand. Say, “up”. After a few seconds or when the child is ready, gently help them sit back down and say, “down”. Repeat if the child is interested.	Explore a parachute with the baby. Narrate your actions being sure to note when the parachute is going up and down. As you make the parachute go up say, “Up!” and as you make it go down, say, “Down!”
LEGS		Sit with your legs out in front of you. Support the baby in standing on your lap. Hold the baby securely and gently bounce your legs. Sing to the baby as you bounce them to the rhythm of the song.	Support the baby in standing and putting weight on their legs. Sing songs and gently sway the baby to the rhythm of the songs.	If the baby is starting to cruise or stand up, place a pop-up toy on a shelf or chair where they can reach it. Invite them to play with it while they are standing up.
BALLS		Place the baby on a blanket. Give the child a ball to explore. If they drop the ball, notice if they follow it with their gaze or reach out for it. Hand them the ball again, if they are interested.	Place the baby in an area where they can explore an assortment of balls. If they are crawling, spread the balls out and encourage the baby to get the balls. If they are not crawling yet, place the balls on a piece of cloth where the baby can reach them.	Bring the baby to the park. Give them balls or other items that they can push down a slide or hill.
EXPLORATION		Provide a small bin or a bowl and fill it with a very little bit of water and invite the baby to explore.	Fill a bin with natural materials such as leaves. Place the bin on the floor so the baby can explore them independently. Supervise the baby closely as they will likely try to put the materials in their mouth.	Note the natural materials the baby seems to enjoy outdoors. Bring some of these materials in to the classroom and place in the sensory table for the baby to further explore. Supervise the baby closely as they will likely try to put the materials in their mouth.

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
BUBBLES		Blow bubbles with the baby. Blow the bubbles in near the baby, but not directly in their face. As the bubbles pop, narrate what is happening. Use an expressive voice and gently clap your hands to imitate a balloon popping.	Add baby safe soap, and a few simple toys such as cups to water in a sensory bin. Narrate the baby's actions as they play (e.g., "You made bubbles and you popped them!")	Place baby dolls, paint, and paint brushes in the sensory table. Model painting the baby and then invite the baby to explore. Leave the painted baby dolls in the table until the following day. Add water, soap and wash clothes. Model washing the paint off a baby doll and then invite the baby to try.
TUBES		Supply tubes and invite the child to explore them.	Supply tubes. Place scarves in the tubes and leave an end of a scarf hanging from the tube. Invite the baby to explore.	Secure tubes with large openings to a low part of a wall. Supply objects that can fit and invite the baby to drop items down the tube.
MUSIC		Place wrist bells around the baby's feet or ankles and lay them on their back. Observe how they react. Remove the bells if the baby shows any signs of distress.	Hang an assortment of rattles, shakers, bells close to the ground so the baby can explore.	Supply an assortment of instruments. Sing or play music and invite the baby to play their instrument to the music.
PULL		Fill an empty tissue box with scarves. Secure it to the floor. Place the baby on the floor just out of reach of the box. Model pulling the scarves out of the box. Support the baby in reaching for the scarves.	Cut small holes in a box. Secure scarves in the box so that children can pull them without fully removing. If necessary, support the baby in pulling the scarves.	Supply very large buttons (or create large cardboard buttons). Secure the shapes on a string. Model pulling the string and moving the shapes and invite the baby to try.
CHANGING	While changing the baby, narrate what you are doing, sing songs, and/or say poems, or nursery rhymes to strengthen your bond with the baby and help them develop language skills.	While changing the baby, narrate what you are doing, using a musical voice. Pay attention to where the baby is attending and respond accordingly with phrases such as "I see you looking at X."	Place a mirror near the changing table. While changing the baby, talk with the baby about their reflection. Be sure to use the child's name. For example, you might say, "I see _____! Yes, I do!"	Place a mirror near the changing table. If the baby is interested, point on their reflection and talk about what you see. Touch their reflection and say, "That's you! That's _____!"
SIGNS	During mealtime talk to the baby about how you are preparing their food and what they are eating. While they are taking their bottle say, "Now you are drinking your milk."	During mealtime introduce the baby sign language sign for "more" to the baby. Say and do the sign as you give the baby more food. Ask the baby if they want more, do the sign and then give the baby more	During mealtime introduce meal related signs such as "more," "eat," "water" to the baby. Say and do the sign as appropriate during the meal. See Section IX	Reflect on the signs the baby is familiar with or able to use. Consider introducing additional signs related to the baby's every day experiences and/or interests.

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
		food, if they seem like they might want more. Use this sign with the baby frequently. See Section IX Appendices for guidance on making the “more” sign.	Appendices for guidance on baby sign language.	Section IX Appendices for guidance on baby sign language.
CONVERSATIONS	As the baby gives their cues for being hungry, tired, or disinterested, talk to the baby about what you’re noticing. For example, “I see you sticking out your tongue a lot. It seems like you are telling me you are hungry. Let’s get your bottle ready”	Narrate and respond to the baby’s cues throughout the day. For example, if they reach for something, you might say, “You are reaching for _____. It looks like you really want it.” Or, if they are rubbing their eyes, you might say, “I notice you rubbing your eyes. It looks like you are telling me you are tired. Let’s get ready for nap”	Practice a two-way conversation with the baby by listening to what they say and repeating or responding appropriately. Pause after you speak in order to encourage the baby to speak. Continue to follow up on their expressions and pause for them to respond.	Narrate the baby’s actions throughout the day. Pause periodically to invite and encourage the baby to respond to your language. Listen to their vocalizations and respond by commenting on what you think they might be saying.
LOOKING AROUND	While changing the baby, label the baby’s movements, or talk about what is in their line of vision. For example, if the baby kicks their leg you can say, “You are kick, kick, kicking!” Or if they are looking at images posted in the room, you might say, “It looks like you are looking at that picture of clouds”	Hang a variety of pictures above the changing area so children can see them during diaper changes. If you notice them looking at the pictures, talk to them about what they see	Hang a variety of pictures including pictures of the children’s family and classmates above the changing area so children can see them during diaper changes. If you notice them looking at the pictures, talk to them about what they see.	Hang pictures of the baby engaging in classroom activities near the changing table where the baby can see them. As you change the baby talk with them about the pictures.
EATING		As babies start to eat solids, allow them to try to feed themselves. Give them some items of food to explore on their own, or a spoon, or bowl. Note that this activity may be messy or may not be acceptable with all families. Be sure to talk with families about this practice before implementing.	During mealtime, give the baby their own spoon and allow them to reach for their food and drink. Support them with the drink as necessary. Note that this activity may be messy or may not be acceptable with all families. Be sure to talk with families about this practice before implementing.	During mealtime cut up food in very small pieces so that it is safe for the child to try self-feeding. Note that this activity may be messy or may not be acceptable with all families. Be sure to talk with families about this practice before implementing.
CHAT		Chat with the baby. Notice the sounds they make, such as open-ended vowels (e.g., “aaaaaa”). Repeat the sounds they make and	Chat with the baby. Look at them as you engage in caretaking and imitate the sounds they make. Notice how they respond. If they make more sounds, continue	Chat with the baby. Look at them as you engage in caretaking and imitate the sounds they make. Notice how they respond. If they make more sounds, continue

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
		model adding consonants (e.g., "ba-ba")	imitating, and add some of your own similar sounds	imitating, and add some of your own similar sounds.
FAMILY FAVORITES	Ask families what songs they sing or books they read with the baby. If you are unfamiliar with the songs, ask if they can write the words for you. If you do not have the books, ask if you can borrow them for a little while.	Ask families what songs they sing or books they read with the baby. If you are unfamiliar with the songs, ask if they can write the words for you. If you do not have the books, ask if you can borrow them for a little while. Incorporate hand movements, gestures, and signs as you read and/or sing with the baby.	Ask families what songs they sing or books they read with the baby. If you are unfamiliar with the songs, ask if they can write the words for you. If you do not have the books, ask if you can borrow them for a little while. Incorporate hand movements, gestures, and signs as you read and/or sing with the baby. After singing or reading once, ask the baby if they would like to do it again. Sign "more" and ask if they would like more. If they communicate interest, sing or read again.	Use small toys or puppets to add actions to the baby's favorite songs. Share one toy with the baby and keep one for yourself. Sing the song and allow the baby to explore their toy or puppet as you demonstrate the actions. For example, you might sing, "Itsy Bitsy Spider" and provide two small spider puppets. Give one to the baby and keep another for yourself. As you sing, demonstrate how the spider can climb up. Allow the baby to participate at their own level.
WITH MY FAMILY	Ask the family what they have noticed their baby enjoys at home or somewhere else. Make a note and try to replicate in the classroom.	Ask the family to share some of the ways they have noticed their baby growing and developing at home, noting new things the baby seems to enjoy. If possible, replicate some of these same experiences in the classroom.	Ask the family to share some of the new skills their baby is working on at home. If possible, replicate some of these same experiences in the classroom. Share some of the skills you see the baby working with you, as well as activities families can do with their baby to support this development.	Invite families to share photos of the baby engaging in something they like to do outside of school (e.g. at home or another special place). Laminate the pictures and hang them in the classroom at the baby's eye level so the children can access them.
PHOTOS	Using photos of the family members and important people in the baby's life, make a mobile for the baby. During awake time hold it over the baby and talk to the baby about who is in each picture. Celebrate their efforts to reach or kick the mobile.	Share laminated photos of the family members and important people in the baby's life them. Point to the pictures and name who is in each one. Allow the baby to hold and manipulate the pictures.	Create a family flap book for the baby with pictures of family members and the important people in the baby's life. Create a flap to cover the pictures and show the baby how to lift the flap and see their family members.	Create a family flap book for the baby with pictures of family members and the important people in the baby's life. Create a flap to cover the pictures and show the baby how to lift the flap and see their family members. Add a mirror or reflective surface to the end of the baby's book so they can see themselves.
FAMILY FUN	Invite families to the classroom to experience different parts of the day with their baby.	Invite families to the classroom to experience different parts of the day with their baby. Share your	Invite families to stay for a little while a drop off. Show them some things the baby has been enjoying	Invite families to stay for a little while a drop off. Show them some things the baby has been enjoying

ACTIVITY NAME	0-3 MONTHS	3-6 MONTHS	6-9 MONTHS	9-12 MONTHS
		noticings and invite them to explore the classroom toys with their baby. Ask them to share some of the things they like to do at home with their baby.	and let them play together in the classroom. Share your observations around the baby's favorite classroom materials and support the family in using the materials together.	and let them play together in the classroom. Share your observations around the baby's favorite classroom materials and support the family in using the materials together. Take pictures of them engaging in the classroom with their baby and use the pictures to create a book for the baby. The book can go home with the baby for families to read together.
VISIT	If the baby has an older sibling, invite the sibling (and a grown up) to the classroom. Show the sibling around the room, highlighting some of the baby's favorite places or materials.	If the baby has an older sibling, invite the sibling (and a grown up) to the classroom to play. Invite the sibling and the baby to explore some of the classroom toys together.	If the baby has an older sibling, invite the sibling (and a grown up) to the classroom to play. Invite the sibling and the baby to explore some of the baby's favorite materials and/or the baby's family flap book from Activity 10.	If the baby has an older sibling, invite the sibling (and a grown up) to the classroom to play to enjoy a snack together.

Appendix E. Blank Weekly Planning Form

Name:	Use the template below and the Play Suggestions in Sections II-IV, as well as your own ideas to create a weekly lesson plan for an individual child . When planning, consider the following: <ul style="list-style-type: none"> • What ELOF developmental skill or activity does the baby appear to be working on? • What strategies is the baby using to play? • What activities has the baby especially enjoyed lately? • Is the baby engaging with (objects or people) differently now than in the last few weeks? What is different? What is the same? Throughout the week, highlight information to share with the child's family and add it to the " <i>Notes to family</i> " section of the template. At the end of the week, send this page home with the family.		
Component	I have noticed:	So I am planning:	Notes to family:
Arrival and Departure		ELOF GOAL(S):	
Sleeping		ELOF GOAL(S):	

Diapering		ELOF GOAL(S):	
Eating		ELOF GOAL(S):	
Playing		ELOF GOAL(S):	

Appendix F. Blank Daily Communication Form

Use this form to communicate with families. Invite them to complete the top portion in the morning. Add notes about the child throughout the day and send the form home with the family when they leave. Whenever possible, use families' home language when communicating. Additionally, some families may prefer online communication.

Name:
Date:

Notes From Family:	
<input type="checkbox"/> I ate this morning. I had: <input type="checkbox"/> I have not eaten yet.	Special information for today:
Last night I slept <input type="checkbox"/> Well <input type="checkbox"/> OK <input type="checkbox"/> Not well. I woke up this morning at _____.	<input type="checkbox"/> I napped this morning from _____ to _____. <input type="checkbox"/> I have not napped this morning.

Notes To Family:							
SLEEP Today I napped...	DIAPERS Today my diapers were...	EAT Today I ate...	ENJOY Today I seemed to enjoy...				
From	To	Wet	Dirty	Time	Amount/Type	At	
FEEL Overall, I seemed to feel...	GENERAL NOTES Information, things I need, etc.						

Appendix G. Master Book List

Approaches to Learning

A Line Can Be by Laura Ljungkvist: As single forms many big ideas that demonstrate opposites.

Another by Christian Robinson: This wordless book takes a young girl and her cat on an adventure to new places.

Baby Says by John Steptoe: Sometimes baby can be funny and sometimes they can be frustrating. But baby kisses make everything better.

I Can Do It Too! by Karen Baicker: A child watches what the adults do and decides, she can do it, too!

Float by Daniel Miyares: A boy's small paper boat – and his large imagination- fill the pages of this wordless picture book.

No, No, Yes Yes by Leslie Patricelli: Yanking cat by tail: no, no. Gentle pat on back: yes, yes. And it's funny how dumping a bowl of food gets a very different reaction from mastering the use of a spoon.

The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear by Audrey and Dan Woods: A little mouse will do all he can to save his strawberry from the big hungry bear.

There's a Bear in My Chair by Ross Collins: How will the little mouse get the big bear out of his chair?

You Are One by Sara O'Leary: One year olds can do a lot! Celebrate their accomplishments with them.

Social and Emotional Development

Are You My Mother? by PD Eastman: Will the little bird ever find who his mother is?

Baby Faces by Kate Merritt: So many feelings to feel. See how these babies feel.

Daddy Kisses by Anne Gutman: With a variety of animals, celebrate the affection between fathers and children.

Egg by Kevin Henkes: A graphic novel for young children about four eggs, one big surprise and an unlikely friendship.

Everywhere Babies by Susan Meyers: Every day, everywhere, babies are born. They're kissed and dressed, rocked and fed and completely adored.

The Family Book by Todd Parr: Celebrate families and their differences.

The Feelings Book by Todd Parr: Learn about some of the feelings a person can feel.

Hug by Jez Alborough: Animals come together to help the little monkey get a hug from Mama.

Hush, Baby, Hush! Lullabies from Around the World by Kathy Henderson: Gathered from all over the world, these beautiful, simple songs give a flavor of different parts of the world as well as showing that soothing a baby to sleep is the same the world over.

Hush, Little Baby by Brian Pinkney: The classic song comes to life in this book.

Little You by Richard Van Camp: A little brings so many beautiful things to life and so much to love.

Mama Do You Love Me? by Barbra M. Johnson: A child discovers how much love a mother has.

Mommy Hugs by Anne Gutman: With a variety of animals, celebrate the affection between mothers and children.

Our Rainbow by Little Bee Books: We are all full of color and when we come together, we make a rainbow.

Owl Babies by Martin Waddell: When will Mother return?

Please, Baby, Please by Tonya Lewis Lee and Spike Lee: A behind the scenes look at the chills, spills and thrills of bringing up baby.

Pretty Brown Face by Andrea and Brian Pinkney: A baby boy discovers the unique features that make his face so special.

Where's Lenny? by Ken Wilson: Where does Lenny decide to hide in a game of hide and seek with dad?

Language and Literacy

Arrosto, Mi Niño by Lulu Delacre: A bilingual collection of traditional Latino lullabies from fourteen Spanish-speaking countries.

Baby Beluga by Raffi: Discover the Arctic with Baby Beluga and its friends.

Black Bird and Yellow Sun by Steve Light: Follow the black bird and it flies through a colorful world.

Brown Bear, Brown Bear What Do You See? by Bill Martin Jr: A green frog, purple cat, blue horse and yellow duck parade across the pages of this book.

Chica Chica Boom Boom by Bill Martin, Jr: Chica chica boom boom! Will there be enough room?

First Words: Touch and Feel Book by DK Publishing: Help children develop their language through this tactile experience.

Freight Train by Donald Crews: Red caboose at the back, orange tank car, green cattle car, purple box car, black tender and a black steam engine . . . freight train.

Girl of Mine by Jabari Asim: A caregiver's expression of how special the baby is to them.

Goodnight Gorilla by Peggy Rathmann: It's bedtime at the zoo, and all the animals are going to sleep. Or are they? Who's that short, furry guy with the key in his hand and the mischievous grin?

Goodnight Moon by Margaret Wise Brown: It's time for the bunny to go to bed and say goodnight to all the things in the room.

Mice by Rose Fyleman: A description of mice and the trouble they can get into.

Moo, Baa, La, La, La by Sandra Boynton: It's a barnyard and vocal adventure!

The Napping House by Audrey Woods: It's naptime with an unexpected ending.

Old MacDonald Had a Farm by Jonas Sickler: Take a trip to a farm with llamas, vultures and cactus.

Silly Sally by Audrey Wood: Follow Sally on her silly adventure to get to town.

What a Wonderful World by Bob Thiele: The classic song made famous by Louis Armstrong translates beautifully into a bright, imaginative board book about the wonderful and diverse world we live in.

Where is Green Sheep? by Mem Fox: There are so many sheep, but where is Green Sheep?

Cognition

The Belly Button Book by Sandra Boynton: Everyone has a belly button and that should be celebrated!

Big Little by Leslie Patricelli: Ladies are big, but ladybugs are little. What else is big and little?

Counting with Tiny Cat by Viviane Schwarz: None, 1, 2, 3, 4 more, a lot. How many balls can Tiny Cat hold?

Creep-Crawl by Kaaren Pixton: Learn about all different types of bugs and their names.

Dear Zoo by Rod Campbell: Discover animals and why they won't make good pets.

Fast and Slow by Britta Britta Teckentrup: Learn about what goes fast and what goes slow.

Float by Daniel Miyares: A boy's small paper boat – and his large imagination- fill the pages of this wordless picture book.

The Hungry Caterpillar by Eric Carle: The caterpillar has a long way to go on its way to become a butterfly.

I Got the Rhythm by Connie Schofield-Morrison: She's got rhythm and can move her body in lots of ways.

Quiet Loud by Leslie Patricelli: Explore the opposites of quiet and loud.

Peekaboo Morning by Rachel Isadora: A toddler plays a game of peekaboo, and you're invited to play too.

Peek-a-Who? by Nina Laden: Who will be discovered under the flap?

Ten Tiny Babies by Karen Katz: Can you count all ten babies?

Octopus's Garden by Ringo Starr: Travel under the sea to meet Octopus and all his friends.

Ten Little Fingers and Ten Little Toes by Helen Oxenbury: What is could be a more fun way to count than on little baby fingers and toes.

Where is Baby's Belly Button? by Karen Katz: Children learn about body parts by finding them on the babies book in the book.

Perceptual, Motor and Physical

All Fall Down by Mary Brigid Barrett: Join children as they sing as they move their bodies and sing.

Baby Dance by Ann Taylor: Up and down, to and fro, coo and crow baby, there you go. Up to the ceiling, down to the ground, backward and forward, round and round...

Baby Touch and Feel: Things That Go by DK Publishing: An introduction to all kinds of vehicles.

Clap Hands by Helen Oxenbury: Clapping can come in lots of different ways.

Head to Toe by Eric Carle: Turn your head like penguin, bend your neck like a giraffe, raise your shoulder like buffalo. You can do it!

My Truck is Stuck! by Kevin Lewis: How will the dog get his truck on stuck. Good thing, he has lots of friends to help him out.

Snowy Day by Ezra Jack Keats: Peter has a day in the snow and makes many discoveries.

The Swing by Robert Louis Stevenson: The swing goes up and down, and then up and down again.

Splash! by Ann Jonas: What is more fun than splashing!

Subway by Anastasia Suen: Hop on the subway with a little girls and her mother.

Wheels on the Bus by Annie Kubler: Take a ride on the bus with the classic song.

Other

Baby Night-Night by Kate Merritt: See the nighttime routines of babies and families around the world.

Global Babies Bedtime by Maya Ajmera: Babies get ready for bed differently around the world, but they are all cuddled, snuggled, and loved!

The Grandma/Grandpa Book by Todd Parr: Grandmas/Grandpas can be very special.

My Neighborhood by Maddie Frost There: Many people live in a neighborhood and they do many different things.

My Mama is a Mechanic by Doug Cenko: Mama can be so many things. A mechanic is only the beginning.

Tooth by Leslie Patricelli: *Ouch.* Baby's mouth feels funny. Something is happening, and it's not just that a puddle of drool keeps escaping. There it is — a new tooth!

We are in a Book! by Mo Willems: Gerald and Piggy make a big realization – they are in a book!

Who? A Celebration of Babies by Robie Harris: Who is that baby there? Come see all the things the babies discover.

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