

Activity Plan For Infants

Name of child/group _____ Age(s) _____

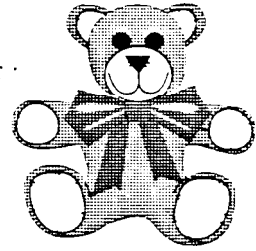
	Developmental Skills	Helpful Caregiver Behaviors	Goals for the child
Physical:			
Social:			
Emotional:			
Intellectual:			

***You may copy this form as many times as you need it!



Games for Growth

Playing simple games with your child can bring pleasure, security, and help with their physical, emotional, social, and intellectual growth. Imagine something so important being so much fun! Here are some ideas to try with babies of various ages.



For the Early Months of Life. . .

Baby Talk. Whenever you are diapering, bathing, feeding, or holding your baby, listen to the sounds he is making. If you hear a coo or a gurgle, respond by stroking his stomach, moving your head close and smiling so that he can see you, and repeating the sound he makes.

Follow That Rattle. While baby is lying down, sit or stand so that you are out of her line of sight. Hold a rattle about a foot above her face. Shake it gently until she sees it. When you're sure she sees it, move the rattle in a slow circle around the baby's head so that she can keep it in sight by just moving her eyes without moving her head. After she follows it for a while, try reversing the direction, always smoothly and slowly. After baby has had practice with rattle circling there are several other variations:

- Hold the rattle about 12 inches above her head and move it in a curved line all the way down to the side so that she has to turn her head to follow it.
- Talk to baby during the activity to describe what you are doing.
- Move the rattle so that it is possible for the baby to grab it. When she does, say, "You got it!" Let her pull it down toward her. Then gently move it up until she releases it and continue handing the rattle back and forth.
- Shake the rattle over her head so that she has to move her head up to see it. When she does, say, "Now you see it!"

When Baby Can Sit Up.. .

Checking It Out. Sit with your baby inside or outside and use the child's natural curiosity. Many babies like to pick up things around them. As he reaches around for toys and safe objects to touch and explore, describe what he is doing. Talk gently about the way things feel (hard, soft, smooth, rough) and give things names. Enjoy watching your baby explore under your watchful eye, making sure he is safe. **You** can also choose some of the objects to place around him: all a particular color, representing different shapes, or similar textures.

Mirror, Mirror. Hold your baby in front of a mirror. Say, "Look, there's Jenny!" "I see Jenny. Do you see Jenny?" "Hello Jenny." Have her point to her own image in the mirror. You will notice that she will begin to recognize herself after you do this several times. You can also begin to point to parts of her body and name them, such as nose, eyes, ears, mouth, or hair.

Hide and Seek. Use a toy and some soft covering material, like a blanket. Attract baby's attention and partly hide the toy under the blanket so that the baby can still see part of it. Then say, "Where did the toy go?" "Find the toy." If she is puzzled, show her how to get the toy under the blanket. If she ignores the toy, play with it yourself but don't demand her attention. She will become interested on her own. Partly hide it again until she is able to get it herself. As baby grows older, she can find the toy when it is completely hidden under the blanket.

Source: Ira J. Gordon. *Baby Learning Through Baby Play*. New York: St. Martin's Press, 1970.

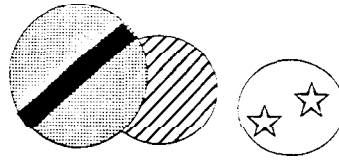


Unit : Enhancing Child Development



Student Resources

Games for Growth



When Baby is Crawling.. .

Fetch. Take a ball or anything that rolls and when you have the baby's attention, roll it out of his reach. Then say, "Go get the ball. Bring it to me." Encourage him as he crawls to get it and praise him when he brings it to you. Smile and hug him. Then roll the ball again. He may even roll the ball to you. Be prepared to change what you're doing to fit what he does after you get started.

Fill It Up. Help baby put things into a jar or box and empty them out again. You can start by filling up a container with several objects in front of the baby, showing her how to fill it up, then turning it upside down to empty it. You'll be surprised how much time the baby can spend filling and emptying. Just be sure the objects are safe, free from dangerous edges or small parts that could be swallowed.

Peek-a-Boo. Face the baby and cover your eyes. Say, "Where did Johnny go? I can't see you." Then have him cover his eyes, and you should say, "Where did daddy go? Johnny can't see me." Then take your hands off your eyes and say, "Peek-a-boo, I see you."

When Baby is Standing or Toddlng.. .

Sorting. Look around the house and select any two sets of objects, such as empty soft drink plastic bottles (be sure all edges are smooth) and some wooden blocks-about four objects each is plenty. Let baby play with the objects, stacking, rolling, and making sounds with them. Then group the objects together and say, "Put all the bottles over here." As you point to each item, name it. "This is a bottle. It's round and tall. It's just like this one." You can also sort laundry together! Remember to name items and describe what is alike and different about them.

Water Play. Take two or three different sized containers. Fill the smallest with water and let the child watch you pour it into the second sized container, then the largest one, then back to the first. Then let him pour the water. Be sure to say, "Now you are pouring from the big to the little one. You are filling it up." This is a good activity for bath time or outside!

For the Older Toddler. . .

The Shell Game. Take three boxes of different sizes. Let her see you put an object under one of the boxes. Then change the position of the boxes by shuffling them around. Ask her to guess where the object is. When she points to the right can, praise her and share her joy. You can also play a version of this by hiding something in your hands behind your back, then holding your closed hands in front of you and asking her to guess which hand holds the object.

Quiet Time Language Activities. Use picture books. Point to the picture, describe what is in the picture and what is happening. Ask baby to say the names of objects he knows.



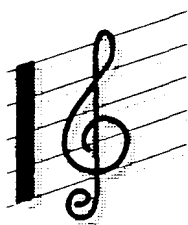
Rhythm and Play

Beginning when your child is about nine months of age, he or she will enjoy playing face-to-face singing games and finger play. Here are some simple songs to play. Make up your own finger motions. bounce baby gently to feel the rhythm of the song. or make up motions that involve touching and interacting with baby.

*Row, Row, **Row Your Boat***
Row, row, row your boat
Gently down the stream.
Merrily, Merrily, Merrily, Merrily,
Life is but a dream!



Pat-a-Cake
Pat-a-cake, pat-a-cake, Baker's man!
Bake me a cake, as fast as you can.
Pat it, and turn it, and mark it with a T,
And put it in the oven for Tommy and me!



Hickory, Dickory, Dock
Hickory, dickory, dock!
The mouse ran up the clock.
The clock struck one, and down he run.
Hickory, dickory, dock!

This Little Pig
This little pig went to market;
This little pig stayed home;
This little pig had roast beef;
This little pig had none;
This little pig said, "Wee, wee, wee!"
All the way home.



One, Two, Buckle My Shoe
One, two, buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight:
Nine, ten, a big, fat hen.

Here's my finger

Birth to 3 months

Brain research-Just reaching for an object helps the brain develop hand-eye coordination This game strengthens a baby's hands and fingers.

- Hold the infant in your lap
- Put your index finger in your baby's hand.
- She probably will grasp your finger, as this is a natural reflex with newborns.
- Each time she grasps your finger, say positive words like, "That's my wonderful girl!" or " You're so strong!"
- This game also develops tracking skills.

Where did it go?

Birth to 3 months

Brain research- Neurons for vision begin forming during the first few months of life. Activities that stimulate a baby's sight will insure good visual development.

- Hold a brightly colored scarf in front of the baby.
- Slowly move it around and talk about how bright it is.
- When you are sure that the baby is looking at the scarf, slowly move it to one side.
- Keep moving it back and forth to encourage her to follow it with her eyes.
- Play this game often. You are helping the baby's brain capacity grow!

The rattle game

Birth to 3 months

Brain research- an infant's brain thrives on feedback from its environment and "wires" itself into a thinking and emotional organ based on early experience.

- Hold a rattle in front of the baby and shake it gently.
- As you shake the rattle, sing any song or the following to the tune of "Old MacDonald":
Rattle, rattle, shake, shake, shake, E-I-E-I-O
Rattle, rattle, shake, shake, shake, E-I-E-I-O
- When you are sure that your baby is watching the rattle, slowly move it to one side and sing the song again.

- Continue moving the rattle to different places in the room and watch as the baby moves her head in the direction of the sound.
- Put the rattle in the baby's hand and sing the song again.
- Babies love singing and later, when they are ready to talk, they will try to imitate sounds they've heard.

Sensory Experiences

Birth to 3 months

Brain research- what babies see and smell cause brain connections to be made, especially if the experiences happen in a loving, consistent, predictable manner.

- Exposing the baby to many different sensations will broaden her awareness of herself and the world.
- Try rubbing the baby's arms with different fabrics. Satin, wool, and terrycloth are good fabrics to start with.
- Give the baby an opportunity to experience different smells. Go outside and smell a flower. Smell a freshly cut orange.

Note: Be careful not to over stimulate the baby. Watch for signs that the baby is tired of the game.

Who is that baby?

3 to 6 months

Brain research- short utterances speed up the development of the language process.

- Sit in front of a mirror with the baby in your lap.
- Say, "Who is that baby?"
- Wave the baby's foot and say, "Hi, foot."
- Continue asking questions and moving different parts of the baby's body.
- Shake hands, wave bye-bye, clap hands, etc.

Exercise Game

3-6 months

Brain research-Exercise strengthens large muscles to prepare babies for walking.

- Lay the baby on his back on a firm surface.
- Holding his ankles, bend and straighten his legs to the following rhyme:

One, two, three,
Bend your knees.
One, two, three,
Bend your knees.

Note: If the baby resists - stop immediately. Never force any movement.

- Sing the words above to a familiar tune, or make up your own tune. It will capture the baby's attention and develop his language at the same time.

Sound Awareness

6-9 months

Brain research-Musical experiences enhance the future ability to reason abstractly, particularly in the spatial domains. Auditory awareness is something that comes with age and experience. Playing games to heighten the baby's hearing awareness will help wire her brain.

- Take a wind-up musical toy and put it out of the baby's sight.
- Wind it up and ask her, "Where's the music?"
- When she turns to the sound, praise her generously.
- Repeat this game in different parts of the room.
- If the baby is crawling, you can hide the music under a pillow or elsewhere so that she can crawl to the music.

Tommy Thumb

6-9 Months

Brain research-The language development opportunities of songs and finger plays are vital in the development of the brain.

- Say the rhyme as you touch the baby's fingers one by one.
- On the final verse, wave the baby's hand.

Tommy thumb, Tommy thumb,

Where are you?
Here I am, here I am.
How do you do!

- Repeat with Peter pointer, Toby tall, Ruby ring, Sally small, and fingers all.
- The baby will respond to your touch and your voice.

Puppet Peek-a-boo **6-9 Months**

Brain Research- With every game of peek-a-boo, thousands of connections among brain cells are formed or strengthened, adding a bit more development to the complex “wiring” that will remain largely in place for the rest of the child’s life. These connections are more difficult to make later on. Children love watching and playing with puppets.

- Put a puppet on your hand and hold it behind your back.
- Bring out the puppet and say, “Peek-a-boo, (child’s name).”
- Now put it behind your back again.
- Continue doing this until the baby begins to anticipate the puppet coming out at a certain place.
- Then bring the puppet out at a different place – over your head, over the baby’s head. Always bring it down in front of the baby’s face (not too close) when you say the peek-a-boo words.
- Give the puppet to the baby to see if she will imitate you.

Touchy Feely **6-9 Months**

Brain Research- Through interaction, babies develop the network of brain cells that helps them learn to calm themselves. Games that encourage eye-hand coordination are important to play with your baby because they help develop the wiring in her brain.

- Gather together strips of different kinds of materials – wool, cotton, velvet, satin, and any others that you might have.
- Sit on the floor with the baby and hold out one of the materials pieces close enough for her reach. When she grabs at it, praise her.

- Once she has touched the strip of material, tell her the name of it and place it on her palm. Describe the feel of the material. “This is velvet and it feels smooth.”
- She will not understand all of your words, but she will associate the sound of your voice with the feel of the material.

Key Drop

6-9 Months

Brain research-Exercising small muscles stimulate brain development.

Keys are a favorite toy for babies. They make noise and are easy to hold, and babies like to drop them.

- Hold the keys in your hand and say “One, Two, Three, let’s drop the keys .”
- Drop the keys on the floor and be sure the little one watches them drop
- Put the keys in the baby’s hand and repeat.
- Open the baby’s fingers and let the keys drop.
- After a few times, the baby will know what to do and will delight in this game.
- This is an excellent game for developing small motor skills.

Baby Tug-a-war

9-12 months

Brain research- with muscles and coordination working together, babies can begin to develop more demanding skills, like walking.

- This game develops upper arm strength, and the baby will absolutely adore it.
- Sit on the floor facing the baby.
- Take one end of a long scarf and give the other end to the baby.
- Start gently pulling the scarf and show the baby how to pull back.
- When she begins to pull hard, fall over. This is always hilarious to babies.
- This game is excellent for muscle development and lots of fun to play.

Rhythm **9-12 Months**

Brain research- early music experiences increase and enhance spatial temporal reasoning and the learning of mathematical concepts.

- Give the baby some wooden spoons or rhythm sticks.
- Put him in a highchair or have him sit on the floor or other place that has a nice surface for hitting with sticks.
- You should have some wooden spoons or rhythm sticks and start to tap them to the beat of a song.
- Encourage the baby to hit his sticks, too.
- Sing the same song faster and hit your sticks faster.
- Sing the song slowly and hit your sticks slowly.
- The baby will enjoy watching you hit the sticks faster and slower. He will begin to understand fast and slow.

Speech Song **9-12 months**

Brain research- Songs, Movement, and musical games of childhood are neurological exercises that help children learn speech patterns and motor skills.

- As the baby is developing his language skills, he will enjoy discovering all the many things that he can do with his mouth.
- Pick a song that the little one enjoys hearing. Some popular ones are “Twinkle, Twinkle Little Star,” “The Itsy, Bitsy, Spider;” and “This Old Man.”
- Sing the song different ways. Sing it in a high voice, a whispering voice, a humming voice, Etc.
- The more ways the baby hears this song the more he will try to copy you and develop his language skills.

Smiling Faces **9-12 Months**

Brain Research- Researchers have found that children are better at recalling stories that aroused strong feelings in them. Given the power of combining stories with feelings, encourage the baby to express feelings.

- Find pictures in magazines of children laughing and smiling. Color pictures are the best.

- Mount these pictures on cardboard and look at them with the baby.
- Talk about the feelings portrayed in the pictures. A happy face will become cemented in the baby's mind and will make new connections in the brain.
- Look at the happy face pictures with the baby and sing a song (any song!) while smiling.

In fan t Activities:

1. You make a sound, I make a sound

Recommended ages: infants

Children will learn: Mimicking sounds, listening skills, and language development

NO MATERIALS NEEDED

Procedure:

1. Listen to a sound the infant makes. Repeat the sound to the infant.
2. Make a new sound and see if the infant will mimic you. Continue as long as the infant shows interest.

2. Making Music

Recommended ages: Infants

Children will learn: awareness of different sound, listening skills, and visual skills.

Materials needed

- Basic rhythm instruments such as shakers, triangle, or drum.

Procedure:

1. Stand near the infant and play different rhythms. Change instruments from time to time. Play the instruments to the baby's side, above or behind her head, and from behind. Observe to see if he or she turns to watch and listen.

3. Box Puzzle

Recommended Ages: Older infants and toddlers

Children will learn: Matching skills, visual skills, eye-hand coordination, fine motor control

Materials needed

- Scissors

- Empty boxes

Procedure:

1. Choose a box that has a colorful picture on the front panel. Cut the panel from the box, and cut it into four pieces.

2. Let the children put the pieces together to make the picture whole again.

Blowing bubbles

Recommended ages: infants

Children will learn: Visual skills

Materials needed

Bubble solution with bubble wand

Procedure

1. On a warm day, take the children outside and blow streams of bubbles for them to watch float in the breeze.

4. Stroller peek-a-boo

Recommended ages: older infants and young toddlers

Children will learn: Predicting events, cause and effect

Materials needed

Stroller

Procedure

1. Put child into stroller.
2. Stand behind stroller. Push stroller forward with one hand as far as your arm will reach, then pull it back. Lean forward around the side of the stroller so your face is close to the child's. When the infant sees your face, enthusiastically say "I see you!" or "peek-a-boo!" Facial and vocal expressions make this fun for the child. Repeat as long as the child enjoys the game.

5. Blowing Bubbles

Recommended Ages: Infants

Children Will Learn: Visual skills

Procedure:

1. On a warm day, take the children outside and blow streams of bubbles for them to watch float in the breeze

6. Dance With Me

Recommended Ages: Infants

Children Will Learn: Awareness of rhythm, sensory awareness; Listening skills, visual skills

Procedure:

1. Play music. Pick the infant up and begin swaying to the music. When the infant is comfortable, dance gently to the music.
2. Dance in front of the mirror so the child can watch your reflections dancing.

7. Texture Massage

Recommended Ages: Infants

Children Will Learn: Sensory Awareness

Procedure:

1. Using the fabric squares one at a time, rub infant's arms, shoulders, and feet. Continue as long as the infant responds to the textures.
2. for older children, demonstrate how they can give themselves a texture massage by rubbing fabric over their faces, legs, arms, and feet.

8. Watch The Fish

Recommended Ages: Infants and young toddlers

Children Will Learn: Visual skills, relaxation

Procedure:

1. Put the fish bowl on the floor. Lay the child on his or her stomach near the fish bowl. Lie next to the child. Relax and watch the fish swim.

9. Texture Crawl or Walk

Recommended Ages: Infants and Toddlers

Children Will Learn: Sensory awareness, motor skills

Procedure:

1. Create a path by laying the fabrics out end to end. To keep fabrics from moving, use two-sided carpet tape to temporarily fasten the fabric to the floor.
2. Let the children crawl or walk along the texture path.

10. Color the World

Recommended Ages: Infants and Toddlers

Children Will Learn: Color Awareness, cause and effect, observation skills

Procedure:

1. Hold a sheet of colored cellophane in front of the child's eyes. Repeat with a variety of different colored sheets.
2. Tape sheets of cellophane on windows with a sunny exposure. Show the children the colors on the window and floor where the sunbeams fall.

11. Climbing Landscapes

Recommended Ages: Infants and toddlers

Children will learn: Balance; gross motor coordination

Procedures:

1. Place pillows on the floor in an open area.
2. Let infants and toddlers crawl or climb over the pillows.

12. Texture Box

Recommended: Older infants and toddlers

Children Will Learn: Sensory Awareness, eye-hand coordination, fine motor control

Procedure:

1. To make texture box: Glue a variety of different textured materials or fabrics inside the bottom of the box lid. When the glue is dry. Put the lid on the box and tape the top and bottom together.
2. Demonstrate how to poke fingers into holes to feel the different textures. Encourage the children to try.

13. Push the Cotton Ball in the Can

Recommended Ages: Older infant and toddlers

Children Will Learn: Eye-hand coordination, fine motor coordination

Procedure:

1. Cut a 1-inch in the top of plastic cover. Give the child cotton balls and demonstrate pushing the cotton through the hole. Encourage the child to imitate you.
2. For children who need more of a challenge, draw a 1-inch circle on the plastic cover. Working from the center of the circle, clip the plastic into four triangular-shaped sections (do not cut the triangles away from the cover). Demonstrate how to push the cotton balls through the hole.

14,Construction Paper Collage

Recommended Ages: Older infants and toddlers

Children Will Learn: to identify colors and shapes; eye-hand coordination, fine motor control

Procedure:

1. Peel the backing off the one sheet of the adhesive-backed paper. Tape paper on the table, sticky side up
2. Give each child some of the paper shapes.
3. Let children create a shape collage by sticking paper shapes onto adhesive-backed paper.
4. When the children are finished, lay another square of adhesive-backed paper on top of the collage with the sticky side down. Display the collages in the classroom.

Diaper Check Chart

Name _____ Date _____ Period _____

Observe an infant-toddler program and complete the diaper check chart for the time you are present. (Fill in the names of the children in the spaces at the top.)

7:00 a.m.								
7:30 a.m.								
8:00 a.m.								
8:30 a.m.								
9:00 a.m.								
9:30 a.m.								
10:00 a.m.								
10:30 a.m.								
11:00 a.m.								
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3:00 p.m.								
3:30 p.m.								
4:00 p.m.								
4:30 p.m.								
5:00 p.m.								
5:30 p.m.								
6:00 p.m.								

S = Sleeping

W = Wet

X = No change needed

BM = Bowel movement