

At Home Learning Guide for Infants

(0–1 years old)

Week of April 6, 2020



This Week's Theme:

Growing Gardens

[Getting Ready for the Week: Guidelines and Materials Prep](#)

[How to Think Like a Teacher: Teacher Talk](#)

MONDAY

- [Language and Literacy Activity: Bug Books](#)
- [Everyday Learning Experience](#)

TUESDAY

- [Cognitive Development Activity: Drop It in the Bucket](#)
- [Everyday Learning Experience](#)

WEDNESDAY

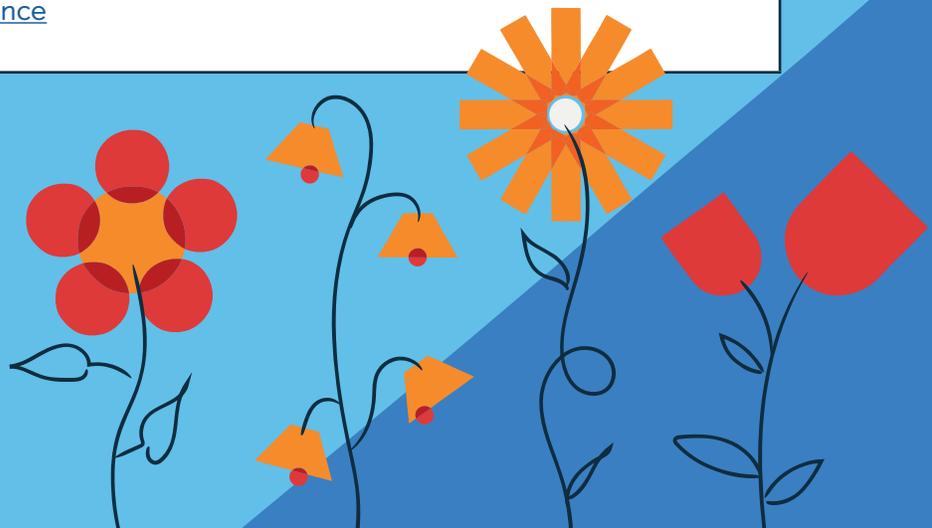
- [Executive Function Activity: Looking for Bugs](#)
- [Everyday Learning Experience](#)

THURSDAY

- [Creative Expression Activity: "Falling Leaves"](#)
- [Everyday Learning Experience](#)

FRIDAY

- [Physical Development and Wellness Activity: Making Things Move](#)
- [Everyday Learning Experience](#)





Getting Ready for the Week

During the month of April, we use the theme of gardens to explore different tools people use to help plants grow. Some of these activities we would normally use in our centers have been adapted for your use at home.

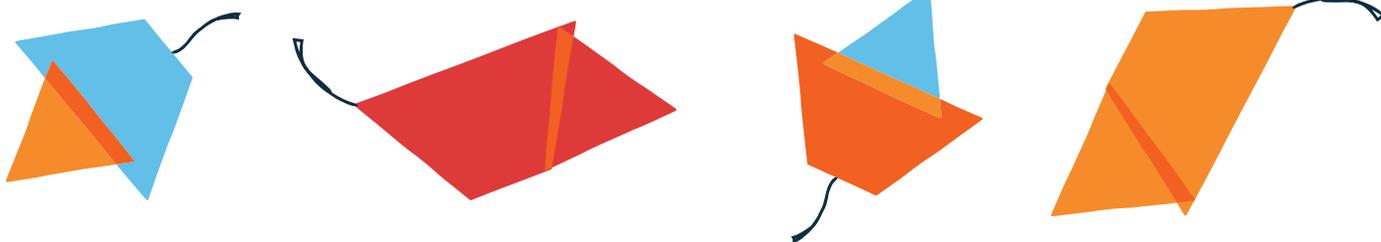
For this age group, our activities include:

- Opportunities to include music and songs for your baby.
- Tips for involving babies in everyday learning opportunities and turning authentic experiences into curriculum.
- Everything is organized by Developmental Domain, so you know they're getting a well rounded education.

Materials to Gather for the Week

Gather these materials Sunday evening and put them in a basket or container so they are ready to go for the week!

- Picture books, board books, and touch and feel books about insects, spiders, and plants
- Packing tape or duct tape
- Plastic insects, medium to large (or plastic caps decorated to look like insects)
- Resealable plastic bag, quart size
- Soil (if soil is not available, you can reuse dried coffee grounds or use shredded paper)
- Leaf, fake or real
- Ball





How to Think Like a Teacher: Teacher Talk

From singing songs to answering your baby's babbles throughout the day, your words can guide and inspire learning no matter where you are or what you're doing. Check out these resources to help you understand the impact that talking to your child has on their development and to help you find just the right words to keep the learning going.

From Cries to Conversations

Check out [this video](#) to learn how even very young children are communicating with you and how you can communicate back to help them develop language skills, guide their behavior, and strengthen your relationship.

Counting Claps and Sorting Shapes: Talking Like a Teacher All Throughout Your Day

Your child never stops learning, even when it comes to subjects like math, language, and even science. These concepts might sound a bit on the academic side, but they're easy to work into your everyday routines with your child. Even babies benefit from these kinds of conversations with you. Here are some examples:

Math: How many steps does it take to get to the changing table? Which cup in the dishwasher is the biggest? What is under the blanket and what is on top of it? Your child's day is full of opportunities to talk about numbers, size, and position, along with other critically important foundational math concepts.

Language: Rhyming words in a song; Letters on the rice cereal box; Words that start with the same sound as your child's name: There are as many chances to talk about letters and language during your child's day as there are words in their favorite book. From exposure to sounds and letters for younger children to building vocabularies and book awareness for older ones, you can nurture your child's language development any time of the day.

Science: Problem solving is a foundational skill in scientific thinking, and you can encourage it in your child no matter how old they are. Does a fussy baby react to the sight of a bottle or a rattle? These everyday problem-solving tasks are the building blocks of scientific thinking and can happen anywhere, any time of day!

For more ideas on how to keep the learning going, look for the **Everyday Learning Experiences** described throughout this guide.

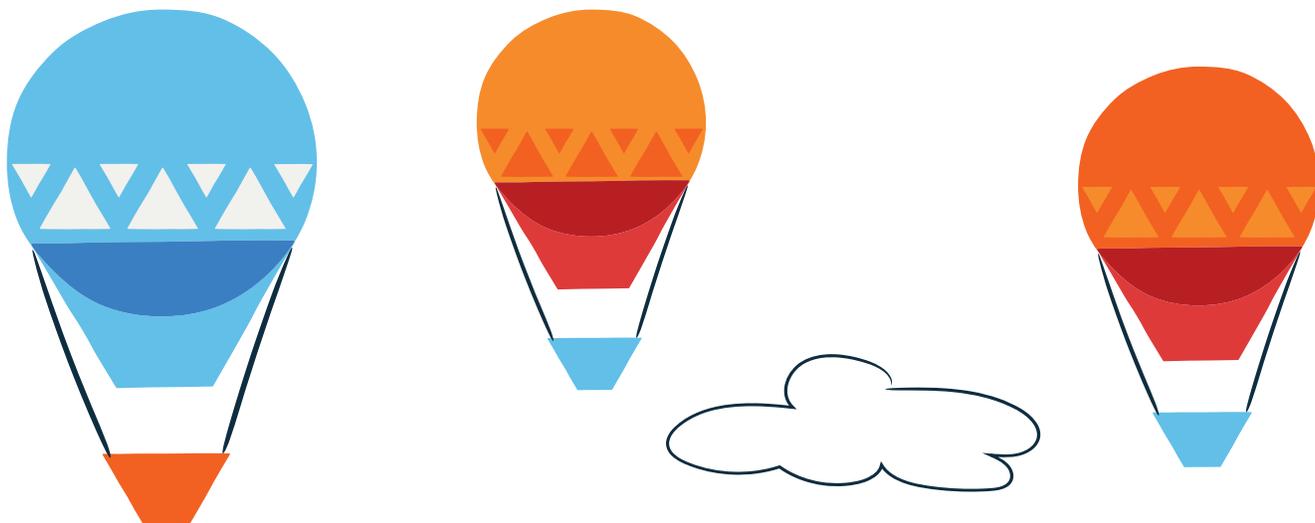


Tips for Talking to Young Children

- **Use positive statements.** Tell children what they CAN do, instead of what they can't.
- **Give simple instructions.** Too many instructions at once can be overwhelming and confusing.
- **Model "I" messages.** Use language that expresses your feelings and the reasons behind them.
- **Ask open-ended questions.** Talk to children, not at them. Ask open-ended questions that allow children to explain their thought processes, and stay curious.
- **Offer choices you can live with.** Give children a choice whenever possible, but be ready to honor their decision.

Want even more great tips on talking to your child? Check out [this article](#) from the National Association for the Education of Young Children (NAEYC)

Try It! Pick a developmental area where you want to encourage your child's growth, such as math, art, science, or language. Think of ways that you can build their skills in those areas throughout your daily routine. Can you combine more than one learning area in the same experience?





Monday, April 6, 2020

Language and Literacy Activity: Bug Books

Length of activity: 10 minutes. As with all activities, time should be fluid based on child interest and attention.

What your child is learning: In addition to learning new words as you read the book, your child is also working on their hand eye coordination when pointing to pictures and on their ulnar grasp (closing fingers against the palm) while helping to hold the book.

Level of Engagement Required by Adult: High

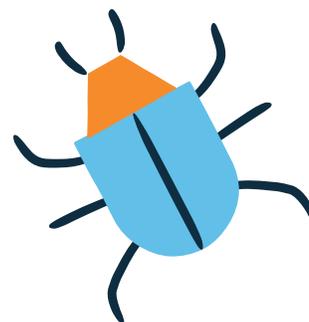
What you need: Picture books, board books, and touch and feel books about insects, spiders, and plants.

What you do: Sit with your child on your lap. Share the cover and title of the book with your child, then begin reading the book. As you read, pause to talk about the illustrations. Encourage your child to participate, such as by asking them to touch specific things on the pages. “Where is the spider? Can you touch the spider?” If time allows, read the book multiple times; repetition is good!

If your child is ready: Invite your child to hold the book, turn the pages, and point to the illustrations on the pages. Talk with your child about the different illustrations they point to.

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you’re doing: Name a familiar object in your home or outdoor space and point to it. Can your baby point, too?





Tuesday, April 7, 2020

Cognitive Development Activity: Drop It in the Bucket

Length of activity: 5 minutes

What your child is learning: In addition to tracking your movements with their eyes, your child is also beginning to learn to imitate simple actions and perform simple actions on objects.

Level of Engagement Required by Adult: High

What you need:

- ❑ Plastic tub or container, large.
- ❑ Small toys that will make a sound when dropped in a tub, such as blocks, rattles, or cups

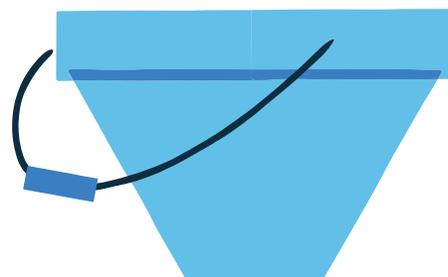
What you do: Sit on the floor with your child, either with your child on your lap or next to your child if they are able to sit on their own. Place the tub in front of your child and the toys within reach. Pick up one toy, show it to your child, and name the toy. Then, while talking with your child about the process, hold the toy over the tub and let go. Examples of what you might say to your child are, “I will hold it over the tub and let go. Let’s see what happens.” Or “What happened to the toy? Where did it go?” Observe your child’s reaction, and depending on their response, repeat this process with the same or a different toy.

If your child is ready: Place the toys and bucket within reach of your child. Invite your child to select a toy or hand a toy to your child, then have them drop the toy in the bucket.

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you’re doing:

Get your child’s attention when you’re putting objects like clothes or dishes away. Pause before putting the objects in their place- does your child notice the sound?





Wednesday, April 8, 2020

Executive Function Activity: Looking for Bugs

Length of activity: 5–10 minutes

What your child is learning: Through this activity your child is using their senses to explore objects in the environment and may begin to imitate your interactions with the bag of soil.

Level of Engagement Required by Adult: High

What you need:

- ❑ Packing tape or duct tape
- ❑ Plastic insects, medium to large (or plastic bottle caps decorated to look like insects)
- ❑ Resealable plastic bag, quart-size
- ❑ Soil (if soil is not available, you can reuse dried coffee grounds or use shredded paper)

What you do: Fill the bag with soil and the plastic insects. Close the bag and seal it with packing tape. Sit with your child and show them the bag of soil and insects. Turn the bag over and move the soil around in the bag. Point out the insects you see when moving the soil around. Observe your child’s response and make comments on their reactions.

Alternative activity: Hide one insect in in the bag and then when it becomes visible, say, “There it is. You found it!” and then hide it again.

Caution: Place bag out of reach from infant when not engaging in activity.

If your child is ready: Place the bag on the floor in front of your child and invite them to move the soil around and turn the bag over, providing assistance as needed.

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you’re doing:

Pick an object your child is familiar with and fond of, like a pacifier or a stuffed animal. Bury the object in a pile of other items you have on hand, like laundry. Sort through the pile and ask your child where their familiar item is- are they looking for it, too?



Thursday, April 9, 2020

Creative Expression Activity: “Falling Leaves”

Length of activity: 5 minutes

What your child is learning: While observing your creative movement throughout the poem, your child is focusing their attention, building their receptive vocabulary by listening and observing, and they may even begin to express themselves by responding to the movements you are making.

Level of Engagement Required by Adult: High

What you need: Leaf, real or fake

What you do: Familiarize yourself with the words and movements of the poem “Falling Leaves.” Sit with your child facing you, either seated or laying on the floor, and perform the poem and movements for your child. Observe your child’s response and repeat the poem if they show interest.

“Falling Leaves”

I saw a leaf fall from a tree (start with leaf raised over your head)

And to the earth below. (slowly bring leaf down to chest level over this and the next line)

It was such a lovely sight to see

As it danced to and fro. (move leaf from side to side)

Up and down and up it went (move leaf up, down, and up, holding it up)

And then came tumbling down. (slowly bring leaf down while shaking it)

Feeling tired, the dancing leaf (continue to slowly bring leaf down while shaking it)

Fell to the waiting ground. (bring leaf to rest on the ground or in your lap, if seated)

If your child is ready: Invite your child to hold a leaf and explore moving it as you recite the poem.

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you’re doing:

Play a song you love or one your child seems to enjoy. Add in some hand or full-body movements. Watch your child’s reaction- are they following along or even moving, too?



Friday, April 10, 2020

Physical Development and Wellness Activity: Making Things Move

Length of activity: 10-15 minutes

Level of Engagement Required by Adult: High

What your child is learning: Your child is learning how to coordinate body movements when reaching for and rolling the ball. They are also developing problem-solving skills as they experiment with various ways of trying to make the ball move, such as pushing it, grabbing and dropping it, or kicking at it.

What you need: Ball

What you do: Sit with your child on the floor. Slowly roll the ball on the floor in your child's line of sight, allowing them to follow it with their eyes. Roll the ball back and forth between your hands and see how your child responds. Then place the ball within reach of your child and encourage them to roll it. Hide the ball behind your back and ask, "Where's the ball? Can you find it?" If it is a younger infant, pull out the ball and say, "Here it is. It was hiding." If you have an older infant, encourage your infant to crawl to you to find the ball.

If your child is ready: Sit with your child facing you, with approximately two feet between the two of you. Gently roll the ball to your child and encourage your child to roll the ball back to you.

Everyday Learning Activities

Try this to help your child develop the skills described today no matter what you're doing: Show your child an object you're using, like a hair brush or notepad. Put the object down and nudge it with your hand- does your child notice the movement? Can they use their own hands to make it move?

