



ALL ABOUT ME

#1: Mirror Play

SUMMARY: Play games with your baby or toddler using the mirror to encourage facial and body awareness. Mirror play also helps to develop vocabulary and communication skills, as well as the concept of self-awareness.

WORDS TO USE:

Angry – feeling or showing annoyance or bad feeling toward someone or something

Frown – to have an angry or annoyed look on your face

Happy – feeling or showing pleasure or enjoyment

Mad – very angry

Sad – unhappy or sorrowful

Smile – to turn up the corners of your mouth and make a facial expression that shows you are happy, pleased or amused

Startled – surprised, frightened, or alarmed

Surprised – amazed or astonished

Face	Eyes	Nose	Cheek	Chin	Mouth
Ears	Eyebrow	Head	Lips	Teeth	Tongue

MATERIALS NEEDED:

The Peekaboo Kit: the unbreakable mirror and the sheer scarf

ACTIVITY #1:

- Sit or stand in front of a mirror and point out your child's expressions. 'For instance, '(Child's name), you're rubbing your eyes. Are you tired?' 'Look at your mouth. It's turned up at the ends. You have a big smile on your face!'
- Make faces in the mirror and label them: that's a smile; here's a frown or you're sticking out your tongue!' Describe what you are doing as you make different facial expressions. Be careful not to startle your child with expressions or sounds that are too sudden or exaggerated.
- Play peek-a-boo in front of the mirror with a soft cloth.

ACTIVITY #2:

- Stand or sit with you baby in front of a large mirror. Put on some of your favorite music or your baby's favorite music.
- Dance together and talk about what you are feeling as you dance. Point out what you see your child doing as you dance in front of the mirror.
- Use a scarf to hold and wave it to the music. Give one to your child and encourage him to move it to the music too.

DID YOU KNOW?

- Newborns are more attuned to real human faces than any other visual object, including rattles, geometric shapes and drawings of human faces. Infants are fascinated by the human image in the mirror, even though they won't recognize themselves until the age of fifteen months.
- Between the ages of three and seven months, babies begin to enjoy looking in the mirror.
- Looking in the mirror is a steppingstone to emotional, social and visual development.
- Watching his reflection in a mirror supports your child's growing awareness that he is a real person, with arms, eyes, a smile, etc.; separate from others.

SUGGESTED READING:

E Boynton	Happy Hippo, Angry Duck
E Cauley	Clap Your Hands
E Gentieu	Baby Talk!
E Katz	Beddy Bye-Baby
E Katz	Where is Baby's Belly Button?
E Martin	Here Are My Hands
E Miller	Baby Faces
E Priddy	Hello Baby
E Oxenbury	Clap Hands
E Oxenbury	Say Goddnight
E Pinkney	Pretty Brown Face
E Rossetti—Shustak	I Love You Through and Through
E Taylor	Baby Dance
E Wallace	Baby Day!
E Zuravicky	Baby Faces



ALL ABOUT ME

#2: Look What I Can Do

SUMMARY: Give your child different baby-appropriate objects to explore the relationship between cause and effect (the relationship between ones actions and the outcome of those actions) and to support the development of fine motor skills: the ability to pinch, squeeze, tear, roll, grasp, toss, catch, pound and other activities that require the coordination of eyes and hands and fingers.

WORDS TO USE:

Bat – a sharp blow or slap

Grab – a sudden attempt to grasp or seize

Grasp – to grip with the hand

Hold – to have or keep a grip on

Pinch – to squeeze between the fingers and thumb

Pull – to use force so as to cause movement towards the force

Push – to press against with force so as to move

Reach- the act of stretching especially to take hold of something

Shake – to make or cause to make quick movements back and forth or up and down

Spin – a rapid motion of turning around and around

Squeeze – to press together from the opposite sides

Track – to follow with the eyes

Twist – the act of turning with force

Watch – to observe closely

Wiggle – to move up and down or from side to side with quick short motions

MATERIALS NEEDED:

Activity Triangle from the kit

Favorite toys or baby-friendly objects

ACTIVITY #1: Activity Triangle

Let your child play with the activity triangle to explore what happens when s/he handles different parts of the toy. As you talk and encourage your child in his/her efforts to move the different parts of the toy. Use words from the above list to describe his/her actions.

ACTIVITY #2: Hand Me...

- Place three or four familiar objects on the floor.
- Ask your child to hand you one of the items. For example, place a block, a cup, a stuffed toy, and a book in front of your child.
- Ask your child to hand you each item individually until you have collected all the items.
- Play this game often with different child-appropriate objects.

OBSERVATIONS:

- Listen to your child and help them expand their simple words or babble into a sentence. So, if your child says, “book mine”, ask ‘Would you like your book?’
- Watch for your child’s natural curiosity and effort to explore his/her world; to see what causes things to happen.

DID YOU KNOW?

- During your child’s first year of life, he/she will strive to understand what causes things to happen. By the middle of the second year, your child’s cognitive focus will switch to problem solving: they will seek to find solutions to problems.
- Early causal experiences need to provide immediate effect for the baby to make the connection. For example, when he/she cries, someone picks him/her up.
- Infants are born with very little muscle control. Most movements that infants make are more a function of autonomic reflex than actual control.
- Motor development is wired in the brain during the first two years of life (Ramey & Ramey, 1999). Children need repeated experiences that support the wiring of small muscles and large muscles of their bodies.

SUGGESTED READING:

E Bauer	Toes, Ears and Nose
E Harper	Splish Splash, Baby Bundt
E Hudson	Hands Can
E Oxenbury	I Can
E Oxenbury	I Touch
E Sirett	Baby Playtime!



ALL ABOUT ME

#3: Let's Move

SUMMARY: Share finger and action rhymes to support your child's fine (fingers, toes, face, and eyes) and gross (arms, legs, abdomen, back and neck) motor skill development through play. These kinds of shared activities also promote the development of listening and social/emotional growth.

WORDS TO USE:

Arms	Foot	Pedal	Stand
Bend	Hand	Pull	Sway
Catch	Head	Push	Throw
Chase	Hop	Roll	Toes
Crawl	Jump	Run	Toss
Dance	Kick	Shoulder	Walk
Exercise	Knee	Sit	
Face	Leg		

Activity #1: Open Shut Them: an Action Rhyme for Hands

- Play this fun action rhyme with your child by demonstrating the actions with your own hands.
- Encourage or guide your child's hands as you do the rhyme again.

Open shut them
Open, shut them,
Give a little clap.

Open and shut your hands

Open, shut them,
Open, shut them.
Put them in your lap.

Open and shut your hands

Walk them, walk them,
Slowly walk them,
Right up to your chin.

Walk your fingers up baby's chest to the chin

Walk them, walk them,

Walk your fingers around baby's face, but not in the mouth

Slowly walk them.
But do not let them in!

Hide your hands behind your back

ACTIVITY #2: If You're Happy and You Know It... a Movement Game

- Sing the song and do the actions.
- Encourage your child to imitate your actions.
- Repeat the actions that your child finds especially enjoyable.

If you're happy and you know it... wave your arms,
If you're happy and you know it... wave your arms,
If you're happy and you know it,
And you really want to show it,
If you're happy and you know it...
Wave your arms.

...Catch ball
...Wiggle fingers
...Bend knee
...Touch feet
...Roll your ball
... Clap your Hands

ACTIVITY #3: Baby Gymnastics

- This is a fun stretching activity to do with your young child during diaper time, when you are changing his/her clothes, or after bath time.
- Place your baby on the floor or a comfortable flat surface and sing the following song to the tune, *Frere Jacques*, as you gently move the suggested parts of your baby's body.

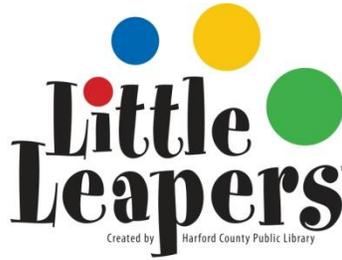
Walking, walking	Alternate straight leg lifts
Walking, walking	
Hop, hop, hop	Bend both legs in and out
Hop, hop, hop	
Running, running, running	Rotate baby's legs in bicycle motion
Running, running, running	
Now let's stop	Tap feet together
Now let's stop.	

DID YOU KNOW?

- During the first two years, babies will vary greatly in how much muscle control they demonstrate. Provide early and repeated experiences for your baby to strengthen their small and large muscles.
- There is a direct correlation between freedom to move and the agility and dexterity that a child will possess as an adult. Give your child a chance to wiggle, crawl, scoot, and climb in a safe and supervised environment.
- Movement through simple exercises to familiar rhymes and songs will help stimulate your baby's entire body, including his brain and will help his muscles get stronger.
- Physical touch releases chemicals in the baby's brain that will make her feel good.

SUGGESTED READING:

E Beaumont	Baby Danced the Polka
E Carle	From Head to Toe
E Taylor	Baby Dance
E Martin	Here Are My Hands
E Oxenbury	Clap Hands
E Wood	Piggies



ALL ABOUT ME

#4: Love the Baby

SUMMARY: Play together with dolls or your child's favorite stuffed toys to demonstrate to your child the routines in his/her day and to encourage him/her to model appropriate nurturing actions and words.

WORDS TO USE:

- Care- a feeling of concern or worry
- Concern – a feeling of care or worry
- Depend – to rely for support
- Feel – to have sympathy
- Hug - embrace
- Important – having serious meaning or worth
- Love – a strong and warm affection
- Need – something necessary or desired
- Nurture – to provide with things (food, shelter, and protection) essential to healthy growth and development
- Okay - approval
- Smile – to look with amusement or pleasure
- Snuggle – to pull in close to someone or something
- Special – liked very well

MATERIALS NEEDED:

- The soft toy dolls from the kit
- Your child's favorite doll or stuffed toy
- Two baby blankets or scarves

ACTIVITY #1: Sing Rock-a-Bye Baby Together

- Give your child one of the dolls from the kit and you take another.
- Sing the song 'Rock-a-Bye Baby' and model how you express comfort to a baby when he/she is tired or fussy: rocking, humming, light kisses and gentle pats.
- Show your child how to put the doll to sleep and cover it up with a blanket when it's time for a nap.

Rock-a-bye baby, in the treetop,
When the wind blows, the cradle will rock.
When the bough breaks, the cradle will fall,
And down will come baby, cradle and all.

ACTIVITY #2: Baby is Cold

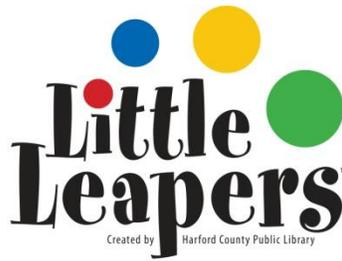
- Tell your child that the doll is cold and ask her/him to comfort it by putting a blanket on the doll. Demonstrate how you would cover your doll.
- Give your child the other blanket/scarf and encourage him/her to cover the baby so it won't be cold.
- Offer help but praise your child's effort to do what he/she can alone.
- Describe to your child about how you care for him/her just as he/she cares for his/her doll.

DID YOU KNOW?

- Children learn to be kind and nurturing to animals and others often by watching the behavior of the important adults around them.
- Using his/her imagination and sharing doll play with attentive adults allows your child to build confidence about his/ her emerging feelings of gentleness and love.
- Using a variety of words that express care and nurturing provides a rich vocabulary for your child to use when he talks and interacts with others.

SUGGESTED READING:

E Brown	Goodnight Moon
E Dewdney	Llama Llama Wakey-Wake
E Dewdney	Llama Llama Nighty-Night
E Katz	Where is Baby's Yummy Tummy?
E Milford	Love that Baby
E Newman	Mommy, Mama, and Me
E Patricelli	Baby Happy Baby Sad
E Patricelli	Huggy Kissy
E Slier	Cradle Me
E What	What Does Baby Do?
E Wilson	Baby, I Love You



ALL ABOUT ME

#5: My House, My Home

SUMMARY: Provide language-rich conversations with your child from birth about experiences/people/places that are meaningful to him/her. This helps to nurture your child's sense of self and support the development of language and vocabulary.

WORDS TO USE:

Family	House	Nursery
Brother	Home	
Sister	Pets	
Mother	Bedroom	
Father	Kitchen	
Grandmother	Living Room	
Grandfather	Bathroom	

MATERIALS NEEDED:

Who's in the House? Board from the kit

ACTIVITY #1: My House/My Home

- Use the House Activity board from the kit to talk to your child about the importance of family and home.
- Let your child open and close the door and window as a form of the game Peek-a-boo.
- Take a walk around your house and describe it to your child.
- Explain what you do in each room.
- Show how things work, and when appropriate for your child, let him/her do it too. For example, demonstrate what happens when you switch on and off the light.

ACTIVITY #2: My Family

- Collect photographs of family members (include pets) and make a special collage on a large piece of poster board or create a book for your baby to handle with supervision.
- Print the names of the family members or pet(s) under the photos.
- Include pictures of your baby, alone and with others that show interaction and shared activities.

- Place the collage in a location and at a height that allows your child to comfortably see it. Or, keep the book in a place where your baby can point to it and indicate his/her interest in exploring it together.
- Be sure to add new photographs periodically to keep your baby stimulated.
- When your child shows interests in the collage/pictures, ask questions about the pictures.
Questions to ask include:
“(Child’s name), who is in that picture?”
“This is your sister, (Sister’s name). What is she doing in the photograph?”
- Talk about experiences your child has had with the different family members or pets.
- Watch for cues from your child and encourage your child to babble or share his/her attempts at using words. Describe your child’s reaction to the pictures.
- Share your enthusiasm too.

DID YOU KNOW?

- Studies show that a child’s vocabulary is dependent on how many times the child hears different words. So, talk about your world and your child’s world regularly. Your child will learn how his/her language is structured and develop an understanding of the meaning of many words.
- Knowing many words and how to use them allows your child the ability to communicate his/her thoughts and experiences.
- Providing a safe environment and consistent routines will allow your child to develop emotionally, physically and socially which lays a strong foundation for learning.

SUGGESTED READING:

E Eck	Shapes in My House
E Emberley	My Room Mi Cuarto
E Hill	Spot’s Birthday Party
E Hill	Where’s Spot?
E Linenthal	Look at Baby’s House
E Milford	Love that Baby
E Teckentrup	A Happy Home