

# Reading Assignment

*Infant Group Time Example: Exploring Water*



# Group Time With Materials: Exploring Water

From *Lesson Plans for a Strong Start: The First 30 Days for Infants* by Christine M. Snyder

## KDIs

- 1. Initiative
- 8. Emotions
- 12. Moving parts of the body
- 17. Nonverbal communication
- 22. Exploring objects
- 35. Cause and effect

## COR Advantage items

- A. Initiative and planning
- J. Fine motor

## Materials

Small tubs, room temperature water, sponges, scoops, towels

Let the babies know that they are going to explore something new. You might want to cover babies in bibs or paint smocks or simply remove their clothing so they don't get wet. Spread towels on the floor to avoid slipping and put small bins of water on the towels. Some babies might be able to sit next to a tub of water while other babies might need you to hold them in a sitting position next to the tub or above to dangle their toes in. Allow the children explore the water at their own pace. Some babies might excitedly splash both hands in the water and some might slowly dip a finger in and pull it back out. If you are helping an infant touch the water, be sure to move slow and observe for the baby's reaction to the water. As children explore the new material, offer scoops or sponges as another way to see what they can do with it.

## Group Time With Materials: Exploring Water (continued)

Scaffolding Learning at Each Developmental Level		
Earlier	Middle	Later
<p><b>Children may</b> Need assistance in gaining access to the water; move their hands in the water or pull their hands out.</p>	<p><b>Children may</b> Gain access to the water with less assistance; splash the water with their hands and squeeze the sponges; become more excited when splashing with their hands but surprised when the water sprinkles their face.</p>	<p><b>Children may</b> Independently explore the water; squeeze the sponges, bringing them in and out the water; splash in the water and react to the experience with facial expressions and babbling.</p>
<p><b>Adults can</b> Allow the baby to hold and/or chew on a wet sponge or washcloth or rub it against their toes and legs; observe for the child’s reaction to the sensory experience and describe their verbal and facial expressions.</p>	<p><b>Adults can</b> Comment on how children choose to explore the water and describe their reactions; acknowledge the children’s feelings about the result of their actions (for example, the adult might say, “You were so excited to splash in the water. It landed on your face and that surprised you!”).</p>	<p><b>Adults can</b> Narrate children’s actions and the results of their exploration (for example, the adult might say, “You were splashing with the sponge in the water! You squeezed it and the water dripped onto your toes!”).</p>

As children begin to lose interest in the activity, let them know that you’re going to start cleaning up by drying them off and putting dry clothes on them.