



## FOLLOW THE CAR

You can...	When you are...	With young infants by...	With older infants/young toddlers by...	With toddlers by...
Follow the Child's Lead	Sharing Stories	Giving words to the child's expressions in relation to the story you are telling ( <i>"Yes, those dogs were loud!"</i> )	When the child's interest moves to something else, add it to the story ( <i>"Then the boy got into a car like that one."</i> )	Telling a story about what the child is doing ( <i>"Did you know I used to have a teddy bear when I was little, too?"</i> )
	Singing Songs and Rhymes	Stopping the activity if the baby is turning her head away, arching her body, closing her eyes	Singing about what the child is doing ( <i>"We're washing your toes and knees and tummy and nose."</i> )	Joining the child's fun as she is dancing and moving to music and songs by imitating her actions
	Sharing Books	Allowing the baby to "choose" the book by gazing, pointing, or other body movements	Allowing the child to turn several pages forward and backward if he chooses	If the child becomes interested in something else, moving to the new activity with her
Comment and Wait	Sharing Stories	Pausing during the story and waiting for the baby to look to you or turn her head to you to tell you to continue the story	Pausing after suddenly changing your voice or expression ( <i>"And then he jumped up and said 'GOTCHA!'"</i> )	Talking about emotions related to the story ( <i>"Then, I was so happy to see you when I got home today!"</i> )
	Singing Songs and Rhymes	Pausing when rocking and singing to allow her time to tell you to continue by her movements	Commenting about the child's gestures and movements ( <i>"You can wave your arms up high!"</i> )	Stopping mid-sentence to allow the child to fill in the rest ( <i>"Five little monkeys jumping on the _____"</i> )
	Sharing Books	Pointing to the pictures and naming them ( <i>"There's a ball."</i> <i>"Here is a blue fish."</i> )	Adding describing words such as number ( <i>"There are three cats"</i> ) or size ( <i>"That's a BIG bird!"</i> )	Modeling talking about how you are similar or different to the character in the book ( <i>"I like ice cream, too!"</i> )

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Ask Questions and Wait	Sharing Stories	Asking questions during your story, pausing and looking at the baby, then answering ( <i>"Do you know what he did?"</i> )	Telling predictable stories over and over again and asking leading questions ( <i>"And what did she say?"</i> )	Asking the child to remember parts of a familiar story ( <i>"Do you remember what happened next?"</i> )
	Singing Songs and Rhymes	Pausing after singing and saying "Do you want to sing again?" and waiting for a smile, body movement, or eye gaze	Asking the child to mimic your gestures to the song ( <i>"Can you make the wheels go round and round?"</i> )	Asking the child to choose which song to sing next
	Sharing Books	Asking the baby "Yes" and "No" questions ( <i>"Is that a sock?" Wait 5 seconds. "Yes, that's a sock!"</i> )	Asking the child to find objects in the pictures ( <i>"Can you find the bird?"</i> )	Asking the child to interpret events during a story ( <i>"Why do you think that happened?"</i> )
Respond by Adding a Little More and Wait	Sharing Stories	Giving words to the baby's expressions: "Yes, I was very happy about that, too!"	Adding details to the child's comments ( <i>"Go." "Yes, we got ready to go to the grocery store."</i> )	Rephrasing what the child says ( <i>"He was hungry." "He was probably ready for lunch."</i> )
	Singing Songs and Rhymes	Turning baby's sounds into a song or rhyme ( <i>"Aaahhhh" "Ahh, ahh, ahh, I love you!"</i> )	Expanding on the child's request for a song ( <i>"EIEIO." "Do you want to sing Old MacDonald Had A Farm, EIEIO?"</i> )	Creating a song or rhyme out of what the child is saying ( <i>"Cat." "I see a black cat, he needs a blue hat, he's sitting on a mat!"</i> )
	Sharing Books	When the child looks at a picture and moves her arms around, bringing the book closer to allow her to grip it, hold it, wave it, etc.	Naming or describing objects in pictures when the child points to them	Extending the child's statement ( <i>"Doggy eating." "The doggie is chewing on a bone."</i> )