



Infant: Facilitated Exploration

Title: Facilitating Exploration with Rings and Music

In this classroom, the teacher remains actively involved with the infants on the rug by initiating, joining in, and encouraging continued exploration of toys.

Involvement

- The teacher spends her time actively involved with the infants on the rug. She initiates interactions by showing an infant how to place a blue ring on the stacker (“Look, we put the blue one on! Yay!”) She joins in and mirrors interactions as she notices an infant “making music” by hitting a toy block on a plastic ring (“Jackson, you sound like you’re making music. Using our toys to make music?”). She picks up a toy block and a plastic ring and encourages the other infants to listen to the sound (“Watch. Listen to that sound. Tap, tap, tap, tap.”) and then encourages the infants to try making music (“Can you do it?”).

Infant Focused

- The teacher follows the infants’ leads as she allows one infant to take the plastic ring back off the stacker (“You gonna take it off? Okay, you can take it off.”)
- When an infant shows interest in hitting a toy block on the plastic ring, the teacher grabs materials to “make music,” which encourages the infants to continue exploration.
- The teacher provides adequate time for the infants to explore the toys on their own.

Expansion of Infants’ Experience

- The teacher verbally encourages the infants. For instance, when Jackson hits a toy block on a plastic ring, she says, “Can you do it?”

The teacher remains on the rug with the infants, talking to and playing with them. She follows the interests of the infants and verbally encourages infant participation.