



Physical Development

Standards:

- **Gross motor skills**
- **Fine motor skills**
- **Self-help skills**
- **Health and safety skills**





**One
year olds**

Gross motor skills

Begin to control movements using arms and legs as they:

- Climb on furniture
- Climb up stairs on hands and knees
- Push a toy
- Pull a toy
- Sit on a riding toy and try to move it using both feet at the same time

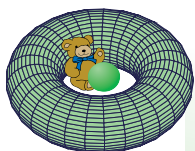
Demonstrate beginning coordination and balance as they:

- Squat
- Walk without assistance
- Walk backwards a few steps
- Throw down a ball in front of them
- Run with stiff legs, falling down sometimes
- Kick a large ball a short distance

Express themselves through movement as they:

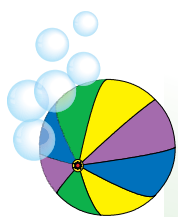
- Move to music
- Move arms and legs freely, such as kicking in the bathtub

Activities and Strategies for Development



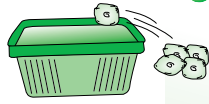
Ring of Toys

- Get a large, inflatable plastic ring like the kind used in a swimming pool. An inner tube will work, too.
- Take the ring to a grassy area outdoors and put a few other toys in the middle.
- Encourage your child to climb inside to play with the toys and back out when he's finished.
- Take the ring inside after each use to keep it from getting hot and damaged by the sun.



On the Move!

- Try these ideas to encourage your child to use her large muscles and abundant energy:
 - Blow up a large beach ball and encourage your child to push it and chase it as it rolls. Show her how to kick it too!
 - Sit on the floor a few feet from your child and roll a ball to her. See if she will pick it up and roll or give it back to you.
 - Set out a large box or laundry basket and make a "car" for your child. Show her how to fill it with stuffed animals and take them for a ride by pushing the box around the room. Do not be surprised if she climbs in and wants to ride too.
 - Blow bubbles outside and encourage your child to chase and try to pop them.



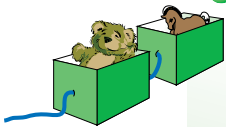
Stocking Ball Basketball

- Make “stocking balls” by cutting the feet from old pairs of pantyhose, stuffing each piece with newspaper or soft material, and sewing the ends together. Put several of these in a laundry basket or large box. You can use medium-sized rubber balls too!
- Help your child dump the balls onto the floor (or grass) nearby.
- Show him how to stand next to the basket and throw the balls back inside.
- When he is ready, see if he can stand a short distance away from the basket and throw the balls in the basket. Encourage him for trying even if the balls do not go in.

Special Needs Tip

Help a child with difficulty standing do this activity while sitting. A child who cannot sit without support could sit in the laundry basket and throw the balls out and you can throw them back in!

Shoobox Train



- Tie several shoeboxes together by punching a hole in each end and tying short pieces of string through. Tie a long piece (about 12 inches) through the hole at the end of the shoebox that will be the “engine.” Wrap masking tape around the end of the long string to make it easy to hold.
- Encourage your child to put toys in the boxes.
- Watch her pull the train around the house or take the train outside and help collect rocks, leaves, twigs, and pine cones to pull in the train.
- Use the train at clean-up time to gather toys to put away.
- A variation of this activity is to use egg cartons, cut in half, in place of the shoeboxes. Your child will enjoy putting things in the egg cups!



Mirror, Mirror on the Wall

- Stand in front of a long mirror with your child and play some music. Find children’s music with a good beat, such as music by Ella Jenkins, Greg and Steve, The Laurie Berkner Band, or Putamayo Kids.
- Demonstrate a few different motions and encourage your child to copy them.
- For example, bend from side to side, bend over and look through your legs, clap your hands, step high to march in place, and wave your arms.
- After your child has copied your actions for a while, let him move freely to the music while you copy him!



One year olds have lots of energy. Plan activities where they can move around freely. Blow bubbles outside and encourage your child to chase and try to pop them.

Toddlers love to throw things. Give your child plenty of opportunity to throw safe objects such as bean bags (be sure they are securely sewn together), yarn balls, foam rubber balls, wads of newspaper or wrapping paper, and sock or stocking balls. Have a special place where throwing can safely occur.

Do not expect your one year old to sit still for long. If you are reading a story, he might sit briefly and then get up and walk away.

Toddlers enjoy crawling in and out of different spaces. Large boxes with a pillow inside are fun. Throw a blanket over a table to crawl under and hide. (Be sure nothing is on top of the table when the blanket is over it.)

Have a box of props such as scarves and streamers for your child to use as she moves to music.

Turn on music with a beat and watch your one year old sway and bounce. Children who are unable to walk or crawl can enjoy moving their arms and hands to the beat.

Sew large bells securely onto pieces of elastic. Sew the ends together and let your child put them on his ankles as he moves to music. A child with limited use of his legs might enjoy having the bells on his wrists. In both cases supervise carefully to be sure he does not put the bells in his mouth.



**One
year olds**

Fine motor skills

Control hands and fingers as they:

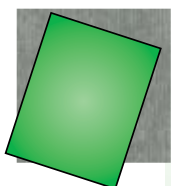
- Scribble spontaneously using crayons or markers
- Make a fist to squeeze or grasp an object

Show eye-hand coordination as they:

- Put large round pegs into a pegboard
- Pull apart large pop beads
- Stack two to four blocks
- Use fingers to pick up small objects
- Put pieces in a simple shape puzzle with knobs

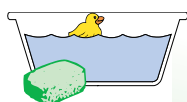
Activities and Strategies for Development

Mystery Marks

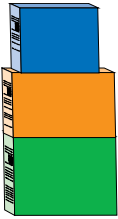


- Find a large scrap of textured fabric or sandpaper.
- Lay the scrap flat on a table and tape a big piece of newsprint over it.
- Make sure that no piece of the scrap shows from under the paper.
- Invite your child to take a crayon and scribble on the paper.
- Notice your child's reaction to the unusual texture and bumpy marks made on the paper.
- Ask your child, "What does it feel like? Is it bumpy? Let's see what is under the paper."
- Pull back the tape to show your child what is underneath that made the bumpy scribbles!

Tub Fun

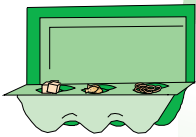


- At bath time, fill the tub with a few favorite water toys and a bath sponge.
- Push the sponge down to fill it with water and squeeze it out on one of the toys.
- Say to your child, "I can squeeze the sponge and wash the duckie."
- Invite the child to give each toy a bath by filling, then squeezing water from the sponge.
- Put a few drops of non-irritating bubble bath in the water.
- Now when your child squeezes the sponge, she will enjoy making soapy bubbles in the tub!



Grocery Helper

- When you go to the grocery store with your child, walk down the aisle and point out boxes that are stacked on top of each other.
- At home, collect a variety of empty food boxes of different sizes.
- Tape the lids closed.
- Set these boxes out in the kitchen for your child to stack and play “store.”
- Clear off a low shelf or cabinet where your child can put the boxes.
- Say, “You are putting a box on top of a box, just like at the store. Can you put another box on top?”



Tasty Nibbles

- Cut a clean, dry egg carton in half so there are six small sections.
- You could also use a divided baby dish.
- At lunch or snack time, put different food items in each section such as cheese cubes, goldfish crackers, and cereal pieces.
- Show your child how to reach in with two fingers to pull out a small treat.
- Let him practice picking up items one at a time.
- As he chooses an item, say to your child for example, “Oh, you picked up the cereal. Is it good? Can you pick up another piece?”

Special Needs Tip

For a child with fine motor delays use the high chair tray or a container large enough for your child’s whole hand to reach into as he tries to grasp a piece of food. He may need to “rake” it with his whole hand.



Lemon Clay Dough

- Try this recipe to make clay dough that is non-toxic. It involves cooking, so make it ahead to give it time to cool.

- 1 cup water
- 2 tablespoons oil
- 1 envelope powdered drink mix such as lemonade
- 1 cup flour
- ½ cup salt

Pour water and oil in a skillet and bring to a boil. Add drink mix, flour, and salt. Stir until the mixture is thick. Remove from the skillet, allow to cool and knead until smooth.

- Squeezing and playing with the dough helps develop the muscles in the fingers and hands.



You will see rapid growth in the way your one year old can move her body and handle objects. As she approaches the age of two, she will seem more like a young child than a baby!

Choking on small objects like coins, buttons, balloons, and hard candies is a safety concern because toddlers can now pick up small items more easily. Remember to check the floor and low tables often for small items that toddlers might put in their mouth or nose.

Some of the best toys for your toddler are blocks, stacking rings, nesting cups, shape-sorting boxes and others that encourage eye-hand coordination and problem-solving. Many items found at home work just as well as toys, such as nested measuring cups and spoons or plastic bowls in different sizes.

Children begin to scribble spontaneously at around one year of age. It is important to offer them paper along with jumbo, non-toxic crayons because they will not know that marking on the walls is not a good choice!



**One
year olds**

Self-help skills

Help with feeding as they:

- Use a spoon with some skill
- Drink from a lidded cup with one hand
- Use fingers to pick up and eat food

Help with dressing as they:

- Put arms into sleeves with help
- Pull off large pieces of clothing such as tee shirts
- Put on a hat or cap
- Help take off a jacket

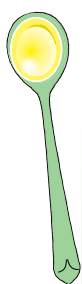
Help with personal hygiene as they:

- Sometimes point or say something when their diaper is wet or soiled
- Wash hands with help
- Try to brush their teeth

Help with routine tasks as they:

- Begin to clean up toys

Activities and Strategies for Development



Lunchtime Wiggles

- At lunch or snack time, offer your child a few scoops of chilled flavored gelatin in an unbreakable bowl.
- Hand your child a toddler-sized spoon.
- Talk with your child about the bright color of the jello. If there is fruit in the jello, point out the peaches or cherries that he can taste.
- Model how to use the spoon to scoop jello from your own bowl.
- Point out how the jello jiggles on the spoon.
- Encourage your child to use his spoon to eat the “wiggling, jiggling” jello.
- Your child may prefer to skip the spoon and pick up small chunks of jello with his fingers and eat it.
- Chilled gelatin holds its shape so it is a great food for fingers or spoon!

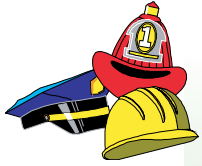
Special Needs Tip

Children with food texture issues may prefer to look and not eat the jello.



Hidden up my Sleeve

- Play this game to encourage your child to help as you are getting her dressed.
- Hold up one long sleeve of your child’s pajamas or shirt.
- Tell your child there is a funny surprise “hidden” in the sleeve.
- Tell your child to reach all the way in to find it.
- Without your child noticing, put two of your own fingers into the bottom opening of the sleeve.
- As your child pushes her arm all the way into the sleeve, take your two fingers and tickle the palm of her hand!
- Try this on both sleeves and enjoy a giggle!



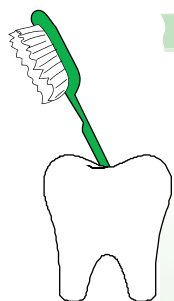
Dressing Up

- Create a box for your child with dress-up items such as old hats and caps, a vest with large armholes, and purses and briefcases.
- Invite your child to explore the box and try on a hat or cap or other clothing.
- Encourage your child's pretend play as you talk with her. Say, for example, "Maya, I see you are dressed for work. You have on your hat. Can I help you put on your fancy jacket? Now you are ready to go!"
- Change the items in the box every few weeks to hold your child's interest.
- Avoid putting in too many items at one time because it might overwhelm your child.



My Soap on a Rope

- Help your child learn to wash his hands without worrying about slippery soap.
- Collect several pieces of dry mild, bar soap.
- Have your child help you stuff the pieces into the toe of an old, clean knee-high stocking.
- Tie a knot just above the ball of soap pieces.
- Tie the stocking around the faucet of the sink, hanging it low enough for your toddler to reach it with two hands.
- Help your child reach the bathroom or kitchen sink on a secure stepstool.
- Show your child how he can wet his hand under the faucet and rub his special "soap on a rope" to make bubbles for washing his hands.
- You may want to have soap on a rope for the bathtub too!



A New Tooth

- Each time a new tooth erupts in your child's mouth, make a time to celebrate by practicing how to brush teeth.
- Show your child the toddler-sized tooth brush that is her very own.
- Say, for example, "Look, you have a new tooth! Let's clean your new tooth with your toothbrush."
- Gently brush your child's teeth up and down.
- If your child does not like the strong flavor of toothpaste, just use a little water on the toothbrush.
- If your child does not want to open her mouth at first, let her hold the toothbrush at the sink without trying to brush her teeth. She will probably put it in her mouth by herself. Once she's comfortable with the toothbrush, try again to brush her teeth.
- When you brush your own teeth, let your child practice moving her toothbrush over her teeth too.
- Compliment your child for helping to keep her teeth clean!

Special Needs Tip

Some children are bothered when items are placed in and around their mouths. Be patient and continue to encourage and practice.

Toy Toss



- Put a plastic laundry basket or box in the middle of the room where your child has pulled out several toys.
- Tell your child it is time to put toys away and you need a helper.
- Pick up a stuffed toy or block and move close to the basket.
- Show your child how to toss the toy in the basket.
- Ask your child to pick up the ball, doll, or other toy, and toss it in the basket.
- When you are finished cleaning up, show your child where to pull or push the basket to put the toys "away".
- Next time he's ready to play, your child can dump the toys out and start again!



Your toddler may have a small and “picky” appetite between 12 and 24 months. Toddlers do not need a large amount of food and will eat when hungry. Your child may also want to eat only a few favorite foods. Cutting your child’s food into small bite-sized portions will promote self-feeding with fingers or occasionally a spoon. This gives your child more control over the amount and type of foods she eats.

Take the extra time needed to encourage your toddler to help with his own hand washing, bathing, and dressing, even if it means the shirt goes on backwards and the shoes are on the wrong feet! This will help build many skills, including a sense of pride and self-worth.

Young toddlers may be happy to help pick up and put toys away. At the end of this stage, however, they may begin to show more negative responses. Try to avoid clean up time when your toddler is likely to be overly tired.

Daily routines are important to support a toddler’s self-help skills. A consistent schedule at home and at school lets the toddler know that washing hands, eating, brushing teeth, toileting, dressing, playing, napping and picking up toys are activities that she can expect every day. Support your child’s growing independence by helping her practice these skills daily.



**One
year olds**

Health and safety skills

Respond to verbal or physical signal of danger as they:

- Learn to stop an action when told to “Stop!”
- Reach for an adult’s hand to avoid falling such as when climbing down stairs

Show beginning awareness of personal health needs as they:

- Point to their crib or sleep mat when tired

Activities and Strategies for Development



Stop the Music!

- Play some music and move with your one year old.
- Stop the music, clap your hands, and say “stop!” Repeat playing and stopping the music, clapping, and saying “stop!” several times. Encourage your child to clap and say “stop” with you.
- Be aware that it is physically difficult for one year olds to stop what they are doing. The goal of this activity is to help your child learn the signals of clapping and the word “stop!” so she will respond when you use them to signal danger. When your child is about to do something dangerous, go over quickly to move her away and say “stop!” in a firm voice.



Mommy's (or Daddy's) Hand

- Make a “Mommy's Hand” puppet from an old adult size glove or mitten. Sew or hot glue colorful buttons or felt onto the palm side of the glove to make eyes, a nose, and a mouth. Add yarn for hair.
- Wear the glove to make it appealing for your child to hold your “hand” for safety.
- Ask “Where's Mommy's hand?” when your child is at the top of the stairs and encourage him to hold on as you help him walk down. Use the puppet to remind your child to hold your hand as you help him walk safely on the sidewalk, or climb up and down play equipment, too!
- When there is a handrail, teach your child to hold it with his other hand.
- If your child responds well to the hand puppet, make another one and keep one in the house and one in the car.

Good Night, Baby



- Gather two dolls or stuffed animals, two boxes or doll beds, and two small blankets.
- Give a doll, bed, and blanket to your child and keep a set for yourself.
- Tell her that the babies want to go “night, night” and show her how to put the doll in the bed and cover it up. Play quiet music if that is your sleep time routine.
- When it is nap or night time, ask your child to show you where she will go to sleep. Encourage her to walk or point to her crib.

Healthy Snacks



- Let your child help make some simple healthy snacks. Here are a few ideas:

Pizza Bites

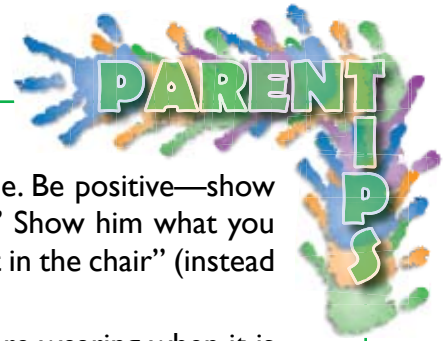
- Spread pizza sauce on whole wheat muffin halves. Add shredded mozzarella cheese.
- Let your child shake some parmesan cheese on top.
- Bake in the oven at 400 degrees until the cheese melts, about 8 minutes.
- Cut the pizzas into small pieces for your child to enjoy!

Shapely Quesadillas

- Let your child help put a slice of cheese on a small flour tortilla and then put another tortilla on top.
- Put the quesadilla into a heated, covered frying pan that has been sprayed with cooking spray (adult only) or wrap them in foil and put them in a pre-heated oven at 350 degrees. Cook until the cheese is melted. You can also put it in a microwave for about 35 seconds.
- Cool slightly and let your child help use a cookie cutter to press out some shapely quesadillas. Cut them into smaller pieces if your child does not have many teeth.
- Delicioso!

Fruity Yogurt

- Cut fresh fruit such as strawberries, cantaloupe, or bananas into small pieces.
- Put some vanilla yogurt into small bowls or cups and add some of the fruit.
- Let your child try to stir and eat it with a spoon. Help as needed.
- Although this is messy, it is a good introduction to eating with a spoon!



Model safety rules and state them in as few words as possible. Be positive—show and tell your child what “to do” instead of what “not to do.” Show him what you mean when you say “Walk” (instead of “Don’t run”) or “We sit in the chair” (instead of “Don’t climb on the chair.”)

Talk about the different types of clothing you and your child are wearing when it is cold, hot, or rainy.

Notice when your child is tired and encourage her to lie down and rest. You may need to go with her or give her a book or favorite stuffed animal to encourage her to stop what she is doing and settle down.

Take a training (sippy) cup of water with you when you play outside. Encourage your child to come for a drink when he is thirsty.

Children learn eating habits very early. Make healthy food choices for yourself and your family.

Emotional and Social Development

Standards:

- **Personal relationships with adults**
- **Personal relationships with peers**
- **Self-awareness**
- **Self-control**
- **Self-expression**





One
year olds

Personal relationships with adults

Build relationships with adults as they:

- Move toward an adult for physical contact
- Look for an adult out of their view
- Seek out an adult to share an activity such as reading a book together
- Check the reaction of an adult for approval or disapproval
- Show expressions of positive feelings toward an adult, such as smiling

Show feelings of security and trust with familiar adults as they:

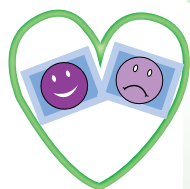
- Hold their arms up to be picked up or for a hug
- Calm down when an adult comes to their aid
- Stay very close to a familiar adult when a stranger is present
- Return to a familiar adult for reassurance

Activities and Strategies for Development



MeMaw Rocks; Pa Pa Wrestles

- When you spend play time with your child, watch closely to see the kinds of physical contact that your child likes.
- For example, if your toddler brings you one of his books, make this a special quiet time for the two of you.
- Curl up together in a cozy rocking chair or stuffed chair.
- Point out the pictures on the pages and talk about them.
- Say, for example, “Where is the puppy? Where is the Momma dog?”
- Even if it’s only for a short time, give your child your full attention.
- At other times, your child may show you that he wants to play more actively by running toward you, grabbing your leg, or throwing his arms around your neck.
- When your toddler wants more active play, invite him to lie on a carpet, air mattress, or soft grass.
- Gently roll your child back and forth, stretch his legs and give them a wiggle; stretch his arms and give them a tickle.
- Your child’s laughter will let you know that he enjoys this special activity with you.
- If your child’s facial expression or body language shows discomfort or fear, avoid wrestling or other highly physical play.



Mama, Do You Love Me?

- Read *Mama, Do You Love Me?*, by Barbara M. Joosse, to your child.
- This book is available as a board book for toddlers and in a Spanish translation.
- The author wrote *Mama* for her two-year-old son, Robby. He knew his mother loved him most of the time, but he wanted to know if she loved him when he was naughty. His mother told him what most parents want their children to know: That she would love him, “*forever and for always, because he was her Dear One.*”
- After reading the story, or telling the story from the pictures, tell your child that she is loved too, whether you have a happy face or sad face.
- Say, for example, “Mommy has a happy face when you hold my hand. Mommy has a sad face when you hurt the kitty. But mommy loves you all the time.”
- Other books about family times will work well too!

Little Ducklings



- Save a few slices of stale bread in a bag.
- Tell your child that you are going to feed the ducks.
- Take your child to a local park that has a lake or pond with ducks.
- Watch the ducks swim in the pond and waddle on the bank.
- Point out how the baby ducklings stay close to the mother duck, swimming or waddling behind her.
- Say to your child, “The little ducklings feel safe when they are close to the mother duck, just like you feel safe with mommy and Ms. Amy (her teacher).”
- Hold your child’s hand tightly and keep her close to you at all times when you are near a body of water.

Calming Comfort



- When your toddler becomes upset due to a fall, broken toy, or fatigue, pick him up and sit him on your hip or lap.
- Use words that express what he is feeling.
- Say, for example, “You feel mad when brother breaks your toy. I will hold you until you feel better.” or “That hurt when you fell and bumped your head. I will hold you until you feel better.”
- When your child stops crying and her body relaxes, say, “I can tell you are feeling calm now. Should we fix your toy?”



You and your child can learn to handle separations. Practice being apart for brief moments and then come back together with a calming statement such as, “Mommy went to the store for your milk. I came right back and here, I am! You played with Grandpa and your toys while Mommy was gone.”

Daily routines will give your child a sense of security in knowing what to expect and when to expect it. Keep routines and schedules for meals, bath, playtime and bedtime as simple and low-stress as possible.

Every child shows differences in temperament or personality when they are born. Some children are slower to “warm up” to new people and experiences. Be patient if this describes your child. Encourage your child to try new things. Forcing them often makes you and your child frustrated.



**One
year olds**

Personal relationships with peers

Begin to relate to other children as they:

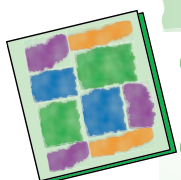
- Join a few children who are participating in an activity with an adult
- Play with toys and materials next to other children
- May take a toy away from another child and say “mine”
- Try to imitate other children’s actions
- Physically greet other children

***Show awareness of feelings displayed
by other children as they:***

- Watch another child who is crying
- Cuddle a comfort object when they see another child who is upset
- Imitate feelings displayed by other children such as laughing or crying

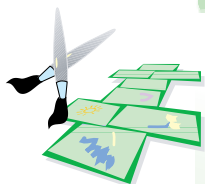
Personal relationships
with peers

Activities and Strategies for Development



Toddlers Love to Tear

- Get some colorful lightweight wrapping paper and tissue paper scraps. You will also need two pieces of construction paper and glue.
- Show your child and a friend how to tear the paper and then give them each several pieces to tear on their own.
- Ask them each to give you some of the torn pieces to glue on a piece of paper. Use pieces torn by both children.
- Make a collage of the torn pieces and talk to the children about how they are helping to make a pretty picture together.
- If they are interested, make two pictures so each will have one.
- If the children are siblings, hang the pictures in your home. If the children are friends, show the pictures to the other parent and talk about how the children worked together to make them.



Water Painting

- You will need two small buckets or bowls of water, two wide paint brushes, and two sponges.
- Go outside and show the children how to dip the brush in the water and “paint” on the sidewalk, a wall, or a fence. Give them each their own bucket and brush.
- You can expect the children to get wet, so dress them appropriately.
- If the children are enjoying the activity, give them each a sponge and show them how to use it to paint, too. Have extra water in a pitcher so you can re-fill the buckets.
- Talk to the children about how they are painting together.

Note: Always supervise children’s activities, especially when water is involved.

Special Needs Tip

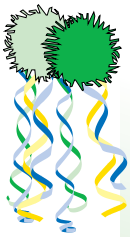
Assist children with limited use of their hands by placing your hands over theirs to help them use the paint brush. Use the sponge instead, if necessary.

A Drop in the Bucket



- When your child and another child are playing in your home, give them each a bucket with a few toys in it. A loose fitting cover for each bucket adds another challenge to the activity. Clear other toys from the play space so these buckets stand out.
- Look for the children to take (or dump) the toys out of their buckets and drop them back in on their own.
- If one child starts the other may follow. If not, demonstrate and see if they copy you.
- Sit back and watch and occasionally describe what each one is doing.

Musical Motions



- Play some lively children's music and invite your child and a friend to join you in a space where there is room for them to move around without bumping into each other.
- Begin with simple movements, such as clapping your hands. Encourage the children to do the same.
- If one of the children starts to do a different motion such as turning around or bouncing up and down, describe it and encourage the other child to imitate it. For example, "Rosa is bending her knees up and down, let's do that too!"
- Have simple props such as small scarves or streamers and if one child chooses one and the other follows, describe what each is doing. "Heath is waving a scarf and so is Alexander."

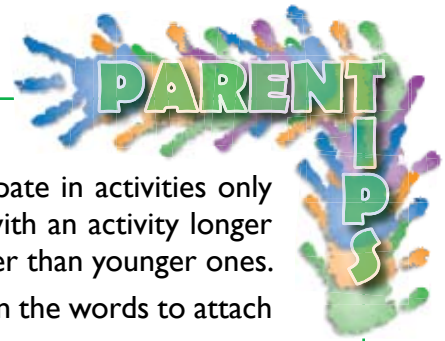
Special Needs Tip

If one child cannot stand, give each child a scarf or streamer and have them copy each others' arm movements.

Happy and Sad Faces



- Look through a board book of babies' faces such as *Baby Faces* by DK Publishing or *Peek a Boo* or *Smile!* by Rebecca Grobel Intrater. Name and describe the feelings shown by the babies in the book.
- Sit in front of a mirror with your child as you look through the book together.
- Show your child a picture of a happy face. Point to the features, the smile and the eyes, that tell us that the child is happy. Make a happy face and encourage your child to do the same.
- Look in the mirror together. Encourage your child to say "happy" as she makes a happy face. Talk about things that make her happy. Use real examples such as "You had a happy face when you went down the slide at the playground today."
- Repeat with a picture of a sad face.
- Throughout the day, describe your child's face and what she is doing when she looks "happy" or "sad."



One year olds have short attention spans. They may participate in activities only briefly. Encourage your child, but do not insist that he stay with an activity longer than he chooses. Older one year olds will “stick with it” longer than younger ones.

Label feelings and actions for your one year old so he will learn the words to attach to his emotions.

One year olds display their feelings with actions because they do not know any other way to do so. Sometimes these feelings can be intense and they may throw things or hit. Describe your child’s feelings and set clear limits calmly—“You are angry, Bobby. We can not throw toys when we get angry.” Then redirect your child to another activity, or have him sit with you quietly for a few minutes to calm down.

When your child is playing with a friend or sibling, watch them carefully and try to intervene before they act inappropriately. If you see one child getting angry, for example, try to help her solve the problem before she acts out her anger.

One year olds are easy to redirect. If you see your child getting frustrated, offer him something else to do that you know he will enjoy.

Do not expect one year olds to share. When your child is playing in the same space as a friend or sibling, have more than one of the same type of toy to avoid disputes (two dolls, trucks or many blocks, for example). If two children want to play with the same toy, offer one of them a similar toy instead.

You can expect your one year old to play by herself or next to another child, rather than playing “together.”

When a friend comes to your home to play, greet the child by name when she arrives and say goodbye when she leaves. Encourage your child to do the same and say “hi” and “bye.”

Remember that you are a role model in helping your child learn to play with other children and resolve conflicts. He will imitate your actions, tone of voice, and the words you say to other children and adults.

Try to maintain a calm atmosphere in your home. Strong emotions can be frightening to children.



**One
year olds**

Self-awareness

Show awareness of themselves as individuals as they:

- Express preferences for what they like to eat
- Show preferences for what they like to do
- Point to themselves in a mirror
- Express emotions that fit a situation such as smiling when happy, crying when upset, and clapping when excited

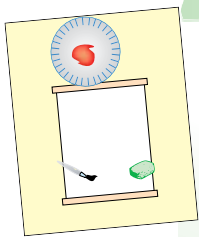
Show awareness of their abilities as they:

- Express positive emotions such as smiling or clapping when they succeed at a task
- Try to do some things independently when an adult tries to do it for them, such as taking a spoon from an adult who is trying to feed them
- Look for approval from adults

Self-awareness

*Activities and Strategies
for Development**Mirror Magic*

- Sit in front of a large mirror with your child.
- Make silly faces and encourage him to do the same.
- Move your arms, shake your head, and do other movements for him to imitate.
- Point to body parts and name a few.
- Use your child's name and point to what he is doing in the mirror. "Mekhi, you are waving your arms!" See if he will point to himself in the mirror when you ask "Where is Mekhi?"
- When he copies your movements and points to his body, be sure to smile and be enthusiastic to show your approval.

*First Choice*

- Sit with your child at a table suitable for painting and cover it with newspaper. Tape a piece of drawing paper to the newspaper.
- Cut a sponge to make a piece that is easy for your child to hold. You will also need a brush about two inches wide, some children's washable paint, and a paint shirt or smock.
- Put a small amount of paint onto a paper plate. One color is all you need.
- Show your child how to dip the sponge in the paint to make prints and how to use the paint brush.
- Let your child choose the sponge or the brush to start with. Let her try both if she wants to. Assist as needed.
- Let the painting dry and hang it on the refrigerator at your child's eye level for her to admire. Show it to others in the family to admire, too!
- Children are different in their preferences. Your child may prefer to use only the sponge or brush or she may enjoy both!

Sticky Pies

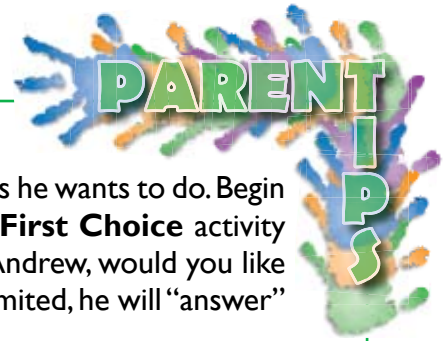


- Cut a piece of clear contact paper about 12 inches by 12 inches. Tape it to your child's bedroom door at his eye level with the sticky side facing out. If your child shares a room with siblings, make one for each of them.
- Take photographs of your child trying new skills and doing things he enjoys. Stick the photos on the contact paper.
- Talk to your child about how proud you are of him and how proud he should be of all he is learning to do. Although he does not yet understand the word, "proud", he will get the message from the excitement in your voice and your smile.
- Look at the pictures frequently and share your pride in your child with other family members.

Traveling Trinkets



- Put a few toys in a shoe box for your child to play with in the car. Choose toys that your child finds engaging such as an unbreakable mirror, connecting blocks that she can pull apart, and a small cloth or board book with pages she can turn.
- Put the shoe box in your child's lap once she is buckled in her car seat so she can open it and have a few things to keep her occupied as you travel. Of course, you can expect all the toys and the box to end up on the floor before you reach your destination!
- You can also take the box into a restaurant or other place where your child needs something to occupy her.



Let your one year old begin to make choices about the activities he wants to do. Begin by limiting the choices to two options—for example, in the **First Choice** activity above, you would show the materials to your child and ask, “Andrew, would you like to paint with the sponge or the brush?” Since his language is limited, he will “answer” by taking one or the other.

One year olds look to adults for approval. Smiles and words of support help them feel positive about their accomplishments.

Help your child develop a sense of pride by saying things like “You used your feet to make the riding toy go, Madeline. You must feel so proud!” When children feel “proud” of what they can do, they are more likely to keep trying new things.

Find opportunities to encourage your child’s efforts, as well as his accomplishments. For example, “Tarek, you are trying so hard to get the circle shape in the hole. Keep trying, you can do it!” Of course, if he keeps trying and cannot do it on his own, help adjust the shape sorter so the piece will fit. Smile and use a pleasant tone to encourage him.

Help your child learn how to label feelings. For example, “Cheryl, you look so happy when you smile.” or “Jaime, you are upset because Alan took your truck.”

When your child gets frustrated with a task, break it down into smaller steps so she can be successful one step at a time.

Encourage your child to “stretch” his abilities. When he has mastered a skill, encourage him to try something a little more difficult.

Share your child’s successes with family members.



**One
year olds**

Self-control

Regulate emotions and behaviors with adult support as they:

- Give attention when their name is called
- Sit for a short activity with an adult
- Calm their anger when redirected by an adult
- Modify behavior when an adult shows disapproval
- Respond to a warning or unsafe signal from an adult

Follow simple routines and rules in a group setting with adult support as they:

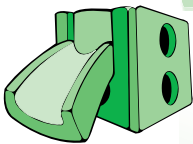
- Sit and listen in a group setting for a short period
- Follow the adult's lead in a classroom activity or routine
- Make choices to participate in one activity or another

Activities and Strategies for Development



Mad Molly

- Make a simple hand puppet from an old, white adult-sized sock.
- On one side of the sock puppet use a marker to draw two eyes, a nose, and a smiling mouth.
- Turn the sock around and draw a mad face on the other side with the mouth going in a jagged line.
- You can also use a doll instead of a puppet.
- Invite your child to sit with you to play a pretend game with the puppet.
- Tell your child that the puppet's name is Molly and Molly is MAD!
- Show your child the side of the puppet with the mad mouth.
- Say, "Molly is mad. Molly wanted a cookie and her Nana said, 'Don't touch, Molly!'"
- Ask your child, "Can you go get your special blanket for Molly?"
- Put the blanket gently around the puppet.
- Then say, "Molly was mad, but look! (turn the puppet face around to the smiling side) Now Molly feels better!"



Playground Safety

- Take your child to a park that has child-safe and toddler-sized play equipment.
- Hold your child's hand and walk around to the swings, the slide, and the climbing gym.
- If another child is swinging, climbing, or coming down the slide, stay close to your child and say in a firm voice, "Wait!" and stop before you approach the area.
- When you and your child can move safely past the swing, say to your child, "Good, you waited to be safe."
- At the slide or climber, again say, "Wait!"
- When the other child comes down the slide, say again, "Good job. You waited for it to be safe."
- Supervise your toddler closely on each piece of park equipment.
- Give him reassurance that you are close by.



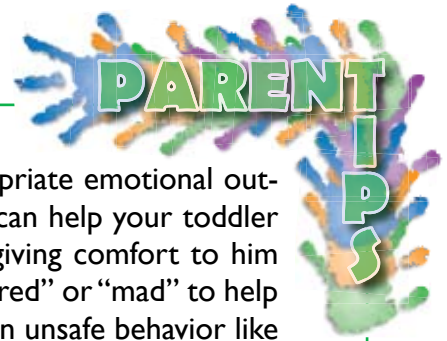
The Story Teller

- Contact the public library in your area to find out when they have a children's story time where the librarian reads to a small group.
- Take your toddler to the library before the story hour begins.
- Find the board and picture books in the children's area and let your toddler look through them as long as she is interested.
- When the story time begins, invite your child to sit with you and listen to the librarian read or tell a story.
- When your child gets restless listening to the story, ask if she would like to go back to get some books to take home to read.
- Let her pick one or two books that you will check out and share together.



Play Dough or Puzzles?

- Tell your child when it is time to clean up after a meal.
- Give your child a simple clean-up task such as wiping his face with a cloth or helping to sponge off the highchair tray.
- Tell him that after clean up it will be playtime.
- Ask your child "Do you want play dough or puzzles?"
- Set up the materials he has chosen for playtime on a low table or on a tray.
- Sit with your child and use words to talk about what the child is doing.
- For example, say "You are using your hand to pound the play dough. It is getting flat." or "Where does the truck piece fit? Can you turn it around like this?"



Your toddler has strong feelings. Sometimes those age-appropriate emotional outbursts (temper tantrums) can be upsetting to a parent. You can help your toddler learn to control his emotions by ignoring the tantrum and giving comfort to him after the tantrum has passed. You can also use words like “scared” or “mad” to help your child understand what he is feeling, while setting limits on unsafe behavior like biting or hitting.

Toddlers want to “have it their way.” They are exercising their need for self-control and independence. Children who are allowed to make choices and who are taught self-help skills will develop feelings of self-worth and self-control.

Adults must supervise toddlers very closely to protect them from dangerous situations. It is a balancing act to provide for your child’s need for care and their need for independence.

Distract your toddler with something appealing if she is upset or heading into trouble. If you use the word “no” too often to caution your child, it is likely that your child will use the word NO! to you and others.



**One
year olds**

Self-expression

Express themselves creatively through art and music as they:

- Paint with finger paint
- Begin to scribble
- Shake musical instruments

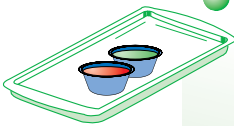
Demonstrate imagination through dramatic play as they:

- Begin to engage in play such as pretending to talk into a telephone, pretending to feed a baby doll, and putting a toy animal in a car to take it for a ride
- Imitate older siblings and adults' behaviors

Self-expression

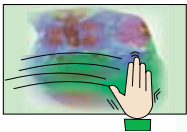
Activities and Strategies for Development

Outdoor Art



- Here are a few ideas for messy art projects outdoors:
 - Show your child how to finger paint with non-toxic, washable paint. Try painting on an outdoor washable table, a cookie sheet, or a high chair tray.
 - Offer your child some colorful fat chalk to scribble on the sidewalk.
 - Offer him a large paint brush and a bucket of water to paint the sidewalk, a fence, wall, or furniture.
 - Put some wet sand or potting soil in a dishpan or tub and show him how to scribble in the sand. (Watch to see that those messy fingers do not find their way into his mouth or eyes.)

Simply Scribbles



- Do this activity at a table with a washable surface or on a high chair tray.
- Put a small amount of non-toxic, washable finger paint directly on the table or tray.
- Tape a large piece of plastic wrap over the paint. You want the plastic wrap to be stretched tightly and taped to the table.
- Show your child how to move her fingers on the plastic wrap to make paint scribbles underneath.
- Help her “erase” the scribbles by rubbing her whole hand over the painted area. Then she can start again!
- This activity should be especially appealing to a child who does not like to put her fingers in paint!



Shampoo Shakers

- Get two plastic drink or shampoo bottles. Choose bottles that will be easy for your child to grasp with one hand.
- Put beads, pebbles, or jingle bells in the bottles and use super glue or hot glue to secure the top in place. (Look for bells in a craft store.)
- Play music and invite your child to sit and shake her shakers. She can stand up and walk around shaking them, too!

Pretend Play Box



- Assemble a box with items your child can use to begin to engage in pretend play. Fill the box with items that relate to each other such as:
 - Cleaning items such as sponges, a small scrub brush, a whisk broom, and an empty spray bottle
 - Baby care items such as a doll, blanket, baby bottle, comb, and brush
 - Food shopping items such as empty food boxes or plastic containers, a basket to put the items in, and pretend food
 - Transportation items such as toy cars, trucks, airplanes, and motorcycles
 - Dress-up items such as hats, gloves, large shoes, purses, or bags
 - Mealtime items such as plastic plates, cups, spoons, and pretend food
 - Cooking items such as pots, pans, and large spoons
- Change the items in your Pretend Play Box often and watch your child begin to enjoy “pretend play.”



Display your child's artwork for family members to admire.

Ask an appliance store for a large box. Be sure there are no sharp edges or staples. Set it on its side and put a few toys in it.

Be aware that not all children enjoy putting their hands into mixtures like finger paint. Offer a sponge instead.

Offer simple art materials to your child and let her freely explore. She may just dab with paint, make a few dots with a crayon, or not be interested at all.

Introduce your child to music from other cultures. Find a radio station to listen to in the car or find a music CD with children's songs in a language different than yours. (Check the public library for one to borrow!)

Use household items to make music. Pots and pans and wooden spoons make good drums, wooden spoons can be rhythm sticks, a wire whisk tapped on an aluminum pie tin makes an interesting sound, and pot lids can be cymbals.

Check out garage sales for "real objects" to put in your Pretend Play Boxes such as plastic tableware, large cooking spoons, pots and pans, and other household items. These are sturdier, less expensive, and more realistic than toy versions.

Participate in pretend play along with your child. He might imitate you at first and then start to pretend on his own. Describe what you are doing as you put a baby doll to sleep or dress up in a hat and gloves.



Approaches to Learning

Standards:

- Learning approaches for development and school success





**One
year olds**

Learning approaches for development and school success

Begin to show curiosity in the environment as they:

- Explore while playing
- Try new sensory experiences
- Choose to engage in unfamiliar activities
- Explore with their senses
- Experiment with materials
- Show interest in learning new things

Begin to focus on activities of interest as they:

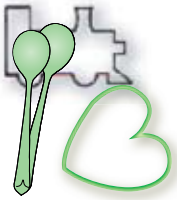
- Sustain attention in an activity with an adult
- Sustain attention in an independent activity for a short period of time
- Work toward completing a task
- Stay engaged for increasing lengths of time

Begin to find different ways to solve simple problems as they:

- Show flexibility
- Take initiative
- Are inventive
- Find a creative solution

Learning approaches for
development and school success

Activities and Strategies for Development



A Bag of Homemade Fun

- Get a tote bag and fill it with a few interesting washable items such as nested measuring spoons, plastic cookie cutters in different shapes and colors, and plastic eggs.
- Place the tote bag on the floor and invite your child to explore what is inside while you work at a task nearby.
- As your child takes each item out, watch as he shows interest in how the objects feel, how they are shaped, and how they come apart and back together.
- See which item makes your child the most curious. Talk to him about that item.
- Say for example, “You found the choo choo train shape.” or “Look! you put the little spoons inside the big spoon!”
- Change the items in the bag frequently so your child will be curious to see what new homemade toy you have to explore!



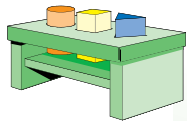
Rainbow Milkshakes

- Encourage your child to sample new food colors and flavors by making yogurt milkshakes with different fruits.
- Mix low-fat milk, yogurt and frozen or fresh blueberries in a blender until thick like a milkshake.
- Serve a couple of sips to your toddler to see if she likes it. For fun, let her try drinking with a straw.
- On a different day, use bananas or strawberries.
- These nutritious shakes will give your toddler a chance to use her senses and explore new colors, flavors and smells!



Baby Board Books

- Choose a quiet place and time to enjoy a book together.
- Encourage your child to get his favorite book and bring it to you.
- Place your child on your lap and hold the book so that he is facing the book and can reach out to it.
- Books with simple pictures and themes, such as baby animals, are best. On each page, pause to look at the picture.
- Have your child point to the picture you name such as “Baby duck?”
- Your child may only want to look at part of the book at first, but over time, he will be able to complete the entire book.



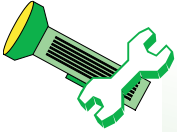
The Right Fit

- Sit with your child who is playing with a shape sorter.
- Say to your child “Let’s see where this shape fits,” each time she tries to fit a shape into the shape sorter.
- If the shape doesn’t fit in the hole say, “Let’s try another shape.”
- Point or turn the sorter to the space where the shape will fit, if your child becomes frustrated.
- When your child fits the shape into the correct space say, “You did it! You found the right shape. Now try the next one.”
- Encourage your child to put each shape into the sorter.
- Say, for example, “Good work, you found the place for each shape.”

Special Needs Tip

Children with developmental delays or limited manual dexterity may only be able to sort one or two shapes. Start with the circle since it is the easiest shape. This will allow your child to experience success more quickly. Praise all of your child’s attempts to work at the sorting task.

Let's Fix It



- Give your toddler a safe and easy task to do as you complete a fix-it task like pumping up a bike tire.
- For example, let your child pull a wagon or basket outside with a small flash light, a small wrench, and the bicycle pump.
- Show your child how to push the button to turn the flashlight on and off.
- Tell him to point the flashlight on the bike to help you see.
- Show him how you push the pump to fill up the tire and use the wrench to tighten the bolts.
- Your child might enjoy toy tools, such as a plastic hammer and jumbo pounding pegs.



One year olds still explore objects by putting them into their mouths. Give infants and toddlers only playthings that are safe, non-toxic, and lack small parts like wheels that could break off.

Household items make the best toys. Use plastic spoons, plastic bowls that nest with lids that are easy to put on and take off, and empty large boxes.

Offer just a few toys at a time to hold your child's interest. If you put out too many toys, your child can become over-stimulated, and the clean up takes longer too!

Your toddler may want you to read the same story or sing the same song over again. That is okay. Repetition will help them learn and make it easier for them to join in.

Look for ways that your child is creative in her thinking, such as using sticks when the shovels are gone or moving a box to step up to the sink. These are signs that she is developing problem-solving skills for learning how to solve problems.

Encourage your child to be curious and explore. Give him plenty of time for watching, listening, touching, playing and trying new things. Let him help clean up and figure out how things work. All of these are skills that will help him learn throughout life.

1s: Approaches to Learning



Language & Literacy Development

Standards:

- Understands spoken words (receptive language)
- Expresses thoughts with sounds, words, and gestures (expressive language)
- Foundations for reading
- Foundations for writing





**One
year olds**

Understands spoken words (receptive language)

Respond to spoken words as they:

- Look at an object when named
- Pick up or point to an item when named
- Use actions to show understanding of words, such as going to the table if asked, "Are you hungry?"

Follow simple directions and requests
as they:

- Respond to a simple one-step command, such as "Get down."
- Respond to a simple two-step direction, such as "Get your jacket and bring it to me."

Understands spoken words
(receptive language)

Activities and Strategies for Development



Head to Toe

- Make your toddler's diapering or bathing routine a time to teach him the name of some body parts.
- As your child is lying on the bed or changing table, lean over and look closely into his face.
- Say, "I see your eyes. Where are your eyes?"
- Encourage your child to point to or cover his eyes.
- Say, "Show me your nose. Yes, there's your nose!"
- Ask, "Where is your tummy?" And give your child's tummy a gentle rub or tickle.
- Say, "Where are your toes? Yes, there are your toes!"
- Give your toddler's toes a little tickle!



Baby Doll

- Collect a baby doll and some play accessories such as a baby bottle, a blanket, and a doll buggy.
- Say to your child, "I think the baby is hungry. Can you feed the baby?"
- Observe to see if your toddler picks up the bottle and pretends to feed the doll.
- Say "The baby is sleepy." See if your toddler tries to cover the doll and lay it down to sleep.
- Use other words your child may know, such as "go bye-bye," to see if your child can match actions or objects to the word.



City Pets or Farm Friends

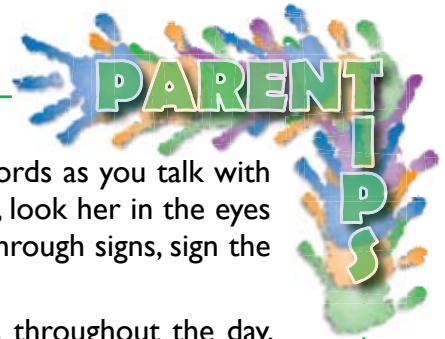
- Find a simple board book with pictures of pet animals such as a dog, cat, bird and fish.
- Sit with your child in your lap and hold the book open.
- Say the name of each animal on the page, for example, "There is the dog."
- Encourage your child to point to the picture of the dog.
- Repeat this for all the animals in the book.
- You can also use small plastic farm animals for a pointing and naming game.
- As you take your toddler on strolls around the neighborhood or to the park, look for dogs and cats.
- Take a drive to the country to see cows and chickens.



Let's Go!

Get Ready to Go

- Teach your child to follow simple one or two step directions by repeating them as part of familiar routines.
- When you are planning to leave the house with your toddler say, "Go get your shoes and bring them to me."
- When your child brings his shoes, thank him and put them on his feet.
- Say, "You got your shoes. Now we can go!"
- If your toddler is riding in a car, always buckle him into the child safety seat.
- Say to your child, "Hands up!" Then put the safety straps in place.
- Say, "Now, you are safe. Let's go!"



Your toddler is like a sponge soaking up the meaning of words as you talk with her. When you feed, dress, bathe or play with your toddler, look her in the eyes and talk in a warm and caring voice. If she communicates through signs, sign the names of objects and your actions often.

Use short and direct speech to name objects and actions throughout the day. "Where is the kitty?" "Let's put our toes in the cool grass." "The big washing machine goes round and round."

Keep directions or requests simple and direct. Say for example, "Let's go to the sink and wash your hands," or "Bring your blanket to the sofa and climb up" or "Open wide for yummy beans."

Use gestures to add meaning. For example, offer your hand when you say, "Come here. Let's walk to the big slide together."

As you play simple games or read simple picture books to your toddler, encourage him to point to things you name even if he cannot say the names himself. Hearing the words and seeing the pictures of the real object make important connections in your child's brain.

Frequent ear infections can interfere with your child's ability to hear clearly and to tell the difference among sounds. If you have any concerns about your child's hearing or responses to spoken words, talk with your child's doctor or teacher.



**One
year olds**

**Expresses thoughts with
sounds, words, and gestures
(expressive language)**

**Communicate without words, using
motions and gestures as they:**

- Use physical signals to send a message, such as pointing and waving
- Use facial expressions to send a message

**Demonstrate beginning oral language
skills using sounds and words as they:**

- Babble strings of word-like sounds
- Name objects and familiar people using one word
- Communicate a message with one word, such as “more” or “up”
- Begin to use two words to communicate a message

**Use sounds and words in social
situations as they:**

- Point and make sounds when they want something
- Use one word greetings such as “hi” and “bye”
- Say “yes” and “no” to let adults know what they want
- Make word-like sounds back and forth with an adult to have a “conversation”

continued...

Begin to express self freely and creatively, using sounds and words as they:

- Make word-like sounds while playing
- Make animal sounds while playing
- Make sounds of objects, such as cars or trucks, while playing
- Pretend to talk on a telephone
- Sing, using sounds and a few words

Ask simple questions as they:

- Use physical signals to ask a question such as pushing a stroller to the door to ask “Can we go outside?”
- Use one word to ask a question such as “nana?” to ask, “Can I have a banana?”
- Begin to use two words to ask a question

Expresses thoughts with sounds, words, and gestures (expressive language)

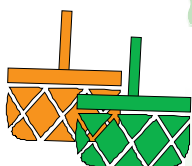
Activities and Strategies for Development

Toy Search



- “Hide” some familiar objects in different places in one room in your home.
- Tell your child you cannot find some of his toys and need his help to find them.
- Invite him to hunt with you for the missing toys. Act lively and make gestures as you look for and find each toy. “I cannot find the tractor! Where can it be? Oh, here it is! Look, Bailey, we found the tractor. Can you say tractor?”
- Continue your search as long as your child is interested or until you’ve found all the hidden toys. Each time you find one, encourage your child to repeat the name. Accept all attempts with enthusiasm.

What’s in the Basket?



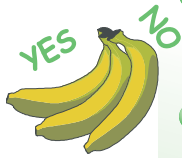
- Set out two baskets with different toys. For example, one might have stuffed animals and the other plastic animals and figures.
- Watch as your child comes to see what is in the baskets.
- Let her choose freely which toys she wants to play with.
- As she points to or takes a toy, describe what she is doing and encourage her to name the item or imitate a sound. “Maddie, I see you want to play with the truck. Can you say ‘truck’?” Accept all attempts enthusiastically!
- Follow a similar approach throughout all the routines and activities of your day.

Hi and Bye

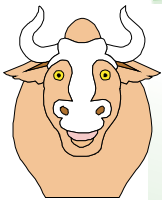


- Use a stuffed animal or a playful puppet to help your one year old learn to say “hi” or “hello” and “bye” or “good-bye.”
- Sit facing your child on the floor. Play a game with your child by putting the stuffed animal between you and say “Hi, Teddy!”
- Put the puppet behind you and say “Bye, Teddy!”
- Repeat several times encouraging your child to say “hi” and “bye.”
- Give your child a turn to play “Hi and Bye” with Teddy.

Yes or No?



- Meals are good times for your one year old to learn to say “yes” and “no” to tell you what she wants. For example, offer her two choices such as applesauce and banana slices for snack.
- Show her both foods and ask “Do you want bananas for snack? Do you want applesauce?” Encourage her to say “yes” or “no” each time. Let her have both if she chooses.
- Find other times throughout the day to practice saying “yes” and “no.” Watch as your child tries to tell you what she wants by pointing, shaking her head, or just taking something. Encourage her to say “yes” or “no.” Do not be surprised if she changes her mind!



What Does a Cow Say?

- Gather a few toy animals that make sounds that are easy to imitate. Do the same with familiar objects such as a car.
- In a playful way, pick up one of the animals, name it, and make the sound. For example, “The cow says mooooooo.”
- As your child comes over to join you, choose another one. “The car goes vr-room vrooooo.”
- When your child picks up one of the toys encourage her to make the sound of the item she chose. “What does the horse say, Carina?”
- Put the toys where she can reach them easily. Watch as she carries them around and makes sounds.

Sing Silly Songs



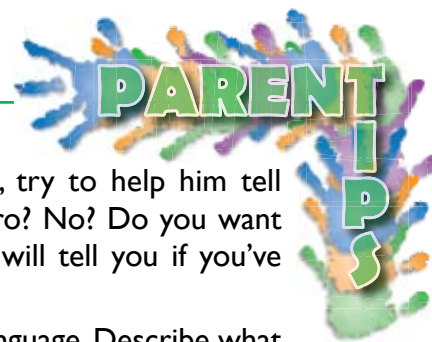
- Sing silly songs with your child. Songs with hand motions are especially fun.
- Try this one using the tune “The Farmer in the Dell.” As you sing each verse, cover the body part with your hands.
 - Can you hide your eyes?
 - Can you hide your eyes?
 - Yes you can, oh yes you can
 - You can hide your eyes.

Repeat with nose, mouth, ears, and other body parts as long as the child is interested.



My One-Year-Old Voice

- Record your child's voice.
- Say his name and age before you begin and then prompt him to say a few words or sounds you know he is able to.
- Let your child hold the microphone as he makes the sounds.
- Play the recording so he can hear himself.
- Save the recording and repeat this activity at different times during the year to hear how your child's speaking skills have grown!
- Keep the recording to listen to when your child is older.



When you see your child pointing to something he wants, try to help him tell you what he is trying to say. "Do you want the shovel, Arturo? No? Do you want the bucket? Yes?" His facial expressions and body language will tell you if you've "guessed" right.

Talk, talk, talk! Surround your one year old with meaningful language. Describe what she is doing, the toys she plays with, what she sees, and what she hears. This helps her learn new words.

Get down on your child's level and talk to her face-to-face. This helps focus her attention and lets her know she has yours.

One year olds use one word to mean many words. You can fill in the rest. When Jennifer says "more," ask "Do you want more green beans, Jennifer?" When Cooper says "up," say "Do you want me to pick you up and put you in your car seat now? We are going for a ride."

When your child shows fear, anger, happiness, or other feelings, talk about how she feels. "Michele, I can see you are angry because Rico took away your toy."

Be patient if your one year old gets frustrated when you cannot understand what he is trying to say. Tell him you are sorry you do not understand and ask him to keep trying to show you what he means.

When your child uses a shortened version of a word, such as "nana" for banana, say the complete word in a sentence. For example, "You want a banana." Avoid "correcting" your child or repeating the shortened form.



Tips About Bilingual Development

Children are capable of learning two or more languages in childhood.

Children who are exposed to two languages on a daily or weekly basis show the same milestones in language development at roughly the same ages as children who are exposed to one language.

Sometimes bilingual children know fewer words in one or both languages in comparison to children who learn one language. This is because their memory must store words in two languages rather than one.

Bilingual children learn words in each language from different people in different situations. For example, they may learn some words from parents at home and others from teachers at school. Therefore, they may know certain words in one language, but not in the other.

Mixing languages in sentences is natural and normal for bilingual children. This is because they may know some words in one language but not the other. They may “borrow” words from one language to complete a sentence in the other. This tends to disappear by the time they enter elementary school.

Knowing the language of their parents and grandparents is important to their cultural identity.



**One
year olds**

Foundations for reading

Listen to stories for short periods of time as they:

- Make pleasant sounds when an adult shows them pictures in a short book
- Watch finger plays, and begin to copy movements
- Sit in an adult's lap to listen briefly to a story
- Find a real object similar to one in a story

Begin to explore physical features of a book as they:

- Carry a book around with them
- Bring a book to an adult to read to them
- Turn the pages of a cloth or board book
- Point to a few pictures while looking through a book
- Turn a book right side up when it is upside down

Become aware of pictures in print as they:

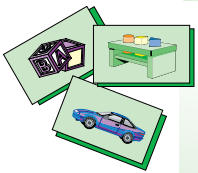
- Point to pictures of a familiar object in a book when asked
- Say the name of a familiar object when asked "What's that?"

Activities and Strategies for Development



Cozy Corner

- Find a quiet area in your home where your child can reach a few books and look at them on his own. Choose board, cloth, plastic, and other sturdy books with pictures of familiar objects and few words.
- Put some cushions, pillows, or a comfortable chair there. Add a blanket and a favorite cuddly toy to make the area cozy.
- Every day, spend some time reading with your child but make this a special place where he can “read” whenever he chooses.
- Change the books from time to time.



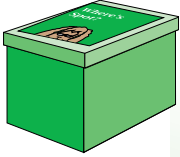
My Favorite Toys

- Find pictures of toys that are familiar to your child. Look through toy catalogs, junk mail, and colorful newspaper and magazine ads to find them.
- Cut out the pictures and glue them onto cardboard “pages”. Glue one or two pictures per page. Cover each page with clear contact paper.
- Punch holes on the left side of each page and tie the pages together with yarn.
- Make books with different themes such as animals, toys with wheels, and babies.
- Put the books in your child’s special reading place.



Flip Flaps

- This is a variation on the “My Favorite Toys” activity above.
- You will need squares of colorful fabric a little bit smaller than the cardboard pages and glue.
- Make “flaps” to cover the pictures in one of the books by gluing the top edge of a fabric square to each page.
- Show your child how to look under the flaps to see the pictures.
- Point to each picture as you name it and encourage her to do the same.
- Put the book in her special book place.



The Real Thing

- Get a box large enough to fit a board, plastic, or cloth book and a few small toys.
- Put a board book and one or more small toys that go with the book in the box. If the book shows pictures of “animals,” for example, you can put small plastic animals in the box.
- As you look through the book with your child, show him the real objects and let him hold them.
- Afterward, put the box where he can look at the book and the toys on his own.
- Repeat with different books and toys.

Note: Be sure all “small toys” are suitable for one year olds. They must be large and sturdy enough to avoid a choking hazard!

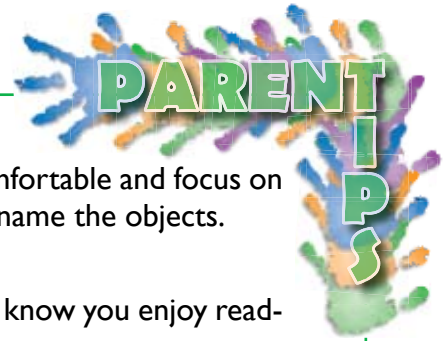
Special Needs Tip

Give your child one of these boxes when he needs some “quiet time” alone.

Clap Like Me



- Enjoy simple finger plays with your one year old. She may watch at first and then join in. Here’s an easy one that includes rhymes. Just do the motions along with the words:
 - Clap your hands, look and see,*
 - Clap your hands, just like me.*
 - Roll your hands, look and see,*
 - Roll your hands, just like me.*
- Add more verses such as “touch your nose,” “wave your hands,” and “blink your eyes” if your child enjoys this.



Read to your child every day. Sit where the two of you are comfortable and focus on the pictures rather than the words. Point to the pictures and name the objects.

Choose books with rhymes and funny words.

When you read with your child use a pleasant voice to let him know you enjoy reading together. Stop reading when your child loses interest.

Use a puppet or stuffed animal to *tell* stories to your child instead of reading a book.

Have lots of books available for your child to “read”. Choose books with large, colorful pictures showing things your one year old will find interesting. Include books about people of different cultures and abilities.

Do not be surprised to find your child carrying books around with her.

Model the joy of reading by sharing books that *you* enjoy.

Sing rhyming finger plays and songs with your child.

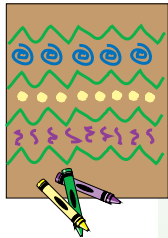


**One
year olds**

Foundations for writing

Scribble spontaneously as they:

- Make random marks on paper with a fat crayon
- Make a few dots on paper with a marker



Designer Wrapping Paper

- Try this activity when you need wrapping paper for a gift for a young child or grandparent.
- Save a large brown paper grocery bag.
- Cut the bag along one side and the bottom crease and open it up to make a large flat piece of brown paper.
- Place the brown paper and several jumbo non-toxic crayons on newspaper spread on the floor (not carpet!).
- Invite your child to come and add her creative marks with crayons to the special paper.
- Sit with your child on the floor and make designs on the paper with the crayons too.
- Talk with your toddler about the colors and designs. Say for example, “You used the crayon to make squiggly lines! I’m going to make my crayon go up and down like yours.”
- When your toddler has lost interest in scribbling, invite her to help you use the decorated paper to wrap a present for someone special.



One Hundred and One Dalmatians

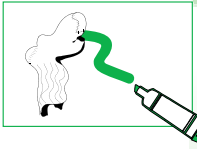
- Look through the pages of one of the illustrated books about the 101 Dalmatians with your toddler.
- Point out the spots on these dogs.
- Give your toddler some white paper and a non-toxic, washable black marker.
- Encourage him to use the marker to make dots or marks on the white paper.
- Say, “Look at the black dots you made on the white paper. Those dots are like the spots on the 101 Dalmatians doggies!”

Variation:

- On another day, give your toddler a piece of black construction paper and a piece of jumbo white chalk.
- Encourage him to scribble with the white chalk on the black paper.
- Say, “Look, you made white squiggles on the dark paper!”
- Hang the white paper with black marks and the black paper with the white marks side by side for your toddler to observe the contrast.

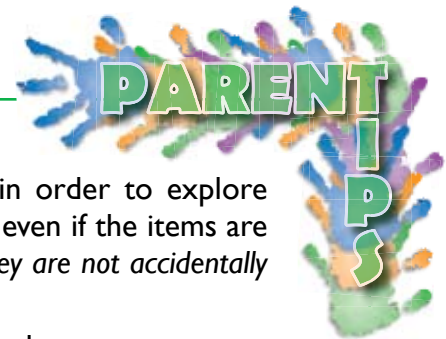
Special Needs Tip

This is a good visual contrast for children, especially those with visual impairments.



Wipe Out!

- Buy a small white board or message board at an office supply or discount store.
- Get a non-toxic marker.
- Find a clean, old sock to use as a “magic eraser.”
- Show your child how to use the marker to make a dot, line or scribble on the board.
- Then slip the sock over their other hand and show them how to wipe the sock over the board to wipe out the scribble!
- Let your child explore making and then erasing the scribbles she creates!



Your toddler is likely to put most objects into his mouth in order to explore them. Closely supervise him with crayons, markers, and chalk, even if the items are labeled non-toxic. *Be sure you hold on to any marker caps so they are not accidentally swallowed.*

Toddlers will grip crayons and markers in their fist and use whole arm movements to scribble, so large pieces of paper are best.

The marks or scribbles your toddler makes will not look like anything in particular. Instead, emphasize the **process of scribbling** (“Look, you used the red marker to make a color on the paper!”) rather than the **product of scribbling** (“What is this?” “What did you draw?”).

Make a point to let your child see you write throughout the day as you make lists or take phone messages. When you write, it tells your child that writing is important and will encourage him to copy your actions.

Keep moist towels or baby wipes nearby to wipe up washable marks on your child, floor or walls!

1s: Language & Literacy Development





Cognitive Development

Standards:

- Foundations for math
- Foundations for science
- Foundations for social studies





**One
year olds**

Foundations for math

Explore basic shapes as they:

- Try to fit shape pieces into shape holes such as in a shape box
- Try to fit containers and lids of different shapes and sizes together, such as pots and pans
- Fit circle, square, or triangle shape in place in a one-piece puzzle

Begin to sort and match objects with guidance as they:

- Sort one type of item from a group, such as socks from a small laundry pile or spoons from a set of silverware
- Match one simple item with another when asked, such as choosing a small ball like the one shown by the parent
- Distinguish “big” and “little”
- Match simple pictures with the real item, such as putting the jack-in-the-box on its picture on the shelf

Show awareness of early concepts related to amount as they:

- Say “all gone” when their cup is empty
- Say “more” when they want more to eat
- Indicate that they want an activity to be repeated, such as a song or a turn on the swing
- Begin to say number words in songs and finger plays
- Begin to use one-to-one correspondence by putting one item in one space such as plastic eggs in an egg carton

continued...

Explore concepts related to measurement as they:

- Play with different size containers as they pour and fill
- Explore the concept of “size” by trying to fit one object into another
- Stack objects on top of each other
- Nest a smaller cup into a larger one

Begin to solve simple problems using logical reasoning as they:

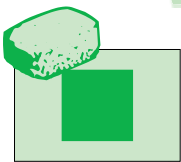
- Put pieces in place in puzzles with separate spaces for each piece
- Realize that an object still exists even when it is out of sight
- Explore how objects relate to one another, such as trying to fit a small foot in a large shoe

Activities and Strategies for Development



Shape Snacks

- Make jello circles by pouring liquid jello into a small round plastic cup (or purchase prepared jello in cups). Make jello squares by pouring another flavor into a few cubes of an ice cube tray. Cool in the refrigerator.
- At snack time, slide a knife around the edges to remove the jello from the containers. Slice the jello from the plastic cups into a few circles.
- Serve other snack foods the same shapes as the jello such as banana circles and cereal squares.
- Talk about the shapes as your child enjoys eating them!



Sponge Shape Book

- Cut one circle, one square, and one triangle from sponges. Cut the sponges lengthwise to make them thinner, if necessary. You want them to be thick enough for your child to feel the shapes but thin enough to fit in the shape book.
- Cut pieces of cardboard to make pages for your child's shape book. (Cereal boxes work well.)
- Put glue on the back of each sponge shape. Let your child help stick the shapes onto the cardboard pages, one shape per page. Let her feel the different shapes with her fingers.
- Punch holes down the left side of the pages and loop yarn or a shoe lace through to hold them together.
- Talk about the shapes and other things around the house that are shaped like a circle such as a clock, a plate, and a ball. Do the same with the square and triangle.

Big Doll, Little Doll



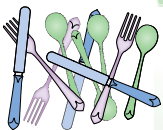
- Organize some baskets of “big” and “little” toys that relate to one another. For example, one basket could have a big doll and a little one, or big and little baby bottles. Another could have big and little sizes of plastic animals. An outdoor basket could have both sizes of buckets, shovels, or sifters.
- Talk about “big” and “little” as your child plays with the toys in each basket. “Catherine, you’re playing with the big chicken. Do you see the little chicken?” Put the two items side by side to show the difference.
- To reinforce “big” and “little” some more, show your child how to stand very tall with her hands over her head to show how “big” she is. Then squat down very low to make herself “little.”
- Talk about “big” and “little” throughout your day.

Photo Match



- Take three photographs of your child doing something different in each one. Make double prints of each photograph.
- Glue each picture onto a piece of cardboard that is larger than the photo. Cover each one with clear contact paper to make picture cards.
- One at a time, show your child one of the pictures and help her find the other one that matches it. “Eva, look at the picture of you playing with the big truck. Let’s find another picture of Eva playing with the truck.”
- Put the picture cards in a basket for your child to play with later.
- When your child is ready for a challenge, take a similar set of photos of another family member and make more matching cards to add to the others.

Sorting Spoons



- Set out a pile of about 10 pieces of silverware including several spoons that are exactly the same.
- Show your child one spoon and ask him to find another one just like it.
- When he finds one, let him put it in a plastic cup. Continue until he “sorts” all the spoons.
- If your child enjoys this activity, let him help sort the spoons again when you are putting away clean silverware. Move on to forks next!



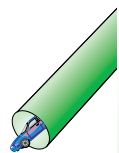
Matching Caps

- Gather a few caps or hats—one for you, one for your child, and one for each of a few stuffed animals or dolls.
- Put the caps in a pile and sit with your child and the animals.
- Make a game of choosing a cap and putting one on yourself and one on your child. Let your child “match” the rest of the caps to the animals.
- Take all the caps off and start over!



Does it Fit Inside?

- Gather a set of different kinds of containers that fit inside each other such as plastic bowls and cardboard boxes. Begin with three of each that are very different in size.
- Show your child how to dump the containers and put them back with the smaller ones fitting into the larger.
- Show her how to turn them over and stack them.
- Now, sit back and watch her explore!
- If your child needs a challenge, add one or two more containers or boxes to the set.



Lost in the Tunnel

- You will need a piece of posterboard, several large rubber bands, and a medium size sturdy toy car.
- Roll the posterboard to make a “tunnel” large enough for the car to fit. Secure it in place with the rubber bands.
- Have your child sit or stand so he can see the outside of the tunnel. As he watches, push the car into the tunnel. Push it gently enough so it stays inside. Ask “where did the car go?”
- Tilt one end of the tunnel so the car comes out the other side. “Here it is!”
- Let your child try to push the car through. If it gets “lost,” ask again, “Where did the car go?” and then help tilt the tunnel so the car comes out.
- If your child enjoys this, let him play with the tunnel and car on his own.



Meal times are a great time to introduce early math concepts. Serve foods of different shapes such as quesadillas cut into triangles, round banana slices, and square slices of cheese.

Cut colorful sponges into circles, squares, and triangles for your child to play with in the bathtub.

Find cardboard, plastic, and cloth picture books that show different numbers of objects. Look for books in the children's section of the public library and at garage sales!

Use size, shape, and counting words throughout the day. Point out the size and shape of different toys, foods, and other familiar objects. Count things such as the number of plates on the table and the number of spoons you sorted in the **Sorting Spoons** activity above.

Provide a selection of puzzles with a few large pieces that have their own space in the base of the puzzle. Choose puzzles with knobs. If necessary, glue corks or empty thread spools on each piece to help your child develop her small muscle skills.

Have blocks of different sizes and colors. Cardboard "hollow" blocks are excellent for one year olds. Make your own by covering shoe boxes and other cartons with construction or contact paper.

Let your child experiment with the way objects balance or fall. Wooden and hollow blocks are excellent for this activity.

Tubs with a small amount of water or sand and measuring cups and spoons are excellent for children to begin to explore measurement concepts.

Cooking activities teach children about measuring. Let your child help whenever possible.

Look for children's books, puzzles, and blocks at garage sales.



**One
year olds**

Foundations for science

Actively explore the environment as they:

- Use their senses to discover and examine objects
- Experiment with different objects to see how they relate to one another
- Observe cause and effect, such as pushing a button to make a bell ring
- Observe events in nature

Use sounds and simple words to describe things in the environment as they:

- Begin to describe characteristics of objects, such as saying “hot” when tasting food
- Point to body parts and may try to name them
- Name some animals and the sounds they make
- Name some objects and may use the same word for similar ones, such as “truck” for all vehicles with wheels or “doggie” for all animals with four legs

Use sounds and simple words to ask questions about the environment as they:

- Use a questioning tone to ask about something in the environment, such as saying “bug?” when pointing to a butterfly

Use simple tools as they:

- Play with simple tools

Activities and Strategies for Development

A Wonder-full World

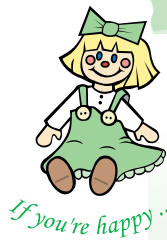


- Here are ways for your child to use her senses to explore the natural world around her:
 - While outdoors, collect natural things your child finds interesting (and that are safe!) such as pine cones, bird feathers, leaves, and flowers. Let her look at, touch, and smell them as you talk about each one. Always supervise this activity. See “Sticky Leaves” below for a follow-up activity.
 - As your child watches, put some grass, dirt, and a few leaves in a clear, plastic container. Lay it on its side and leave it outside overnight. Check the next morning to see if any “bugs” have crawled inside. Put a piece of cloth across the top with a strong rubber band to hold it tightly in place. Punch a few small holes for air. Bring the “bug farm” inside or leave it out on a porch so your child can watch the insects. Put it where he can see it, but cannot pick it up without your supervision.
 - Blow bubbles by dipping a fly swatter into a pan of bubbles. Watch your child chase and try to catch the tiny bubbles as they float up and down in the breeze. Use words like “wind,” “floating,” “high,” and “low” when you talk about this fun experience. Let your child try to shake the fly swatter to make more bubbles!
- Talk to your child as you explore these activities together. Encourage her to name all that she sees, touches, hears, and smells.



Sticky Leaves

- On a fall day, carry a basket outside and collect leaves with your child.
- Once inside, tape a large piece of clear contact paper, sticky side up, onto a table or high chair tray. Let your child stick the leaves onto the contact paper. Cover with another piece of clear contact paper.
- Cut the leaf collection in half. Put one sheet where your child can touch it.
- Hang the other in front of a window for the sun to shine through.



Where is Enzo's Nose?

- Sit with one of your child's dolls or stuffed animals. Choose one that has features that are easy to see and realistic looking. Point to and name the doll's eyes, ears, nose, mouth, and hair. Encourage your child to name them with you.
- See if he can point to the doll's features when you name them. Then point to the features and see if he can name them.
- Throughout, ask your child to touch his own features that match the ones on the doll. "There is Teddy's nose. Where is Enzo's nose?"
- At another time, sing "If you're happy and you know it" adding verses to "touch" the parts of the body.

If you're happy and you know it, touch your eyes.

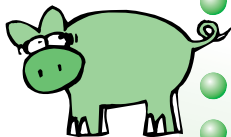
If you're happy and you know it, touch your eyes.

If you're happy and you know it, and you really want to show it,

If you're happy and you know it, touch your eyes.

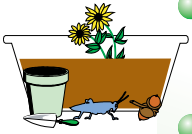
Repeat with ears, nose, mouth, and hair.

"Oink" said the Pig



- Put plastic or stuffed animals in a pillow case. Choose animals whose sounds are easy to imitate.
- Invite your child to choose an animal.
- Choose one for yourself, name it and make its sound. "I have a pig. It says 'oink, oink'." Encourage your child to repeat the animal's name and sound.
- Help your child name her animal and make its sound. Do not be surprised if she uses the same name and sound for some of the animals such as "cow and moo" for both the cow and the horse.
- Sing "Old MacDonald had a Farm" with the names and sounds of the animals.

Scoop and Sift

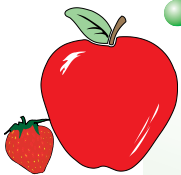


- You will need some “clean” potting soil, a plastic tub, flower pots and a few safe flower plants. Put safe, simple “gardening tools,” such as a scoop and a sifter in the tub.
- Hide a few things in the soil for your child to find such as shells, plastic insects, and plastic flowers. *Be sure all items are large enough to avoid a choking hazard.*
- Take the tub outside and show your child how to use the scoop and sifter to find the hidden surprises. Then let him explore!
- Supervise carefully to keep hands and soil away from eyes and mouths!
- Use the soil to plant safe flowers in the pots.
- Check with a local nursery to find safe flowers that will grow in your setting. Put the flower pots where your child can watch the plants grow but cannot reach them. Let your child help water them regularly.

Developmental Tip

Some children do not like to put their hands in soil and sand. Do not insist.

Appleberry Sauce



- Cooking activities introduce children to many science concepts including measuring, using simple tools, watching ingredients change form and color, and smelling and tasting the finished product. Here’s a simple one.
 - Peel and cut five or six apples in slices. Wash and clean five or six large strawberries and cut in half.
 - Let your child help put the apples and strawberries in a slow cooker or a pot that you will put on the stove. Add water, covering about one fourth of the apples. Add cinnamon if you wish. Set the cooker on high and cook 3 to 4 hours. Or, cover the pot on the stove and simmer until the apples are soft.
 - Start this in the morning so you can enjoy the smells all day and have the Appleberry Sauce for an afternoon snack. If you are using a slow cooker, put it in a safe place where your child cannot reach it.
 - Let your child help stir when it is done. Cool before serving.



Give your one year old opportunities to *safely* look at, listen to, smell, touch, and taste new things. Supervise her carefully as she explores.

Talk, talk, talk about everything your child sees, hears, touches, tastes, and smells. Encourage him to begin using words to name and describe.

Call your child's attention to different sounds around you. Listen to an airplane flying by, a bird chirping, wind blowing through the leaves, a motorcycle driving on the road, or a dog barking in the distance.

One year olds have short attention spans. Do not be surprised if your child wanders off in the middle of an activity. If she's interested she'll come back to it later!

Provide your child with board, cloth, plastic and sturdy paper books that show pictures of things children see in the world around them. Include books with realistic and colorful pictures and photographs.

If you have a tree outside your window, hang a bird feeder. Let your child help put bird seed in the feeder. Watch and listen to the birds and squirrels that come for a snack!

Water play introduces children to concepts of measurement and cause and effect. Put a small amount of water in a plastic tub with different objects for your child to explore such as funnels, cups, and strainers. Try this in the bathtub too!

Recycle paper and other products whenever you can. Model ways to re-use items to avoid being wasteful. Talk with your child about keeping the earth clean and healthy.

Children are curious about living creatures. They enjoy watching "bugs" and other creatures such as ants, roaches, snails, caterpillars, worms, butterflies, birds, and squirrels. Help your child learn the names of what he sees and hears.

Have safe plants in your home and let your child help take care of them. *(Be sure the plants are not harmful if eaten or cause rashes if touched).*



**One
year olds**

Foundations for social studies

Recognize significant family and personal relationships as they:

- Say the name of a family member who comes into view
- Seek physical security from a parent or familiar adult
- Say the name of a family pet
- Identify family members by photograph

Begin to recognize individual preferences and differences as they:

- Show preference for certain toys
- Claim ownership of a personal item such as a “favorite blankie”



Daddy and Me

- Select a book like *Daddy and Me* by Karen Katz that celebrates family relationships.
- Sit with your toddler. As you turn each page of the book, invite your child to lift the flaps and discover the new items that the little boy and his dad are using to build a doghouse.
- When you finish the book, invite your child to help you build a pretend dog house.
- Use cardboard shoe boxes and lids to build a simple dog house.
- Put one of your child's stuffed toy dogs in the pretend dog house.
- Pretend with your toddler how you would feed a pet, walk a pet and play with a pet.
- *Grandma and Me* and *Grandpa and Me* are similar books by this author that you could read with your toddler.



Family is a Safe Place

- Let your toddler know throughout the day that your job is to keep her safe.
- As your child plays in the yard or the park and attempts physical skills such as climbing, sit nearby and say for example, "I will help you stay safe as you climb."
- As you walk in busy places, or cross a road, always hold your toddler's hand. Tell her, "I need to hold your hand so you will be safe in this busy place."
- If your toddler is fearful of a new person or situation, pick her up or bend down to reassure her that you are there and she is safe.
- Go to your toddler immediately if she is hurt by another child from hitting, biting, pushing, or some other hurtful action.
- As you comfort your child by holding her and talking calmly, say, "I'm sorry you got hurt. You are safe with me."

I Like the Choo-Choo Train

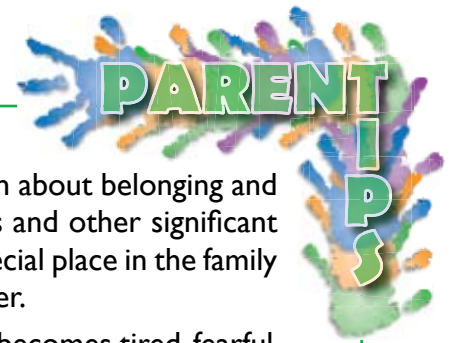


- Place a few of your toddler's toys on the floor.
- You might select a toy train with wheels, a stuffed animal toy, a few small blocks, a wind-up toy, or some nesting measuring spoons.
- Observe your toddler to see which toy he prefers.
- Observe which toys he brings to you to play along with him.
- Say to your child for example, "You love to play with the train. You can push the train and make it go. The engine is here at the front and the red caboose is back here."
- Find pictures that are like your child's favorite toy. For example, find board books or magazine pictures of trains to talk about as you play with your child and his favorite toys.

Mine!



- Show your child there are some things that are her very own, even though she shares many things with her family.
- Put your toddler's name on her favorite "sippy" cup. As she drinks from her cup, point out her name and say for example, "This is Tamika's cup."
- As you fold your child's laundry, ask her, "Whose pajamas are these?" Encourage her to say, "Mine!"
- At naptime or bedtime, tell your child to get her favorite cuddle toy or "blankie" as part of the routine for bedtime.



Children's first relationships are within the family. They learn about belonging and about how they are alike and different from others. Parents and other significant adults should emphasize that the child is unique and has a special place in the family as a brother, sister, grandchild, niece, nephew, son or daughter.

Your toddler looks to you for safety and security. When he becomes tired, fearful, ill, or injured, come to his aid immediately and let him know that he can count on you to keep him safe.

Get to know which toys are your child's favorites. When your toddler needs re-direction from an unsafe or unwanted behavior, show him one of his favorite toys as a distraction.

Garage or yard sales are a great source for low-cost toys and board books. Be sure to check toys carefully for broken or loose pieces. Also, clean and disinfect toys before giving them to your child.

Swap toys with friends and neighbors that have toddlers. Your child will enjoy the novelty of other toys as you rotate new playthings.

Toddlers are very possessive of toys and do not easily share with siblings or playmates. It is important for them to have something they can claim as "mine," such as a favorite cup or bowl, a favorite blanket, or a well-loved doll or stuffed animal.

When your child plays with other children, it is better to have duplicate toys, so that they are not expected to share, and are less likely to have a conflict over very popular toys.