# Activity Guide for Parents

# arly Learning Standards

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Birth Through Age 3



Georgia Department of Early Care and Learning

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# Contents

# Introduction

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# GELS Activity Guide for Parents Introduction

his Activity Guide for Parents\* is written to go hand-in-hand with the Georgia Early Learning Standards\*\* (GELS) for children from birth through age three. It includes activities to do in the home. The activities are designed to make the standards "come alive" in practical ways. There is also an Activity Guide for Teachers\*\*\* with activities to do in classrooms and family child care settings.

A panel of center-based and family child care teachers, parents, and early childhood specialists completed in-depth reviews of the Activity Guides. They suggested revisions, contributed activities, and offered numerous valuable comments to improve the finished product. Additionally, the broader early childhood community had the opportunity to comment on the format and content of the Guides at a series of Feedback Forums.

The **Guide for Parents** is organized by age groups, with activities for Infants, One Year Olds, Two Year Olds, and Three Year Olds. Each age group contains activities in the five areas of development covered in the GELS – Physical, Emotional & Social, Approaches to Learning, Language & Literacy, and Cognitive. Where possible and practical, the activities in the Guide for **Parents** "match" those in the **Guide for Teachers** to encourage continuity between home and school. The goals of the Activity Guide are to offer parents:

- a quick reference to the standards, indicators of each skill, and sample child behaviors included in the GELS
- examples of activities and strategies that link with each standard
- specific "tips" for children with special needs and for language and cultural inclusion
- general "tips" with developmental information and others suggestions realting to each standard

#### **Activities and Strategies**

It is important to describe what the activities *are* and what they are *not*. The activities are

- linked directly to the standards, indicators, and sample behaviors in the Georgia Early Learning Standards
- examples of the kinds of activities parents and teachers can do to help children make progress toward the standards
- examples of the kinds of activities parents and teachers should look for in other resources
- designed to assure parents and teachers that they are on the right track if they do similar activities at home and in school
- compatible with developmentally appropriate curricula

<sup>\*</sup> Throughout the Activity Guides, the term "parent" refers to adults, most commonly family members, who are the primary caregivers of children in their home. This includes, mothers, fathers, grandparents, foster parents, stepparents, aunts, uncles, nannies, babysitters, and others who care for the child in the home on a regular basis.

<sup>\*\*</sup> The full Georgia Early Learning Standards document can be found in the Child Care Services Section of the Bright from the Start website at www.decal. state.ga.us. Copies can also be requested by calling 404-656-5957.

<sup>\*\*\*</sup> The term "teacher" refers to adults who work directly with children in group settings. This includes classroom teachers and teaching assistants, paraprofessionals, caregivers, family child care providers, home based teachers, and others who have direct contact with children in groups on a regular basis.

- based on high quality curriculum materials, activity books, classroom and home observations, and years of teaching experience
- designed to support positive approaches to learning
- designed to be simple enough to implement without training
- designed to be used with readily available inexpensive materials and books
- The activities are not
- a curriculum
- an assessment tool
- a complete set of activities for any developmental area
- sufficient as the only resource for quality learning experiences for any age group

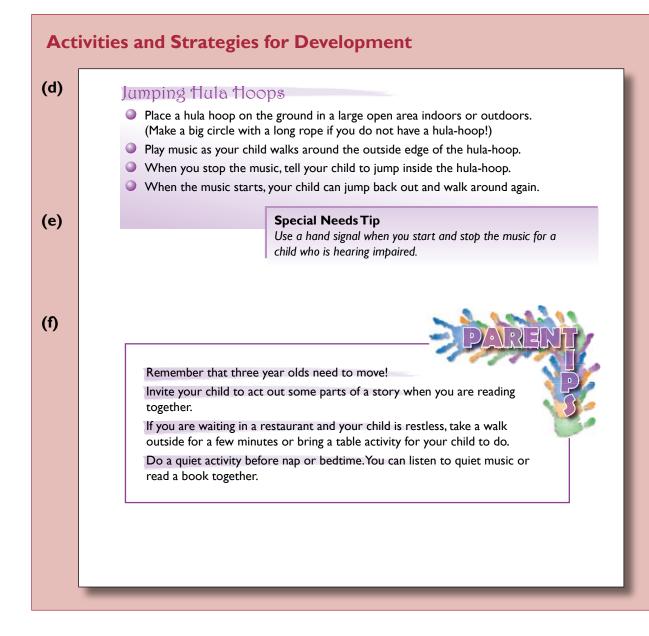
The Activity Guides are a useful starting place for providing learning activities that match the Georgia Early Learning Standards. Parents are strongly encouraged to find other high quality resources with activities for infants, toddlers, and preschoolers.

#### Format

Below is a sample of the format used throughout the Activity Guide. The example is part of the Physical Development section for three year olds. Each component, a–f, will be explained at the bottom of page vii.

# (a) Gross motor skills Three-year-olds . . . (b) Control body movements as they: (c) Lift and carry Climb on low outdoor equipment Jump down Нор Go upstairs and downstairs • Pedal a tricycle Demonstrate coordination and **balance** as they: Walk on a low balance beam Jump forward from a standing position Move around without bumping into things Kick Throw Catch Express creativity through movement as they: Make creative body movements freely • Dance





#### Here is an explanation of the format.

(a) The large words in bold at the beginning of each major section, such as **Gross motor skills**, represent one of the Georgia Early Learning Standards written in abbreviated form. (The full standard says "The child will begin to develop gross motor skills.")

(b) The words inside the tabs, such as **Control body movements**, represent one of the Indicators, which is a component of gross motor skills.

(c) The bulleted entries under each Indicator are a list of skills that represent ways children could demonstrate that they "control body movements." These skills correspond to the "Sample Behaviors" included in the GELS.

(d) Activities and strategies follow that are designed to help children develop skills in the particular standard. The steps of the activities are indicated with large bullets.

(e) "Tips" for including children with special needs, children whose home language is other than English, and children with a variety of cultural backgrounds, are found throughout the activities.

(f) "Parent Tips" are included at the end of each set of activities. They cover developmental information and other suggestions for each standard.

#### **Learning Tips**

Throughout the Activity Guide, you will find different kinds of "tips." There are *Special Needs Tips* to suggest ways to adapt activities for children with developmental delays, vision and hearing impairments, large and small muscle difficulties, and other challenges. Many children with special needs will be able to participate in the activities with modifications such as those suggested in the *Special Needs Tips*. Parents who need additional resources can contact *Parent to Parent, Inc.* for information about *Babies Can't Wait* locations throughout the state of Georgia. Their phone number is 1-800-229-2038 or 770-451-5484 in metro Atlanta. You can also refer to their website at http://health. state.ga.us/programs/bcw/.

Language and Cultural Tips are included to suggest ways to honor the home languages and cultures of children and families. Additionally, a set of *Tips about Bilingual Development* is included in the Language and Literacy section.

Parent Tips appear at the end of each set of activities. These are bits of developmental information and other strategies that support the skills covered in each standard. The Parent Tips are ideas about how to make learning a regular part of children's play time. Parents are their child's first, and most important, teacher!

# Using the GELS Activity Guide for Parents

Children learn while they play. The **GELS Activity Guide for Parents** is designed to make your child's play time more meaningful. It is written to help you find ways to have fun with your child as you learn and play together.

The Guide divides activities into age groups to make it convenient to use and to be consistent with the Georgia Early Learning Standards. However, it is important to view the infant-toddler period as an age *range*, not as a series of rigid blocks of time. Remember that children develop at different rates. In addition, each child develops skills in some areas before others. For example, a two year old may be working on "two year old skills" in most areas but may be ready to work on a few "three year old skills." The child might still be working on some "one year old skills" as well. This is to be expected. The important thing is that your child makes progress throughout this age range. It is not critical exactly when certain skills are achieved. To begin using the Guide, turn to the section that matches your child's age. As you read the activities, you may notice that you are already doing activities similar to some of them. You can feel confident that you are helping your child develop skills in those areas. Look for other activities that you and your child would enjoy. Try to find them in each of the developmental areas – Physical, Emotional & Social, Approaches to Learning, Language & Literacy, and Cognitive.

Also, look through other age group sections of the **Activity Guide for Parents** for activities that would benefit your child. As mentioned above, it is likely that your child is developing skills in different age sections in the Guide.

Children who approach learning in a positive way are likely to be more successful learners. As you go through the process of selecting activities, feel free to adjust the materials and procedures based on your child's interest and abilities. Choose activities that build on your child's natural curiosity and inclination to explore. You know your child best. The activities are designed to be a "starting place" for you. Use your own creativity to make them even better!

In addition, use your best judgment to assure your child's safety. Choose toys and materials that are in good repair, are age-appropriate, and do not present a safety or health hazard. *Supervise all activities carefully*.

Before conducting an activity, read all the steps to see if you have the materials on hand or if you need to gather them. Decide when and how you will get the materials and when you plan to do the activity. After conducting an activity, think about how it went. What did your child learn from the activity? Will you repeat the activity at another time? If so, will you repeat it exactly the same way or will you change the activity to make it even more interesting or challenging for your child?

Share the Activity Guide with babysitters and other adults who care for your child in your absence. Show them some of your child's favorite activities so they can do them together. Suggest that they try other learning activities from the Guide too.

Most of all use this Activity Guide to bring fresh learning ideas into your home. Always begin by looking at what your child *can do* and build from there. Childhood is a time to celebrate the energy, playfulness, and special abilities of each individual. Enjoy your child ... and yourself!

# Infants

# Physical Development

# **Standards:**

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





# **Gross motor skills**



### Gain control of head and body as they:

- Turn head from one side to the other
- Roll over
- Lift head and chest when lying on stomach
- Sit up

#### Demonstrate beginning coordination and balance, often with support as they:

- Reach for an object
- Grab toes and pull toward face
- Scoot on stomach
- Crawl
- Pull up to a standing position
- Walk with support
- May walk a few steps without support



Gross motor skills

# Activities and Strategies for Development



# A Head Turner

- Sit with your baby on a comfortable blanket or mat on the floor. Lay him on his back and put a toy that makes noise on the floor, to the left side of his head.
- Shake the toy and see if the child turns his head toward it.
- As he watches, move the toy slowly to the right side. Repeat several times as your child moves his head from one side to the other. If he reaches for the toy, give it to him to hold.
- Talk to him and describe what you are doing! "Watch the clown, Nathaniel. It's moving to this side now."
- Turn him onto his stomach and try this again.

#### Special Needs Tip

If your baby is visually or hearing impaired, use a musical toy with lights. The lights and sounds will help capture his attention.

# Tummy Exercises



Since safety requires that babies sleep on their backs, encourage your child to spend supervised time on her stomach for exercise. Here are a few ideas for "tummy time:"

- Sit with your child on a comfortable blanket or mat on the floor so she can see you. Put a colorful toy in front of the baby's face as she lies on her tummy. Lift up the toy slightly so she will have to rise up to see it better. Encourage her to push up with her arms.
- Lie down on your stomach facing your baby and lift your head and talk to her as you encourage her to push up.
- Put a mirror in front of your baby while she is lying on her tummy. See if she will push up to see herself in the mirror!
- Prop up your young baby on a "boppy" to support her head and chest.
- Let your baby spend some "tummy time" on a mat outside in the sunshine where she can push up and see what's going on around her!
- Some children are uncomfortable on their tummies and might not want to stay in this position for long. Don't force it. Try again another time.





# The Toy on the Hill

- Stack some firm cushions or pillows on a rug or carpet. (The cushions should be filled with solid foam or other firm substance so that your baby's face does not "sink" into them.)
- As your child watches, put a favorite toy at the top of the "hill." Sit next to the cushions and encourage her to crawl up to get the toy. Be prepared to help if she needs assistance and to catch her if she slides or rolls off the cushions.
- Show excitement when she reaches the toy. Encourage her to crawl the rest of the way across the cushions, turn around and crawl back.
- Here's a variation for a child who is just learning to crawl. Instead of stacking the cushions, put the toy on the far side of one low cushion and encourage her to crawl over it to reach the toy.



# A Trip Through the Tunnel

- Get a box large enough for your infant to crawl through. Lay the box on its side, open both ends, and cut off the flaps or fold them firmly inside. Cover with attractive contact paper if you wish.
- When your baby crawls over to one end, sit at the other end and encourage him to crawl to you. If he seems unsure about crawling inside, put a pull toy (with a string) inside and gradually pull the toy toward you. Talk to him as he's crawling to encourage him to keep going. Show excitement when he comes all the way through!
- You can also use a commercially-made fabric tunnel. Some are made with clear fabric or "windows" so you can see in and your child can see out!



Infants need to move! Once your child is crawling, "baby proof" an area in your home where she can crawl around without bumping into things.

Check the floors! Babies put everything in their mouths, so move things that are not safe for chewing!

Infants do not understand "no." It is best to put unsafe things out of their reach. As they get older, they will learn what they can and cannot touch.

Infants do no have a sense of height. They will crawl under furniture and sit up without regard to bumping their heads. They will also pull up on furniture without regard to what is above them. Choose and arrange furniture with this in mind.

Place your hands firmly against the soles of your baby's feet so he can use them to push off for crawling.

To encourage crawling for a baby with a visual impairment, play a musical toy a short distance away. Encourage the baby to crawl to the sound.

To encourage crawling for a child with a hearing impairment, place a lighted toy a short distance away. Make gestures to encourage the baby to crawl to the light.

Roll a ball slowly for your infant to "chase," to practice crawling. Try this with a child who seems unsure about starting to crawl.

When they are ready, infants will pull up on everything! Move objects that will fall over if your child pulls up on them. Check furniture for sharp edges, too.

When your older infant is ready to walk with support, get a sturdy rolling toy he can hold onto and push from a standing position. A sturdy child-sized shopping cart and a sturdy doll stroller are two examples. Look for these at garage sales.

Find a place where your infant can play safely outside.

Talk to your child about everything she does. She will learn language while she's moving too!



# **Fine motor skills**



# Gain control of hands and fingers as they:

- Put fingers to mouth
- Bring a toy placed in their hand to their mouth
- Grasp an object, let go, and grasp again
- Transfer an object from one hand to the other
- Dump out objects from a container
- Reach out and feel an object

# Begin to coordinate motions using eyes and hands as they:

- Look at their fingers and hands
- Reach for an object and bring it to their mouth
- Hold a block in each hand and bang them together
- Crawl toward an object and pick it up
- Put a one-piece knob puzzle together

#### Fine motor skills

# Activities and Strategies for Development

# Hand to Mouth

- Get a clean, soft and pliable infant rattle made of terry cloth or plastic.
  - Lay your infant on his back on the bed or a soft floor mat.
  - Lean over your baby and gently shake the rattle so she sees the rattle and hears the sound.
- Say in a soothing voice, "Can you hear the pretty sound? Can you reach it? Yes, reach for the rattle!"
- As your baby responds and raises her arms, place the rattle in the center of either of her hands.
- When she grasps the rattle, you can release it.
- Continue to make eye contact with your baby and say, "Can you shake the rattle? Shake, shake, and shake!"
- As she waves her arms with the rattle, she will aim the rattle toward her face to explore it with her mouth!
- Continue to talk with and respond to your baby as long as she wants to play with the rattle.
- If your infant turns her face away several times, she may be letting you know that she is over stimulated and needs a change of pace.

# Dumping Allowed!

- Find a shoe box or other small lightweight container.
- Fill the box with cloth or vinyl soft blocks or rubber toys.
- Put it on the floor next to your infant.
- Observe to see if your baby turns over the box and dumps out the contents.
- If so, look into the empty box and say "All gone! Where are the toys?"
- As your infant picks up and touches the items he dumped, talk about each item.
- Say for example, "Here's a red block," or "Here's the little pony."
- Help your baby fill the box back up, because the fun is in the dumping!



## Busy Fingers

- Make your own "crib play gym" with colorful and interesting objects for your young infant. This is for babies who are not sitting up yet.
  - Stretch a length of elastic across the crib where your baby will be able to see and reach it easily while lying on his back.
- > Tightly knot the elastic on the slats on both sides of the crib.
- Use shower curtain hooks to hang soft, colorful items from the elastic, such as plastic linking chains, teething rings, and rattles.
- Lay your young infant on his back in the crib.
- Say to your baby, "Oh, look! Can you see the toys? See their bright colors! See how they jingle!"
- Encourage him to reach for the colorful objects.
- As he touches the toys, talk about how his hands and fingers are making the rattle shake, teething rings twirl, linking chains jiggle!
- For safety, always supervise this activity. Take the "play gym" down and put it back up when you are ready to play together again!



# Let's Make Musie!

- Make a drum from an empty oatmeal box with the top tightly sealed.
- Make "hand bells" by putting pennies inside an empty yogurt container with a plastic lid. Use "super glue" to put the lid on securely.
- Bring your home made "instruments" and sit across from your infant while she is playing on the floor.
- Call her name and say, "Let's play music! Can you hear my drum?" (Make soft taps on the drum.)
- Encourage her to crawl toward you and the sound of the drum.
- Invite her to hit the drum to make a sound.
- Next, move to a different place on the floor and shake the "bells." When you have your infant's attention again, coax her to crawl to the new sound.
- Invite her to pick up the yogurt container and shake it to make a jingle.
- Say, "You are making music! You can hit the drum and shake the bells!"
- For safety, put the "bells" where your child can only use them when you are playing together.

Toys for your baby, such as rattles, should be soft and pliable. Infants will wave these hand-held toys around, drop them, and put them in their mouth for teething and tasting. Infants could easily hurt themselves (or others) with a hard rattle.

Enjoy hand and finger games with your baby like "Patty Cake, Patty Cake." The games help infants focus on their hands and finger movements.

Give your baby a variety of toys to shake, bang, palm, grasp, dump and pass from one hand to another. Offering different toys will encourage your infant to use her hands and fingers in different ways. Remember, many plastic kitchen items like spoons, nesting cups and bowls, make a good substitute for store bought toys.

Infants who can crawl, reach, and grasp objects in their hands need the constant supervision of a caring adult. Watch your infant at all times to see what he is putting into his mouth.

Infants with visual impairments can be included in activities that encourage them to use their other senses, such as hearing different sounds, feeling different textures, and using their hands and fingers. Similarly, babies with hearing impairments can be included in activities that encourage them to look at visual cues and use their sense of touch.





Infants

# Self-help skills

### Begin to help with feeding as they:

- Move head toward bottle or breast for feeding
- Put hand on bottle
- Hold own bottle
- Feed self some finger foods
- Hold a spoon and try to feed self
- Start to drink from a training cup

#### Begin to help with dressing as they:

- Pull off socks
- Raise arms to assist with sleeves
- Put on hat or cap
- Help take off jacket

# Begin to help with personal hygiene as they:

Cry to communicate wet or soiled diaper



# Activities and Strategies for Development

# Heads Up!

- Gently cradle your baby in the crook of your arm to prepare for feeding.
  - Call his name quietly to get his attention and turn his face gently toward you.
  - Hold up the bottle to his mouth or place the breast near his face.
  - As your baby feeds, gently rub his cheek to create warm, loving contact as part of the feeding/nursing routine.
- Over time, watch as your infant turns his head toward the bottle or breast when he is ready for feeding and cuddle time.

# Slippery When Peeled

- At mealtime, secure your infant in a highchair with a clean tray.
- Place a bib around the baby's neck to catch all of the food that misses the mouth.
- Take an unpeeled softened banana and place it on the highchair tray.
- Invite her to touch the smooth peel. Say, "This is a banana. It is a good fruit."
- Hold it to her nose so that she can smell the mild scent.
- Say, "The sweet fruit is inside the peel. Let's pull back the banana peel and get some of the fruit."
- Show your infant how you take each side of the peel and pull it back.
- Pinch off a small piece of banana and place it on the tray.
- Encourage your baby to pick up the small piece and place it in her mouth to taste.
- Ask your child, "Do you like the sweet taste of banana?"
- If your child communicates that she likes the taste, pinch off several more small pieces for her to enjoy with her fingers.

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# Just a Spoonful

- To help your infant feel successful with his first attempts at self-feeding with a spoon, use foods that will coat the spoon, such as yogurt, thick applesauce or pudding.
- Put some of the sticky food in a small bowl.
- Show your baby a spoon designed for this age group.
- Dip your baby's spoon in the pudding and hand it to him.
- Take a spoonful of the pudding for yourself.
- Model how you raise the spoon to your mouth and place it inside, and then pull it out empty.
- Say, "Yum, this pudding tastes good. It went from my spoon into my mouth. Do you like the pudding? Look at how you are feeding yourself!"

# Twinkle Toes

- As you undress your baby, gently lay him back on the crib or bed.
- Lift one of his legs gently, pull off his sock, and lightly tickle or blow on his foot and toes.
- Play "This little piggy went to market..." while you pull on each separate toe to tell the old nursery rhyme.
- Lift your baby's other leg and encourage him to pull off this sock so you can tickle these toes too!
- If he needs help, pull the sock halfway off and let him do the rest.

Note: The internet is a good resource for many nursery rhymes. Check www.nurseryrhymes4u.com for a list of common nursery rhymes and their lyrics.



#### Caps

- Collect three or four different infant-sized hats or caps, such as a sun hat with a floppy brim, a cold-weather cap, and a baseball cap.
- Get a small hand mirror.
- Sit on the floor next to your child and hold out one of the hats.
- Say, "Can you put on your sun hat? It's a sunny day and the hat will keep the sun out of your eyes."
- When your infant has raised the cap to her head, lift the mirror so she can see her reflection.
- Hold out the next cap and say for example, "Here's a warm cap to cover your head and ears. Can you help put on this cap?"
- Let your child take off one cap and put on the other.
- Each time, show your infant her reflection in the mirror with the different cap.

As soon as your child is ready, allow him to help with eating, dressing, and hygiene. You can also modify these tasks so that babies with a physical disability can help. For example, use a training cup with handles that you place your baby's fingers around, if he cannot grasp around a cup.

Whenever you feed, dress, bathe, and change your baby's diaper, make eye contact and use simple words to talk about what you are doing. Say for example, "Mommy will change your diaper because it is wet. This wipe will feel good on your skin and clean you off. Now you are dry and ready to play!"

Encouraging very young children in "self-help" means extra messes and extra time. However, the clean up and patience required will pay off in positive skills and a sense of accomplishment in your infant.

Send your infant to school or family child care in clothing that slips on and off easily and allows easy diaper changing. Choose clothing that is easy to clean too.

Babies love to take off their own socks, booties, and hats. Once they learn how to do this, it becomes a game and a challenge for parents to keep track of these items!

Fingers are best for infants to explore their first bite-sized foods! When they are ready for the transition, there are many specially designed eating utensils for infants, including spoons with easy grip handles and no-spill training cups with rubber grip bottoms. You can find these items at many stores selling baby products.

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# Health and safety skills

Respond to verbal or physical signal of danger as they:

• Move away from potential danger with assistance, when given a verbal command. For example, a child backs away from a stove, with an adult's help, when told "hot!"



Health and safety skills

# Activities and Strategies for Development

# SAFE! Make it a h

Make it a habit to talk about safety even though your infant does not fully understand. Talk about things being "safe" or "not safe." Here are a few examples:

- When you see your child climb on a chair that is too big for him, talk about safety when you tell him "It is not safe to climb on that chair. Chairs are for sitting. You can climb on the cushions over here."
- When you take away a broken toy with a sharp edge, tell how sharp edges are "not safe."
- When you buckle your baby into her car seat, talk about "keeping you safe" as you do so. Tell her that you "buckle up for safety" too.
- When you are out for a walk with your baby, talk about stopping at the corner to be sure it is safe to cross the street.

# Stop for Safety! (for an older infant)

STOR

When you see your infant approaching something dangerous, move quickly to stop her.

- Develop a signal, such as clapping at the same time you say "Alia, stop!" Clapping and saying her name should help get her attention and get her to pause to give you a moment to reach her.
- Pick her up and remove her quickly, but calmly, from the danger. Tell her in simple terms what the danger was. For example, say, "It will hurt if you close the cabinet on your finger," as you move her away.
- Be prepared to repeat this every time she faces danger. The purpose of a signal such as clapping and saying "stop" is to teach the meaning of "stop!" Do not expect your infant to stop without your help or to avoid the same danger in the near future. This takes repeated practice and careful supervision on your part.



# REMOVE

# Yucky Shoe! (for a younger infant)

The youngest babies will not understand "stop" even if you clap and call their name.

For these babies, try redirecting or removing the child or the danger. If you see a less serious danger, *redirect* the baby's attention to something else. For example, if he is pulling his dirty shoe toward his mouth, give him a clean rattle instead. You can say, "The shoe is yucky!" as you do so.

If the danger is more serious you must physically remove the child from the situation. For example, if he is about to roll into the leg on a table and bump his head, you will need to move him away. He will not be able to stop himself without your help. You can say, "Let's move over here so you do not bump your head."

Sometimes you will need to remove the danger itself. If he is about to put a small object in his mouth, for example, you would take the object away immediately. A young baby will not be able to respond to your words if you tell him to stop. Replace the dangerous object with something safe. "Here's a soft bunny to hold."

Any of the above situations require a parent to watch very carefully to avoid accidents. Babies can move very quickly and haven't learned how to make the connection between words and actions. You will have to physically Redirect or Remove!

Lie down on the floor and look around the rooms where your infant spends a good deal of time. You may be surprised to see what the rooms look like to her. Do you need to rearrange some things for safety purposes?

Children learn by watching adults. Model good safety habits.

Think like an infant! Your favorite home decorations and furniture pieces may be too attractive for your baby to resist. Consider "child-proofing" the areas where you and your baby spend the most time.

Watch your baby to see what additional "child-proofing" safety measures you should take. See what things he "gets into" that need to be removed for safety purposes. When he is older you can begin to teach him what he can play with and what to leave alone. While he's an infant, though, he will not understand these directions.

If you have Internet access, look for a "home safety checklist" through your search engine for ways to ensure safety in your home. One website is *kidshealth.org/parent/ firstaid\_safe/home/household\_checklist.html*. Computers with Internet capability are available at the public library.

# Infants

# Emotional and Social Development

# **Standards:**

- Personal relationships with adults
- Personal relationships with peers
- Self-awareness







# Personal relationships with adults



# Show attachment toward significant adults as they:

- Coo and smile at a familiar adult
- Look toward a familiar face or voice
- Reach out for a familiar person
- · Kick legs excitedly when playing with someone familiar
- Look to a significant adult for help
- Crawl toward a significant adult

# React differently toward familiar and unfamiliar adults as they:

- Stop crying when a familiar adult picks them up
- Cry when held by a stranger
- Cling to a familiar adult in the presence of unfamiliar people
- Resist going to an unfamiliar person
- Look around for reassurance that a familiar adult is nearby

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# Activities and Strategies for Development

# Mutual Admiration

- Place your baby in your lap facing you with your arms firmly underneath him for support.
- Lean over and gently lift your infant closer to you—face to face.
- If your baby is beginning to pull up using his legs, lift him slowly while holding his hands.
- Each time you move the baby toward you, make eye contact and smile widely.
- Use a gentle voice and say for example, "Hello, Wynton! How is my baby today?"
- When your baby smiles, smile back and continue to talk to him.
- If your infant is beginning to coo or make soft blowing sounds, repeat the sounds he makes.
- Take turns listening to your infant's sounds and then imitating them as though you are talking to each other.
- This activity of smiling and cooing together will strengthen your infant's feelings of a secure attachment to you!

# Crawl To Daddy!

# Crawl to Daddy! For creeping and crawling babies, place your baby on the floor.

- Move to another part of the floor behind the baby. Call your infant's name.
- When she turns her body around to see you, hold your arms open wide.
- Say with an eager expression, "Come to me!"
- Use your voice and facial expression to encourage her to crawl toward you.
- When she reaches you, pick her up and give her a big hug!
- Say, "You found Daddy! You are such a big girl to crawl to Daddy!"

#### Special Needs Tip

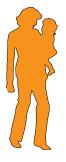
For a child who cannot crawl to you, sit her in your lap side ways and say her name. When she turns to look at your face, make eye contact and give her a hug!



# Where Did She Go?



- Place an infant on the floor with a few toys that he can explore.
- Sit on the floor next to him and play with him for a few moments.
- For example, as he shakes the rattle say, "Listen to the rattle! You are making sounds as you shake and shake. Look at the pretty beads inside the rattle. They move all around!"
- Move out of the baby's line of sight but continue to talk to him, saying for example, "I'll be right back while you play with the rattle."
- Continue to talk to your baby while out of view for a few moments and then stop.
- Wait until he looks up and around as if searching for you.
- Say, "I'm nearby, and I will be back soon," but do not go back to the baby.
- Unless your baby gets frightened, wait a bit longer and then walk back where he can see you in plain sight
- As you practice this activity, your infant will learn to feel more comfortable when you are out of sight because he can hear your voice and knows that you will come back.



# Making New Friends

- Hold your baby when you go someplace with people she doesn't know well.
  - As you smile and say hello to a new friend or relative, encourage your infant to wave to the person. You want your child to know that the person she is about to meet is a friend.
  - Hold your hand up and wave, and then wave your baby's hand.
- Say for example, "Hi, Uncle Richard, we came to see you while you're visiting at Grandma's house. This is my baby Addison. Addison, can you wave 'hi' to Uncle Richard?"
- After the visit say goodbye and wave again.
- The next time you see Uncle Richard remind your infant that you met him at Grandma's as you smile and wave.
- Use a similar approach when someone new comes to visit your home.

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Building a strong bond and secure attachment between your infant and yourself (and his other primary caregivers) is one of the most important goals of infancy

(and his other primary caregivers) is one of the most important goals of infancy. Your baby will develop trust, love, and security when you respond to his needs consistently and lovingly.

Did you know that you will change your baby's diaper over 5,000 times (roughly 6 times a day until he is 30 months old)? That is why everyday routines such as feeding, dressing, and diaper changing provide such a great opportunity to give your infant one-on-one personal attention!

The more you talk to your baby (or sign and gesture to a baby with hearing impairments), the more she will learn and the better the two of you will bond. Listen to and imitate your baby's sounds. Sing to your baby and enjoy finger plays and nursery rhymes with them, such as "Peek-a-Boo," "Patty Cake, Patty Cake," and "This Little Piggy."

Have a "goodbye routine" with your infant even if she seems not to notice when you leave. Over time, this routine will help her feel more secure because she will know that you will not disappear without warning.

"Stranger anxiety," or reacting negatively to someone unfamiliar, is normal and a sign that your child has formed a strong and positive attachment to you. Be patient—it will take time for your baby to become comfortable with a visiting relative, friend, babysitter, or a new teacher.

Comfort your crying baby as soon as possible. Pick him up, rock him, and use words to express what your baby may be feeling. For example, "You felt sad when Mommy changed your diaper and put you on the rug. I had to wash my hands. Now I can give you your bottle."

Note: The internet is a good resource for many nursery rhymes. Check www.nurseryrhymes4u.com for a list of common nursery rhymes and their lyrics.





Infants

# Personal relationships with peers

**Show awareness of other children** as they:

- Smile and laugh in response to another child
- Look and reach toward another child
- Show excitement upon seeing other children
- Touch another child
- Play next to another child

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

Cry or laugh when another child is crying or laughing



Personal relationships with peers

# Activities and Strategies for Development

# Bubbles with Baby

- Invite an older child to do something fun with your infant. Try letting the older child blow bubbles outside, for example.
- Sit the baby in a position where she can see the older child blowing bubbles for her.
- Encourage the older child to talk to the baby as she reaches for the bubbles. Crawling babies may try to "chase" and catch the bubbles. Watch as the infant and older child enjoy the activity together.

Join in the laughter and excitement.

Note: Make inexpensive bubbles by adding a small amount of water to dishwashing soap. Let the older child dip a fly swatter in a pan of the soap and water. Wave the fly swatter to make lots of tiny bubbles!

# Playing Peek-a-Boo

- Sit on a mat or rug with your child and another baby facing each other.
- Play peek-a-boo starting with you. Hold a small scarf or cloth in front of your face and say "Where is Mommy?" Take the scarf down and say "Here I am. Peek-a-boo!"
- Take turns playing peek-a-boo with each baby. Hold the scarf in front of one of the baby's faces and say "Where is Elena?" Take the scarf down and say "Here she is. Peek-a-boo!"
- Take turns saying the children's names as you play peek-a-boo with them. The game should call the babies' attention to each other.
- Have a few extra small scarves so the babies can take one and play peek-a-boo with it. Supervise carefully and put the scarves away when the game is over.
- A variation on this is to have an older child play the peek-a-boo game with your baby.





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#### Baby Drums

- When another child is in your home, set out a few pots and pans, all turned upside down. Set out wooden or plastic spoons too.
- Show the children how to tap the "drums" with a spoon. When one of the babies shows interest, give him a spoon and watch for the other child to join him.
- Describe what each is doing. For example, "Look at Riley tapping the pot with his spoon. Kordie is tapping the pie pan with hers." This will help them notice each other.
- Turn on a children's music CD or tape and see if the children are interested to play their drums some more. Encourage them to move and clap to the music. Continue to describe what they are doing.

# Face to Face



- When another young child is in your home, place a plastic swimming ring on a blanket outside. Find one that is large enough for two infants to sit in the middle or use a small plastic empty swimming pool. Put a blanket on the bottom to keep it from getting too hot.
- Put a few toys in the ring or pool with the children facing each other. Be sure there are enough for each child to have toys of their own.
- Watch them play with the toys and watch each other.
- Describe what each child is doing to help them become aware of each other.
- Store the ring or pool indoors so it does not get damaged by the weather.
  - Note: If outdoor space is limited at your home, try this activity indoors with the children and toys on a bath mat surrounded by firm pillows.

Look at a board book of babies' faces with your child such as *Baby Faces* by DK Publishing or *Peek a Boo* or *Smile!* by Roberta Grobel Intrater. Name and describe the feelings shown by the babies in the book.

When another child has come over to "play" with your child, let them sit in front of a large wall mirror. The infants will enjoy playing in front of the mirror where they can see themselves and each other.

Do not expect infants to share. When your child wants the same toy as another child, offer one of them a similar toy instead.

Infants play by themselves or next to one another rather than playing "together." Talk about what each is doing so they will become aware of each other.

When children come to visit in your home, greet them by name when they arrive and say goodbye when they leave. Encourage your child to wave "hi" and "bye" to her friends.





# **Self-awareness**

#### Show beginning sense of self as they:

- Use sounds, facial expressions, body movements, and gestures to tell what they want or don't want
- Make sounds when a familiar person calls their name
- Point to themselves in a mirror or photograph

# Show beginning awareness of their <u>abilities</u> as they:

- Respond in a positive way, such as smiling, when they succeed at a task
- Respond in a positive way, such as smiling, when familiar adults show approval

### Self-awareness

# Activities and Strategies for Development

### Baby Face

- Place an unbreakable mirror where your baby can see his face as you change his diapers.
  - When you lay the baby down, ask "Where is Roman? Do you see Roman?" Point to the baby in the mirror.
- As you change his diaper, continue to talk about him. "I see Roman's eyes. Look, Roman's mouth is smiling." Point to the baby in the mirror again and ask, "Can you point to Roman in the mirror?" Older babies may be able to point, but younger ones will just enjoy seeing themselves and begin to recognize "the baby in the mirror."
- Place an unbreakable mirror in another place in your home where your baby can see himself easily. Hang it at floor level.



### Our Family Tree

- Draw a tree trunk with branches on a piece of poster board. Don't worry about how "artistic" it looks—your baby won't know!
- Tape photographs of your baby and members of your family on the branches. Include pets and people who are familiar to your baby.
- Attach the photos of your child to the lower branches and the others to the higher ones to make "Our Family Tree."
- Hang the tree close to the floor on a door, wall, or the refrigerator. Hang it where your child will see it often.
- Point to the photos and say the names. See if your child can point to any of them.

### A Calendar of Pride



Hang a calendar somewhere convenient and easy to see so you will remember to use it! Choose one with large daily squares.

When your infant achieves a new skill or does something "special," write it in the square on the date it happened. A few examples might be:

- Joelly rolled over today!
- Reese got up on her hands and knees!
- Carlos pulled up in the crib!
- Dorinda tried green beans!
- Quincy took a step holding Grandma's hand!
- This is an easy way to keep track of the highlights of your baby's first year. When the year is over, put the calendar in a place where you keep "memories." You and your baby will enjoy looking back at this in years to come!

### Baby's Brag Book



Take photographs of your child as he learns new skills and put them in a photo album.

Put a label under each picture with a brief description of what he is doing and the date. The descriptions can be similar to the examples in the activity above (**A Calendar of Pride**) with the date added.

Look through the photos with your baby from time to time and share your pride in all that he is learning to do!

This activity goes hand in hand with the one above. The "Calendar" gives you a written record that is easy to keep up with on a regular basis. The "Brag Book" is something you and your baby can share now and in the future—it adds pictures to the story of your baby's first year. As they say, "A picture is worth a thousand words!"



Babies are beginning to learn that they are separate from adults and to explore the question "Who am I?" They need adults to respond to them in positive ways to feel good about who they are and who they can become.

Celebrate your infant's new skills. When you write on the calendar or take a photograph in the above activities, be sure to let your baby know she has done something special! Let her hear the excitement in your voice when you say, "You crawled to get the stuffed turtle, Maria Elena!"

Infants look to adults for approval and reassurance. Smiles, claps, and words of support help them feel positive about their accomplishments.

Encourage your baby when he tries to do things. "Aidan, you tried to put the ball in the bucket. Can you try again?" Infants need to try many times before learning a new skill. When you see your child getting frustrated with a task, break it down into smaller steps so he can be successful one step at a time. The process of trying is as important as succeeding at a task.

Encourage your infant to "stretch" his abilities. When he has learned a skill, encourage him to try something a little more difficult.



# Approaches to Learning

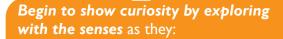
# **Standards:**

• Learning approaches for development and school success





# Learning approaches for development and school success



- Watch interesting objects
- Turn head toward sounds
- Look at own hands and feet
- Explore a new object
- Feel different textures
- Try new sensory experiences
- Explore while playing
- Experiment with objects

### **Repeat actions** as they:

- Continue to use, shake, or bat objects for a purpose
- Continue to kick objects for a purpose
- Entertain themselves with objects for a short period



Learning approaches for development and school success

# Activities and Strategies for Development

### Shiny, Jingle Mobile

- Make an inexpensive and unique mobile to hang above your infant's diaper-changing table or another place where your baby can see it easily but not reach it.
  - Collect a bunch of old, discarded keys.
  - Soak the keys in a solution of water and ammonia until they are shiny.
- Dry the keys thoroughly.
- Cut different lengths of white string or clear thread.
- Output the second string through the hole in the top of each key. The a secure knot.
- Tie the other end of each string to the bottom of a coat hanger.
- Arrange the strings so they hang in different lengths. Tape them in place so they do not slide together.
- Hang the shiny key mobile near where your infant will lay for diaper changing and can see the mobile easily.
- As you lay your infant on her back, gently brush the mobile to make the shiny keys jingle.
- Say, "Look at the shiny keys. Do you see how they move? Listen to the sound they make."
- Observe to see if your infant uses her eyes to follow the shiny, swinging keys.



### Crazy Quilt

- Get several large fabric scraps from the fabric store to create a quilt about the size of a beach towel.
- Look for fake fur, corduroy, satin, flannel, chenille, and other fabrics with comfortable textures.
  - Cut scraps into large squares and sew together or use fabric tape on the back to attach the pieces.
- Lay your infant on his stomach so he can see the fabric pattern and feel the texture on his fingers, hands, arms, and toes.
- After a few moments, lift him and move him to a different square so he can see patterns and feel different sensations, including bumpy, slick, smooth and furry!
- If your infant is creeping, encourage him to move to another textured piece on his own, and rub it with his hand and fingers.

### Special Needs Tip

Infants with vision impairments will benefit from this activity too. The varied textures will stimulate sensory awareness as the baby feels the different fabrics.







- Get a small plastic bucket and three or four small toys.
- Sit with your infant on the floor.
- Take one of the toys and put it in the bucket.
- Hand the baby another toy and say, "Nikki, can you put it in? Can you fill the bucket?"
- Take turns filling up the bucket with the toys.
- When the last toy goes in, turn the bucket over and dump the toys out.
- Say, "All gone!" as you show your baby the empty bucket.
- Let her practice repeating these simple actions that show cause and effect.

### Shake and Sniff



- Get three small containers with plastics lids such as yogurt containers or round potato chip cans.
- Clean the cans and lids thoroughly.
- Put different materials in each can to make a sound when shaken, for example, paper clips, stones, and pennies.
- Put a different scent from your kitchen on three cotton balls and place one in each can, for example, oil of peppermint, lemon extract, and cinnamon.
- When filled, put the lid on and seal the can with glue or tape. Punch two small holes in the lid to allow scent to come through.
- Sit with your infant on the floor and invite her to reach and pick up one of the cans and explore it with her eyes, ears and nose.
- Say for example, "You picked up the bright red can! Can you shake it? Listen to the sound! What else is special about the can? Can you put it to your nose? What do you smell? Does it smell like brother's candy?"

Choose toys or find safe household items that give your infant the chance to use many senses at one time. The multi-sensory cans, for example, invite the baby to hear sounds, see color, smell scents, and use his motor skills to shake the can and cause the sound. The more senses your child uses in a learning activity, the more likely he is to process the information.

Use simple songs, games, and toys that encourage your infant to repeat actions such as clapping. Repetition through play strengthens brain cell connections and learning.

Infants see colors (red, blue, and green) first. These colors in your infant's room will draw their attention and excite them. Darker colors will be more calming.

Add new toys or homemade alternatives to increase your infant's curiosity to explore them. For example, a large empty box that your mobile infant can crawl in and out of will occupy him for a long time!

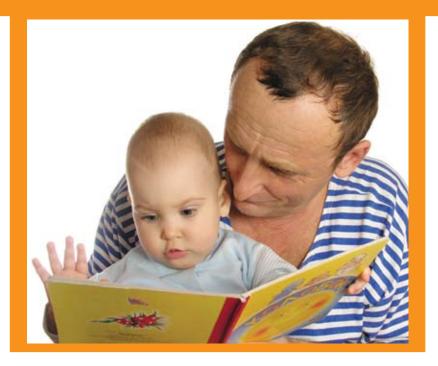
Do not put too many toys out at once or your infant may become over-stimulated. Some novelty is good but children also want to see the familiar and the favorites!



# Language & Literacy Development

# **Standards:**

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





# Understands spoken words (receptive language)

# **Respond to frequently spoken words** as they:

- Turn head toward a familiar voice
- Smile when their name is called
- Use actions to show understanding of words such as reaching for a bottle if asked "Are you hungry?" or waving when an adult says "Bye-bye"

# Follow simple directions and requests as they:

- Respond to a simple one-step command, such as "Open wide for some yummy peas" or "Stop!" when approaching danger
- Respond to indirect requests such as crawling to get a book on the floor if asked, "Would you like to read a book with me?"
- Hand someone an object that is asked for, such as "May I see your teddy bear?"

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Understands spoken words (receptive language)

# Activities and Strategies for Development



### Puppet Play

- Get a friendly looking hand puppet that has eyes and a mouth.
- You can also make a simple puppet by drawing a face on a clean white sock or use a stuffed animal as a puppet.
- Sit on the floor in front of your baby.
- Put the puppet on your hand or hold up the stuffed animal.
- Call your infant's name to get his attention.
- Say, for example, "Cooper, look who came to see you!"
- Make the puppet dance around and make a silly voice.
- Have the puppet talk to your baby, "Hi, Cooper, can you wave hello? Can you give me a hug? I'm going to tickle your tummy, Grrrhhh!"
- If your infant smiles and reaches, continue to play using the puppet to talk with your baby.



### Neighborhood Welcome Wagon

- Put your older infant (and toddler too) in a stroller or small wagon with high sides.
- Push the stroller or pull the wagon slowly down the street or around the neighborhood.
- Stop each time you come to another baby and parent.
- Say to the baby and adult, "Hello, we're going for a ride in our wagon. Bye-bye!"
- Tell your infant to wave "bye-bye" to the other baby!





### Music to Follow Along

- Put on one of your baby's favorite CDs that uses music to encourage listening and following along.
- Choose recordings with "follow along songs" for infants such as *Baby Songs* and *Play Along Baby Songs* by Hap Palmer.
- As your infant hears the familiar music, she is likely to respond with movement, rocking or bouncing.
- When the song includes some action, like clap your hands or pat your tummy, do these actions yourself and encourage your baby to follow along.
- If she needs help, clap her hands together for her, or take her hand and pat her tummy or head. On the other hand, your baby may prefer just to watch you for a while before she joins in.
- A simple variation is to sing in a high, soft voice to your infant, making up a line or two about some actions, such as "This is the way we clap our hands; clap, clap, clap." (eat our food, wash our hands).



### Find the Baby Book

- Make your own little book that invites baby to do simple actions like pat the bunny, find the baby, kiss the kitty, and blow the bubbles.
  - Draw or find a picture of a bunny, a baby, a kitten, and a tub full of bubbles.
  - Glue each picture to a small square of cardboard.
  - Put clear contact paper over each board page.
- Punch holes in the corner of each page and attach pages together loosely with a metal ring. Find a ring that does not easily snap open to avoid pinched fingers. You can also tie the pages together loosely with ribbon. Tie a double or triple knot so it does not come off.
- Open the first page with the picture of the bunny. Say, "See the bunny? Can you pat the bunny?" Repeat for each picture with a different direction to follow.
- As a fun variation, use your baby's own picture or put a small flat mirror under the clear contact paper on a page, instead of a picture of baby.
- When you ask your infant to "Find the baby," she will be looking at her own reflection!

Talk to your infant throughout the day about what you are doing and he is seeing. This helps him connect meaning to the words he hears frequently. For example, "Let's take off your sleeper so you can have a nice bath. The water feels warm. Look at the bubbles on your sponge!"

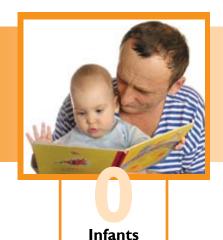
Your baby is learning language as she listens to you. She will imitate the sounds she hears in her home and school setting. Younger babies practice imitating those sounds by cooing and making vowel sounds (ooh, ah). Older infants distinguish sounds as words and make consonant sounds (bah, bah) that soon will become first words!

Give your infant simple one-step directions or requests. Use gestures to add meaning. For example, point to a pop up toy and say, "Pop up! Can you make it pop up?"

If your baby has frequent ear infections, this can interfere with his ability to hear clearly and discriminate sounds. Be sure to communicate with your health care professional and your baby's teacher if you have any concerns about your infant's hearing and response to sounds and spoken words.

New research on the brain tells us that there are critical periods, or "windows of opportunity," when developing certain skills are easiest. For example, the years from infancy through age 10 are when the brain is most receptive to learning a second language. If your child hears one language at home and another at school, he will be able to learn simple words or directions in his home language and in the second language.

To make books more interesting for infants, safely secure materials such as cotton balls, sandpaper, crinkly paper, etc. to pictures so babies can experience different textures.



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

Use motions and gestures to begin to communicate nonverbally as they:

- Use physical signals to send a message such as reaching for something or raising arms to be lifted
- Use facial expressions to send a message

### Use sounds to communicate as they:

- Use different cries when hungry or tired
- Babble
- Repeat sounds such as "da-da" and "ma-ma"
- Make sounds while pointing at something
- May say a few "words" family members can understand

### Use sounds in social situations as they:

- Make sounds back and forth with an adult
- Make happy or unhappy sounds in response to another person's actions

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

- Repeat sounds that please them
- Make sounds and motions to music



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

# Activities and Strategies for Development

### Pompoms and Streamers

Dangle a colorful object in front of your baby to see if he will reach for it. Choose one with bright colors like red, blue, and green. Here are two ideas for colorful objects that are easy to make.

- Remove the label from an empty clear, plastic water bottle. Put red, blue, and green pompoms, beads, or buttons inside and seal the lid with hot glue.
- Punch three holes around the edge of an empty tube from paper towels or toilet paper. Tie a red ribbon in one hole, a green one in the second, and a blue in the third to make "streamers."
- Shake the pompom bottle or wave the streamers in front of your baby while he is lying on a mat or sitting in an infant seat. See if he reaches for it. This is his way to "tell" you that he finds it interesting. Let him touch or hold it to explore on his own.

Talk to him as he reaches and explores. "Look at the pretty pompoms, Ricardo. See how they move when I shake the bottle. Do you want to hold it?" Respond to any sounds the baby makes. Repeat his sounds and continue to describe what he is doing.

### Can You Reach It?



- Place two toys in front of your baby while she is sitting or lying on a mat or carpet. Choose toys you know she enjoys. Place the toys where she will have to reach to pick them up.
- Watch and see which toy she chooses.
- Name the toy for the baby. "Sadie, you are pointing at the monkey. Do you want the monkey?" Move it closer to her if she needs help.

If the baby makes sounds when she points or picks up the toy, continue to talk about it. "Yes, that's the monkey. It has a long tail. Monkeys make a funny sound hee, hee, hee."



### Playing Ping Pong

- Play a game of verbal "Ping Pong" as you change your baby's diapers, feed him, and rock him.
  - When your baby makes a sound, imitate it and see if he will make another sound back. Repeat it again and see how many times you can make sounds back and forth.
- The "ping pong" game is likely to last longer when your baby makes the first sound. But if you have a quiet baby, try a sound you think he can make and see if he will join in the "ping pong" game.

### Simply Scarves

- Put small, colorful scarves or fabric scraps in a basket. Sheer fabric, like chiffon, works well.
- Sit with your child and place the basket where he can reach or crawl over to it. Let him take the scarves from the basket to explore.
- Talk to him as he explores and encourage any sounds he makes. "You picked a scarf with polka dots on it, Vincente."
- Play some quiet music with this activity and sway and wave the scarves.
- Put the basket of scarves out of your child's reach when you are finished.

### KIDS Cnjoying Music

- Find children's music tapes or CDs. Music with a strong beat appeals to babies.
- Look for music such as *Kids in Motion* and other selections by Greg and Steve, Ella Jenkins, the Laurie Berkner Band, Hap Palmer, and the *Putumayo Kids* series which presents songs from different cultures sung in different languages.
  - Play the music for your child and watch her move! Clap to the beat and encourage her to join in.
  - When you find music she responds to, play it often so she will become familiar with it. Play it in the car.
  - Sing along with the music and listen to hear if your baby tries to "sing" too.

### Silly Songs

- Singing is a way children learn words and the rhythm of language. Have fun singing to your infant and add hand motions when you can. Make up your own songs! Infants do not care whether you have a "good voice," so enjoy yourself!
- The same simple songs and finger plays have been popular for many, many years. Songs such as "The Itsy, Bitsy Spider," "The Wheels on the Bus," and "Twinkle, Twinkle Little Star" are a few.
- "Shoo fly" is another cute one. Here are the words and motions to one verse:
  - Shoo fly, don't bother me (Wave one hand as if swatting away a fly)
  - Shoo fly, don't bother me (Repeat hand motion)
  - Shoo fly, don't bother me (Repeat motion again)
  - For I belong to somebody (Put arms across chest to hug yourself)
  - Repeat if your infant is enjoying it!

Encourage your baby to try the motions and "sing" along with you.

Note: The internet is a good resource for many nursery rhymes. Check www.nurseryrhymes4u.com for a list of common nursery rhymes and their lyrics.

**Repeat your baby's early sounds to encourage** him to continue "talking" with you. Repeat his "oohs," "aahs," and other cooing and babbling sounds. (See **Playing Ping Pong** above.) This kind of "baby talk" supports early language development. When your child begins to say words, however, say the words correctly instead of repeating them the way he does.

When you see your infant point to something she wants, name the object and encourage her to make gestures or sounds. For example, say, "You are pointing at the ball, Andra. Do you want the ball?" The baby's facial expressions and body language will tell you if you have "guessed" right.

Talk, talk, talk! Surround your baby with meaningful language. Describe what he is doing, toys he is playing with, what he sees, and what he hears. This helps him learn new words.

Sing while you are driving in the car. Your infant will enjoy it and begin to learn the sounds and rhythm of language.

When your child shows fear, anger, happiness, or other feelings, talk about how he feels. "Timmy, I see you are angry because Rae took away your toy."

Use a finger or small hand puppet to encourage your baby to make sounds. Have the puppet talk and respond to her sounds.

Let your baby play with an old telephone or cell phone. Remove any wires or cords that might be dangerous.

### **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 children's parents and grandparents is important to their cultural identity.



# **Foundations for reading**

### Begin to attend to stories as they:

- Smile when sitting in an adult's lap while a story is read to them
- Look at an adult who is telling a story with puppets

### **Explore books as objects** as they:

- Look at the cover of a book
- Watch as another child or adult reads a picture book
- Explore a book by chewing on it
- Reach for a familiar book
- Open and close a book
- Try to turn the pages of a book

### Become aware of pictures as they:

- Look at large, colorful pictures
- Begin to point to pictures in a cardboard, cloth, or vinyl book

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### Foundations for reading

# Activities and Strategies for Development



### **Puppet Stories**

- Use a hand puppet to tell your baby a short story. A puppet helps get her attention.
- Sit somewhere comfortable—on the floor or with the baby in your lap.
- You can tell a real story or make one up. Keep it simple and short.
- For example, let "Moo, the Cow" talk to your infant. Moo could say, "Hi, Caitlin, my name is Moo. I am a cow and I live on a farm. I like to eat grass and make milk for you to drink. I hope you can come see me at the farm sometime. You could see my friends Horace the Horse and Penny the Pig too. I better get back to the farm now. Bye, bye!"
- Let your baby play with the puppet.

Note: Make a simple hand puppet by drawing a face on a sock or paper bag.

### A Special Place

Have a special place in your home where you keep books for your baby. Find a place that is quiet and cozy.

- Put some books where your baby can reach them easily and others out of his reach for you to read to him. Choose board, cloth, plastic, and other sturdy books with large pictures of children, animals, and familiar objects.
- Find time to sit with your baby in your lap and "read" every day. Be prepared to read a book over again if your baby stays interested. Use this time to snuggle with your baby and enjoy looking at the pictures in a book. Make this a special time for the two of you.

### Special Needs Tip

Books with large pictures are good for infants, especially children with vision impairments.





### family Faces

- Babies are attracted to faces. Take photos of your baby's face and the faces of family members and pets.
- Put the "face photos" in a small photo album, one photo per page. Be sure to find an album with pages that are easy to turn.
- Look through the album with your baby. Point to each picture and name the person or pet. Let your child try to help turn the pages.
- Point to the eyes, nose, and mouth on the faces and name those also.

### Making Books with Baby



- Homemade books can be just as appealing to your infants as books you buy.
- Look through toy and office supply catalogs, colorful newspaper ads, and junk mail to find large pictures of familiar objects. Cut out the pictures and glue them onto pieces of cardboard five inches by eight inches. Glue one picture on each cardboard "page." Cover the pages with clear contact paper.
- Punch two holes near the top and bottom of the left side of each page and attach them together with round key rings. Look for key rings where you can slide the cards onto the ring. Avoid rings that easily snap open to avoid pinched fingers! Another way to attach the pages together is to tie a shoe lace loosely through the holes. Make a double or triple knot to keep the shoe lace from coming undone.
- Make books with different themes such as animals, toys, and "things that go" such as cars, trucks, airplanes, and trains. Make a cover for each book.
- Look through the books with your baby and name each object. See if she can point to the pictures and try to turn the pages.
- Put the books where your baby can reach them.



### This Book is About ...



Choose a book that your baby enjoys.

Find toys that match things in the book. If the book shows pictures of animals, for example, gather some plastic animals. If you like to read *Goodnight Moon* by Margaret Wise Brown, gather a few items from the book such as a mitten and a kitten, or a bear and a chair. As you look through the book with your child, show him the real objects.

When you finish looking through the book, let him play with some of the real objects.

It's never too early to begin reading to your infant. Read to her every day while she sits in your lap. Focus on the pictures rather than the words and point to the pictures and name the objects. Use a pleasant voice to let your child know you enjoy reading with her. Stop reading when she loses interest.

Look for books in the children's section of your public library.

Use puppets to tell stories to your child instead of reading a book sometimes.

Have lots of books available for your child to "read." Select sturdy books with large, colorful pictures. Choose topics that are interesting to your infant. Look for books with rhyming words. Include books about people of different cultures and abilities.

When you find books that appeal to your baby, be prepared to read them over and over again.

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

Sing rhyming finger plays and songs with your child. Some all-time favorites include "The Itsy, Bitsy Spider," "Twinkle, Twinkle, Little Star," and "If You're Happy and You Know It . . . "

# **Cognitive Development**

# **Standards:**

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







# **Foundations for math**

**Explore objects with different shapes and sizes** as they:

- Look at colorful shapes around them such as objects hanging from a mobile or toys on a blanket
- Look at different size objects around them
- Swipe at hanging objects
- Play with objects of different shapes and sizes



Foundations for math

# Activities and Strategies for Development

### "Touch and Feel" Shape Book

- Cut brightly colored cardboard or poster board into six pieces, about five inches
   by eight inches, to make pages for a book.
  - Draw a large circle on the first card, a small circle on the second, a large square on the third, a small square on the fourth, a large triangle on the fifth, and a small triangle on the sixth.
- Cut the same size shapes from scraps of textured material such as sandpaper, furry fabric, corduroy, or terry cloth. Use the same material for the circles, a different one for the squares, and another for the triangles.
- Glue one shape on each page.
- Punch a hole at the top and bottom of the left side of each page.
- Attach the cards together by loosely tying a shoe lace through each set of holes. Make a double or triple knot.
- Help your child look through the book and feel each shape. Talk about the "big" and "little" circles, squares, and triangles and how each one feels when you touch it.

### Puffy Shapes

- Get some colorful washable fabric and batting (the material used to stuff pillows) to make puffy shapes.
- Cut the fabric to make two circles, two squares, and two triangles, each about six inches wide. Sew each pair of shapes together, inside out, leaving enough room to fill it. Turn the material right side out and stuff it with the batting. Sew the edges together.
- Let your child explore the puffy shapes while you change diapers. Describe each shape as he plays!

### Shapes and Sizes

- Give your infant boxes and containers of different shapes and sizes to explore.
   Containers with loosely fitting lids are especially fun. Some examples include:
  - different size shoe boxes
    baby wipe containers, rectangular and round
  - cardboard jewelry boxes
  - oatmeal boxes
  - plastic food storage containers
  - cartons from yogurt, sour cream, and cottage cheese
- Offer a few containers at a time and watch your infant open and close them, stack them, and try to put one inside the other. Talk about the shapes and sizes as she plays!



### Getting in Shape

- Make shape boxes for your infant to begin to explore shape and size.
- Trace around a square wooden or cloth block on the lid of a shoe box. Cut out the shape with a sharp knife or blade. Cover the shoe box and lid with contact or construction paper if you choose.
- Give your child a few square blocks and show him how to drop the blocks through the hole into the box. Then show him how to open the box, dump the blocks, and start again.
- At first, give your child blocks that are the same size and fit in the hole. When your child needs a challenge, give him different size blocks and let him discover which ones fit.
- Follow the same procedure using a tennis ball instead of a block to make a circle shape box.

Note: Your infant may just enjoy opening the box, putting the blocks in, and dumping them out. That's a good activity too!

10 A 10 A 10

Have cardboard, plastic, and cloth picture books that show different shapes and sizes. Look for books in the children's section of the public library.

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

Look for a floor gym with colorful shapes that hang down for your infant to look at and swipe.

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

Have blocks of different sizes and colors. Soft, cloth blocks are good for infants. Make your own "hollow" blocks by covering shoe boxes and other cartons with construction or contact paper.

The infancy stage is a time for exploration. Do not try to "teach" shapes, sizes, colors, or numbers. Instead, provide plenty of hands-on experiences for your baby to experiment and explore.

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





## **Foundations for science**

**Actively explore the environment** as they:

- Use their sight, hearing, touch, taste, and smell to discover and examine objects
- Experiment with different objects to see how they "work," such as shaking a rattle to hear the sound or kicking toys on a floor gym to make them move



### Foundations for science

# Activities and Strategies for Development

### Shake It Up, Baby!

. . . . . . . . . . . . . . .

- Make "shakers" for your infant to explore.
- Get 16 ounce, clear plastic drink bottles and remove all labels. Choose bottles easy for your baby to hold. Put a different kind of colorful object inside each one:
  - bells
  - feathers
  - pompoms
  - beads
  - pebbles or gravel (the type used in a fish bowl)
  - water with beads
  - water with food coloring and small objects
  - water with vegetable oil, food coloring, and small objects (the oil and water will separate and the colors change)
- Use hot or "super" glue to fasten the lid securely.
- Show your infant how to shake the bottles to hear different sounds and watch the objects move. Show him how to roll the bottles on the ground and see and hear what happens. If your baby is crawling, he can push the bottles and "chase" them.



### "Touch and Feel" Blocks

- You will need an empty tissue box shaped like a cube.
- Glue a different kind of fabric on each side of the box. Choose fabrics with different textures such as:
- corduroy
- terry cloth (from an old towel or wash cloth)
- furry fabric
- cotton fabric (from an old tee shirt)
- fleece (from an old baby blanket)
- textured wallpaper
- Your infant will feel the different textures as she plays with this block! Use words like "smooth," "bumpy," "furry," and "soft" to describe the different materials.

Note: Ask fabric and wallpaper stores if they have samples or "leftovers" you can have.





### Awesome Outdoors

- Take your infant outdoors to explore the natural world.
- Go for a walk and look for a variety of "nature's wonders" such as bird feathers, leaves, grass, pine cones, shells, and flowers. With your help, let your infant look at, touch, and smell them as you talk about each one. No tasting, please!
- Hang a birdfeeder with birdseed outside. Sit on a blanket with your baby and watch and listen for the birds to come for a snack and fly away. Watch for squirrels too.
- Blow bubbles and watch the wind blow them up high. Use words like "floating," "wind," "high," "low," and "pop" to describe what is happening.
- Tie streamers to a tree branch and watch them blow in the breeze.
- Let your infant crawl on grass and feel it with his hands, legs, and feet. Talk about the soft, green grass beneath him.

### What Smells So Good?

- When you cook, call your baby's attention to the yummy smells and tastes. For
   example, make applesauce using these steps:
  - Cut five or six large apples in slices and put them in a slow cooker or a saucepan.
  - Add water, covering about one fourth of the apples. Add cinnamon if you wish. Set the slow cooker on high and cook for 3 to 4 hours. Put the slow cooker in a safe place where your baby cannot reach it. If you are cooking on the stove, cover the saucepan and simmer until the apples are soft enough for your baby.
  - Start in the morning so you can enjoy the smell all day and have applesauce for an afternoon snack. Cool before serving.
  - Let your older infant try to eat the applesauce with a spoon.



Give your infant opportunities to *safely* see, listen, smell, touch and taste new things. Supervise her carefully as she explores.

Talk, talk, talk about everything your baby sees, hears, touches, tastes, and smells.

Infants learn by exploring with their senses. Provide your baby with a variety of materials and watch to see what attracts his attention. Let his interests guide you in selecting materials and activities.

Collect board, cloth, and plastic books with large pictures and few words. Include books with realistic and colorful pictures and photographs.

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





## Foundations for social studies

Begin to recognize significant family

- and personal relationships as they:
  - Smile when a family member picks them up
  - Show discomfort with strangers
  - Show pleasure when family members play with them
  - Display comfort with regular caregivers



Foundations for social studies

# Activities and Strategies for Development



### Reading with Daddy

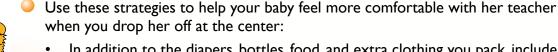
- Select a book that shows an infant with her father such as Baby Dance by Ann Taylor. This is a board book in which an African-American father croons to his baby daughter and dances while holding her.
- Another cute story is *The Daddy Mountain* by Jules Feiffer. It tells about a little girl's step-by-step account of climbing all the way up on top of her daddy's head.
- Sit with your infant on your lap.
- Say, "Can Daddy read a book with Lana?"
- Hold your baby so she can easily see the pictures as you read.
- Point out the baby and the daddy on each page.
- Say to the infant, "See the baby. See the Daddy. He is singing to his baby. Look, the Daddy is dancing with his baby."
- Read for as long as your baby is attentive.
- Whatever activity you enjoy doing with your baby, she will enjoy it too!



### Baby in the Family

- Make a simple family photo book that your baby can touch! Look for an inexpensive small photo album at a dollar store.
- Find three or four pictures of you or other family members caring for your baby, feeding him, walking him in the stroller, and bathing him. Put them in the album.
- As your baby looks at and touches the plastic-protected photos, say for example, "Look at baby Trey. See your big smile. You feel happy. Grandma Estelle is giving you a bath. Look at your yellow ducky!"

### Just Like Home



- In addition to the diapers, bottles, food, and extra clothing you pack, include a stuffed animal or favorite blanket from home.
- Bring in pictures of family and pets that teachers can display and talk about during the day with your infant.
- Have a goodbye routine—a hug or kiss—that will let your infant know you are going to leave.
- Whenever possible, spend a little extra time playing with your infant until she is settled. If your schedule permits, drop in for feeding and cuddling before your baby's naptime.
- Let the teacher hold and distract an older infant reluctant to leave you. The teacher will help your baby become comfortable while you are away.

You and other family members are the most significant people in your infant's world. If he is in a center or family child care home, his teachers will offer the next most important relationships. All relationships should communicate trust and mutual respect.

Call your relatives by their "family name," so your baby can hear and learn these names even before they understand how family members are related. Say for example, "Here comes Nana," "Let's go visit Auntie Netta," "Blow Grannie-Annie a kiss," or "Give Big Papa the truck."

It is normal for babies to have a fear of unfamiliar people. Keep your infant close to you and let her make eye contact and then physical contact when she is comfortable.

Names are important and convey a person's special identity. Children's names often have a special meaning to the family. Call your baby by his name often. Use his name to describe his belongings, for example, "This is Byron's blue blanket."

# Physical Development

### **Standards:**

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





#### **Gross motor skills**

year olds

One

#### 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

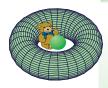
# **Express themselves through movement** as they:

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

# - C. . . . . .

Gross motor skills

# 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!

#### Shoebox 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.



#### **Fine motor skills**

#### One year olds

#### **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

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Fine motor skills

# 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!





#### 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.

Grocery Helper

Set these boxes out in the kitchen for your child to stack and play "store."

When you go to the grocery store with your child, walk down the aisle and

- 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

- Out 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.

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#### 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.

I cup water

LOUR

S

- 2 tablespoons oil
- I envelope powdered drink mix such as lemonade
- I cup flour
- 1/2 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, shapesorting 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!







#### 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

#### Self-help skills

# 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!

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#### 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.





# Physical Developm



Health and safety skills

# Activities and Strategies for Development

#### Stop the Music!

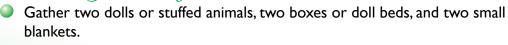
- STOD.
- Play some music and move with your one year old.
- Stop the music, clap your hands, and say "stop!" Repeat playing and stopping the music, clapping, and saying "stop!" several times. Encourage your child to clap and say "stop" with you.
- Be aware that it is physically difficult for one year 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.

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#### Good Night, Baby



- 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 preheated 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







#### 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



Personal relationships with adults

# Activities and Strategies for Development

#### McMaw Rocks; Pa Pa Wrestles



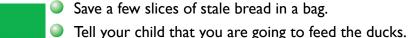
- When you spend play time with your child, watch closely to see the kinds of physical contact that your child likes.
- For example, if your toddler brings you one of his books, make this a special quiet time for the two of you.
- Curl up together in a cozy rocking chair or stuffed chair.
- Point out 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



- 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.





#### 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 ar

#### 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 your 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 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.





#### **Self-awareness**

One year olds

#### 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 Magie

- 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.

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#### 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 Pics

- 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.





#### **Self-control**

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One year olds

## **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



#### Self-control

# 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.

# Tha Sta

Play

Dough

st's Story

# 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?"

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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.





# **Self-expression**

One year olds

#### **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!

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#### 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:

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 Learning approaches for development and school success





# 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

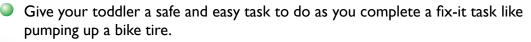
- Choose a quiet place and time to enjoy a book together.
- Encourage your child to get his favorite book and bring it to you.
- Place your child on your lap and hold the book so that he is facing the book and can reach out to it.
- Books with simple pictures and themes, such as baby animals, are best. 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.



- 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.











# 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.

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# 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.



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

One year olds

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 Docs 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 moooooo."
- As your child comes over to join you, choose another one. "The car goes vr-rooom vroooom."
- 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



con you hide your eyess O 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 recoding 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.





# **Foundations for reading**

One year olds

# 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?"



#### Foundations for reading

# 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

#### **Scribble spontaneously** as they:

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

# Foundations for writing



Activities and Strategies for Development

Foundations for writing

# 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.

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#### 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**

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# **Cognitive Development**

# Standards:

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





# 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

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#### **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



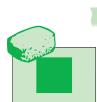
Foundations for math

# 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.



# Foundations for science

One year olds

# 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

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### Foundations for science

### 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.



# Activities and Strategies for Development







### 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.

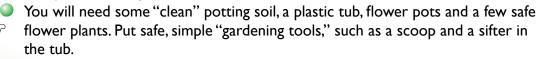


### "Oink" said the Pig

- 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.

# eveloph

### Scoop and Sift



- 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).





# Foundations for social studies

One year olds

### **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"



Foundations for social studies

# Activities and Strategies for Development

### 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.



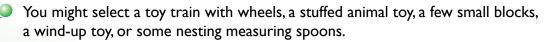
### Family is a Safe Place

- 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."

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### I Like the Choo-Choo Train

Place a few of your toddler's toys on the floor.



- 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 redirection 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.

# Physical Development

# Standards:

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

2







year olds

### **Gross motor skills**

### Control body movements as they:

- Walk up and down stairs, holding on for support
- Slide down a toddler slide
- Move a riding toy with both feet
- Try to ride a tricycle

# **Demonstrate coordination and balance** as they:

- Catch a ball rolled to them on the ground
- Jump up and down in place
- Run with ease
- Walk along a curb holding an adult's hand
- Walk on tiptoes
- Throw
- Kick a ball

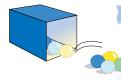
# **Express creativity through movement** as they:

- Make creative body movements freely
- Dance



Gross motor skills

# Activities and Strategies for Development



### Aim for the Target

- Place a large box or laundry basket on its side in an open space outdoors. Put something sturdy behind the "target" to keep it from falling over.
- Place a medium-sized ball nearby and gently kick it to show your child how to kick the ball at the target.
- Encourage your child to do the same. Retrieve it for her and roll it back so she can kick again.
- Later, set the basket upright and let her try to throw smaller balls into it.
- Step back and watch her enjoy kicking, throwing, and laughing, even if she does not hit the "target!"

### Special Needs Tips

A child with limited leg mobility can sit on the ground and roll the ball toward the target. A child in a wheelchair can throw the ball or "bowl" it from the chair.

### Rock and Roll

- Sit "feet to feet" with your child with your feet spread apart. Roll a mediumsized ball back and forth with him.
- Move back a short distance and roll the ball back and forth again.
- Repeat several more times, increasing the distance between you each time.
- See how far apart you can sit and still be able to roll and catch the ball.
- When your child is ready for a challenge, try bouncing the ball gently to him. See if he can catch it as you both stay seated on the ground.



### Fitness Fun

- On a day when the weather is too nasty to go outside, put on some music and do some simple exercises with your child.
  - 🕨 Try
    - stretching up high as the sky
    - squatting low to the ground
    - bending over and touching toes
    - walking on tiptoes
    - twisting at the waist from side to side
    - swinging arms back and forth
    - lying on the floor and kicking up in the air
    - jumping in place
- If there are other children or adults in the home, everyone can have fun exercising together!

### Special Needs Tip

A child who cannot walk can roll and move about on the floor to the music.

### Chasing Bubbles

- Blow bubbles outside for your child to chase and try to pop.
- Blow some up high so your child has to reach up as she runs.
- Blow some low so she has to bend down.
- Now let your child wave a bubble wand for you to chase and pop!
- Try different "wands" for variety. Dip a fly swatter in a pan of bubbles to make little ones, for example.

### **Bowling** Pins

- Collect 6–10 empty two-liter or half gallon drink containers.
- Set them up in the shape of a triangle, like bowling pins.
- Mark a line with a piece of tape several feet away from the "pins".
- Invite your child to stand behind the line, roll a soccer size ball, and try to knock down the pins.
- Let him keep rolling until he knocks them all down.
- Set them back up and bowl some more.

Go to a playground that has play structures for young children. Encourage your child to hold onto the railing and walk up the steps on the play equipment. Find a slide and encourage her to slide down, too! Stand close by if your child is unsteady and help her gain confidence as she builds coordination and balance skills!

When you want something fun to do with your child, put on some music and watch your two year old dance, dance, dance! Have a box of props such as scarves, streamers, and cheerleading pompoms for your child to use while he dances.

Read a book such as From Head to Toe by Eric Carle, which offers another way to bring movement indoors! This book is also available in a Spanish version—De La Cabeza a Los Pies.

Recorded music by such artists as Greg and Steve, Ella Jenkins, the Laurie Berkner Band, and Putamayo Kids have a wide variety of songs that encourage movement. Check for recorded music in the children's section of the public library.

Spend time playing outside. Two year olds do not need much direction to learn to run, jump, and climb but they **do** need space to move around.

Limit the amount of time you expect your two year old to sit still. Offer her the opportunity to sit and listen to a story, but let her get up and move when she needs to.

Choose restaurants that are "child friendly"—where some noise and movement are acceptable. Bring a book, crayons and paper, or a quiet toy to occupy your child while waiting for your food.





### **Fine motor skills**

### **Control hands and fingers** as they:

- Scribble on paper, making vertical, horizontal, and circular strokes
- Begin to use thumb and fingertips to grasp small objects
- Turn book pages
- Twist wrist to screw and unscrew
- Use both hands to cut with scissors

### **Show eye-hand coordination** as they:

- Build a tower with a few stackable objects
- Complete a simple inset puzzle
- Put the cap back on a marker or glue stick
- Hit pegs in a pegboard
- Coordinate the use of both hands



### Fine motor skills

# Activities and Strategies for Development

### **Dropper** Painting

- Ahead of time, clean out three or four old medicine bottles with droppers.
  - Fill the bottles with different watercolor paints.
- Cover a table with newspaper or plastic cloth and give your child a paper towel.
- Encourage her to squeeze a drop of color on the paper towel and watch it spread out.
- Invite your child to squeeze a different color near that spot and watch what happens when the colors mix!



### Shape and Bake

- Find cookie cutters with shapes such as a star, a heart, and an animal. Buy some ready-to-bake cookie or bread dough or make your own.
  - Sprinkle flour onto the kitchen counter, table or mat.
- Let your child help roll out a large circle of the dough using a rolling pin.
- Encourage him to select shapes one at a time and press them into the dough.
- Show him how to twist his wrist to separate the shape from the rest of the dough.
- Lift the cookie out and place the shape on a tray with a spatula.
- Before putting the cookies into the oven to bake, ask your child to try to match the cut out shape with the shape outline in the remaining dough.
- If he would like, let him try to put the cookie shape back in place like a puzzle.
- Bake and enjoy!
- A variation of this activity is to use play dough or "model magic."

### Pat-a-Cake, Cut-a-Cake

- Add safety scissors and straight wooden stick pegs to your play dough area.
- Encourage the children to try to cut play dough with safety scissors. (It is easier than cutting paper!)
- They will also enjoy sticking wooden pegs in the play dough and pretending they are candles.

### Homemade Board Books

- Ahead of time, get five pieces of cardboard, glue, a hole punch, and yarn. (Small cereal boxes are a great source and size.)
  - Look through old child-friendly magazines with your child.
- Point out pictures with simple objects and activities that your child can name such as trucks, animals, or a child brushing her teeth.
- As your child points to pictures of interest, cut them out and lay them aside.
- Let your child help you glue the pictures to the cardboard.
- Use a hole punch to make three holes along the left edge of each cardboard page.
- Attach all pages with yarn.
- Encourage your child to tell you about each page of the "book" you have created together!
- If your child enjoys making books, give her a spiral notebook and several packs of stickers. She can make her own "sticker book" and work on hand and finger coordination at the same time!

Play





### Five Finger Exercises

- Give your child some play dough about the size of a lemon.
- Sit at the table with your child and model these movements that use finger muscles.
- Use one hand and some pressure to squeeze the play dough through your fingers.
- Now, roll the play dough into a ball using both hands, then into a long snake.
- Next, use your fist to pound the play dough flat on the table.

 Sing the following song as you work the finger muscles: (To the tune of "This is the way we wash our clothes...") This is the way we squeeze our dough, Squeeze our dough, squeeze our dough, This is the way we squeeze our dough, So early in the morning. (repeat with "roll our dough," "pound our dough")

Children vary in their skill and interest in fine motor play. Some children will enjoy activities such as connecting toys, stringing large beads, or using crayons and markers. Others will seldom choose this type of play and may prefer active running, jumping, sliding and wrestling!

Toddlers need more time for active play, but also daily opportunities to use the small muscles in their fingers and hands.

Two year olds gain more eye-hand coordination. The random marks they used to make with crayons now begin to look like lines and enclosed shapes. These shapes begin to look more like circles and later, squares.

Do not expect children's "drawings" to look like a real object. Instead, encourage the pleasure of using the paintbrush or crayon to create!



**Self-help skills** 



year olds

### Feed themselves as they:

- Use a spoon independently
- Drink from an open cup with some spills
- Try to use a fork
- Try to pour from a small pitcher

### Help dress themselves as they:

- Unzip and zip clothing
- Try to undress and dress, but need help
- Help put on their jacket
- Put on socks and shoes with help

### Help with personal hygiene as they:

- Help take off their diaper
- Let an adult know when they need to use the bathroom
- Use the toilet when placed on it—with help cleaning and dressing
- Wash and dry hands independently
- Get a tissue to wipe nose
- Begin to brush teeth without assistance

### Help with routine tasks as they:

- Place items on the table at mealtime
- Pick up and put away some toys



### Self-help skills

# Activities and Strategies for Development



### Pancakes with Toppings

- Before breakfast, fill a cup with something your child enjoys on pancakes, such as banana slices, chocolate chips, applesauce, or syrup.
- Give your child a pancake on a plate.
- Encourage her to use a small fork (and fingers) to cut the pancake into smaller bite sizes.
- Invite her to pour the contents of the cup onto the pancakes.
- Show your child the favorite topping you chose for your pancakes too!



### Socks and Shoes

- Make a game of teaching your child to put on his socks and shoes at a time when you are not in a rush to get ready for the day.
  - Get a pair of your socks and shoes and a pair of socks and shoes for your child.
- Sit down with him and let him help you put a sock on your foot. Then let him try, with your help, to put on one of his socks. Repeat with the second sock for each of you.
- Do the same with the shoes. Have fun. Wiggle your toes and tickle his foot.
- At bedtime, show your child where to put his shoes and socks. Establish a routine that you do each evening. In the morning, let him do as much as he can to put on his socks and shoes by himself.

### Upside Down Jacket



- Show her how to place the jacket on the floor with the opening face-up and the sleeves outstretched.
- Have your child stand at the neck of the jacket (it looks upside down), lean over and slip her arms through the sleeves.
- With her arms in the sleeves, have her raise her arms and flip the jacket over her head and onto her body.
- After a bit of practice, you will see it works!



### Potty Training

- Read a book such as Dora's Potty Book by Melissa Torres or Fuzzy Bear's Potty Book by Bentley Dawn.
- A book will help your child learn that "going to the potty" is a natural part of life.
- As you diaper or put your child on the toilet or potty chair, explain that everyone uses the bathroom. Tell your child that his body will tell him when he needs to use the bathroom and you will help him.
- When you find that your child is ready to begin potty training, praise all efforts. One way to do this is to make a chart and put a sticker or draw a smiley face in a square each time he "tries." Do this in small steps. Reinforce attempts to sit on the potty even if he does not actually "go to the potty." Later he can earn stickers for "going in the potty" and then telling you that he needs to "use the "potty." Use a different type of "reward" if stickers are not appealing to your child.
- Avoid pressure to use the toilet too early, or criticism for soiling accidents. Children have their own developmental timetable for successful potty training. Your patience and support will help your child reach this milestone!

### Zap Those Germs!

- Before and after mealtimes, toileting, and trips outdoors, make hand washing a regular part of your daily routine.
- Place a step stool in front of the sink so your child can reach it better. Supervise carefully to prevent falling.
- Show your child how to squirt a drop of liquid "zapper" (soap) into her hands and help her rub hands under warm water.
- Tell her that she is "zapping the yucky germs" that make us sick and washing them down the drain.
- Encourage her to dry her hands on her "own" towel that is hung on a low hook.
- Also help your child practice washing hands in the bathtub.
- Teaching your child to wash her hands is one of the best things you can do to help her stay healthy.





### Shoebox Storage

- Get clear plastic storage boxes or laundry baskets, large enough to hold your child's toys, at a dollar store.
- Tell him that each basket or box is for some of his toys. For example, "this basket is for your stuffed animals, this one is for your books, and this one is for your blocks."
- After play time, hand your child a toy and ask him to put it into a box that he chooses. Help him put the different types of toys in different boxes.
- Your child may try to match your sorting, but the main purpose is to have him put the toy in a storage container.
- Give compliments to your child when he places toys in containers!

Allowing independent two year olds to "do it themselves" requires lots of patience from adults. Try to plan extra time for your child to put on his own shoes or pour his own juice.

Clothing for toddlers should be oversized and easy to pull on and off for greater independence.

Cleaning up after an active toddler is quite a challenge! Your child is more likely to help clean up if she can see that everything has a place.

Since toddlers love to "dump" toys, limit the number you put out at any one time. Rotate toys so your child will not get bored and will become excited when "new" toys are put out.

Children can practice hand-washing "on the go" with disposable wipes or "magic soap" (liquid hand sanitizers).







year olds

## Health and safety skills

**Pay attention to safety instructions** as they:

Cooperate with safety instructions

# Begin to attend to personal health needs as they:

- Lie down when not feeling well
- Get or ask for a drink when thirsty
- Cover up or uncover when cold or hot

### Name different foods as they:

- Identify foods by name
- Express food preferences by name



Health and safety skills

# Activities and Strategies for Development

### Stop for Safety

- Make a stop sign out of cardboard and let your child paint it with a sponge and red paint.
- Write "STOP" on it with a black marker.
- While taking a walk with your child, make a game of occasionally holding up the sign and stopping, putting both feet together and saying "stop!"
- Let your child take a turn holding the stop sign and telling you when to stop.
- Notice traffic stop signs on your way and be sure to stop there, too.
- Let your child use the stop sign with riding toys, trucks, and cars.



### Achoo!

- Gather a few personal care objects such as a small blanket, a drinking cup, a box of tissues, and a bar of soap.
- Have a puppet or a stuffed animal describe situations and ask your child to choose one of the objects that would help her stay healthy. Use a special voice as the puppet talks.
- For example, Penelope Puppet might say:
  - "I am in bed and I'm cold. What can I do?" (get the blanket)
  - "I am thirsty. What can I do?"
  - Penelope sneezes and says "Achooo! What can I do?"
  - "My hands are dirty. What can I do?"

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### Name That Food!

- While shopping in the grocery store, play "Name that Food!" with your child.
- As you walk down the different aisles, name foods that your child, or someone in your family, likes to eat.
- Ask your child to point to the foods you name. For example, "I see green beans. Daddy loves to eat green beans. Do you see the green beans, Sean?"
- Let your child name a food that he likes to eat. Let him help put some of the food items in the grocery cart.
- Talk about eating healthy foods to grow big and strong!

### Healthy Snacks



Let your child help make some healthy snacks. (Note: Modify these recipes based on your child's abilities to chew thoroughly and any allergies.) Here are a few ideas:

### Pizza Roll Ups

- Let your child help spread pizza sauce and sprinkle mozzarella cheese on wheat tortillas.
- Help her roll it up and sprinkle parmesan cheese on top.
- Bake in the oven at 400 degrees until the cheese melts, about 8 minutes.
- Cool and enjoy!

### Banana Bites

- Cut a banana lengthwise.
- Let your child help spread cream cheese (or peanut butter if your child is not allergic) and put a few raisins on one half.
- Put the two halves back together.
- Cut in half crosswise and enjoy!

### Fruit Dip

- Let your child help mix together
  - I cup lowfat vanilla yogurt
  - 2 tablespoons frozen orange juice concentrate
  - <sup>1</sup>/<sub>4</sub> teaspoon cinnamon
- Invite him to dip pieces of banana, strawberries, and other bite size pieces of fruit into the yummy dip!

### Veggie Quesadillas

- Cut vegetables such as red bell pepper, squash, spinach or broccoli into tiny, thin pieces.
- Let your child put a slice of cheese on a small tortilla and then put the vegetables on top.
- Let her put another piece of cheese and another tortilla on top.
- Put the quesadilla into a heated, covered frying pan that has been sprayed with cooking spray, or wrap in foil and place in the oven at 350 degrees.
- Cook until the cheese is melted. Cut into wedges and serve.
- Delicioso!

Make a rule that "We hold hands in the street!" and remind your child each time you get out of the car or walk across a street or parking lot. Remember that two year olds love to run, so hold on tight!

Develop a pleasurable routine before bedtime to help make the transition easier. For example, let your child choose a book for you to read and make this a special time for the two of you.

Read a book such as *Eating the Alphabet* by Lois Ehlert to help your child learn the names of different foods. Talk about eating healthy foods and then enjoy eating some together!

Children learn eating habits early in life. Make healthy foods a regular part of your diet.







# Emotional and Social Development

# Standards:

• Personal relationships with adults

2

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







Two year olds

# Personal relationships with adults

### Build relationships with adults as they:

- Identify pictures of their own family members
- Seek out adults to share time and activities
- Express empathy with others' feelings
- Seek approval and appreciation for their accomplishments
- Use adults for assistance with needs

# Show feelings of security and trust as they:

- Seek adults for comfort and safety
- Initiate and accept gestures of affection, such as holding hands or hugging
- Separate from parent to familiar teacher or caregiver



Personal relationships with adults

# Activities and Strategies for Development



### The Gift of Family

- Take photos often of your child with family members. Set aside some for gifts. Here's a simple gift idea for family members to cherish:
  - Glue four overlapping craft or popsicle sticks together in a rectangle shape to construct a picture frame for each photo. Let the frames dry.
  - Put the glued frames on newspaper for your child to decorate with paint or stickers.
  - After the frames are dry, trim the photos and tape them to the frames.
  - Invite your child to help you wrap each framed photo to give as a gift for a special member of the family.



### Boo Boo Kit

- Create a special first aid or "Boo Boo Kit" with your child.
- In a small box, let him place a few bandages, tissues, and a small tube of "Boo Boo cream" (anti-bacterial cream).
- Encourage your child to help you use the Boo Boo Kit when one of you gets a small scrape. Let him rub the cream on your scrape and you rub it on his. Let him know that caring about others is kind.
- Encourage your child to ask for the Boo Boo Kit when he sees another adult or child who has a little hurt.
- Place the Boo Boo Kit on a shelf within sight, but not within reach.
- A variation of this is to make a Boo Book Kit for your child's dolls or stuffed animals. Put band-aids, tissues, and an empty tube of boo-boo cream or hand lotion in the kit for your child to pretend to rub on the babies' boo-boos!

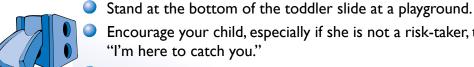


- Observe your child outdoors as she is playing and practicing new skills such as sliding, pulling a wagon, or walking the tricycle with her feet (rather than the pedals)!
  - Say to your child,"I like to watch how you can....climb to the top of the slide or pull the wagon around the tree. You can do many things!"
  - Show your approval with a smile, clap, or other signal of your enthusiasm.
  - When you come inside, use a magnetic pad on the refrigerator to record the date and new skill you observed. Another idea is to hang a calendar on the refrigerator and record the information on the date!
  - Read the list to your child and add new skills often.
  - Ask your child's teacher to tell you about new skills she has learned at school and add these to the list! Share the list with family members.

### Can We Cuddle?

- Pick out a special chair or sofa in your home that offers a quiet place to cuddle with your child. This is a spot for enjoying a book together or for your child to seek comfort after something frightening or hurtful happens.
  - Let your child know that this is a "cuddle place" for sharing special times.
- Place a basket near the chair and encourage him to put a few of his favorite books there.
- Take time regularly to cuddle in your special place.

### I'll Catch You!



- Encourage your child, especially if she is not a risk-taker, to slide down by saying, "I'm here to catch you."
- 0 Provide several opportunities for her to slide down and build confidence while you are there to catch her at the bottom.
- As your child develops stronger muscles and wants more challenge, show her how to spread her legs and slow down her speed on the slide.
- Say often that you are there to keep her safe. Whenever she is ready, she can try new things by herself!

### Special Needs Tip

A child who does not walk can be seated at the top of the slide. One adult can walk beside the child to help her slide down, while another adult catches her at the bottom.

# 1.5 . . . . .



### Separation Routine

- Role play with your child going to school or a family child care home.
- Gather a baby doll and a diaper bag.
- Tell your child, "Let's pretend to take baby to school. What should we bring with us? Let's pack baby's bag."
- Pretend to drive or walk to the school. Say "hi" to the teacher and put away baby's things.
- Ask your child, "What is baby's favorite toy? Who will she play with?"
- Have your child say goodbye to the baby with a big kiss, leave and then come back to pick up the baby.
- Reassure your child that this is just how Mommy or Daddy takes her to school and then picks her up after she plays with toys and friends.

### No, Silly!

- During a short car ride, play this game with your child.
  - Make up several silly questions, such as, "Do we eat our socks for dinner? Do we take a bath with our coats on?"
  - Show your child how to shake his head back and forth and say, "No, Silly!" in response to each nonsense question.
- Older twos may be able to ask their own silly questions to which you will both shake your heads and answer "No, Silly!"
- This game gives "tenacious twos" many opportunities to say "No!" in a situation without conflict!

Children develop a positive self-image through relationships of mutual respect and trust. When parents and teachers tell the child that she is wonderful and competent, she develops feelings of self-worth and esteem.

Practice using statements of encouragement instead of praise. Encouraging words, such as "I can see you worked hard on stacking those blocks so they don't fall," reinforce your child's efforts. Statements of general praise like, "Good boy," or "Super," tend to suggest that your approval of your child depends on his successful performance.

In the first few years of life, very young children will learn to trust or distrust their world. They will develop trust if adults meet their basic needs consistently, promptly, and lovingly.

Children's desire for cuddling and physical affection will depend upon their individual temperaments and family and cultural practices. Take your cues from your child. Make close, comforting contact available when she seeks it.

Even if you do not say a word, you communicate your feelings about separating from your child. It is normal to experience some anxiety when your child is away from you. Work closely with your child's teacher to help both you and your child successfully cope with separation.





# Personal relationships with children

Two year olds

### **Demonstrate beginning social skills** with other children as they:

- Play beside other children
- Say "It's mine," when another child wants a toy they are playing with
- Begin to take turns, with guidance from adults
- Join a small group of children participating in an activity
- Imitate other children

# Show sensitivity toward other children's feelings as they:

- Begin to use words to describe feelings
- Ask why another child is crying
- Comfort each other

# Begin to develop friendships with other children as they:

- Greet a playmate with enthusiasm
- Hug other children
- Begin to engage in pretend play with other children



Personal relationships with children

# Activities and Strategies for Development

### Tub Time

- Give your child and her playmate a tub or dishpan.
- Put a small amount of water in each tub and put them on a low table in the kitchen or outdoors. Put towels under the dishpans to catch the water.
- Help the children take turns using props such as wire whisks, sieves, slotted spoons, squeeze bottles, ladles, scoops, hand cranked egg beaters, muffin tins, and boats (for health purposes, don't use sponges).
- Add a small amount of dishwashing soap for bubbles if you like.
- Be prepared for the children to get wet, so roll up their sleeves and have an extra shirt ready!

### Cookig Painting

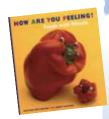
- Get some slice-and-bake sugar cookie dough (or make your own), milk, food coloring, and cotton swabs.
- Slice the cookies and let your child and his playmate help arrange them on the cookie sheet.
- Put a few drops of food coloring into a small amount of milk.
- Give each child a cotton swab and let them "paint" the cookie dough with the food coloring mixture.
- Follow the directions on the package for baking. Let the children enjoy eating a few of the cookies they made together!

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### How Do You Feel?

- Make two large faces out of paper plates—a "happy face" with a big smile, and a "sad face" with a frown and tears. Describe them, calling attention to the mouth on each one.
  - Give your child an unbreakable mirror and ask her to make a happy face into the mirror and then a sad face.
- Use a teddy bear and make up a few simple situations. Ask your child to tell you which face shows how she thinks the bear would feel.
- Here are a few examples.
  - Teddy's Grandma took him to the playground to swing on the swings.
  - Teddy fell down and hurt his knee.
  - Teddy's mommy took him to get some ice cream.
  - Teddy cannot find his favorite blanket that he likes to sleep with at night.
  - Teddy found his favorite blanket.
- After each situation ask "Do you think Teddy feels 'happy' (show the happy face) or do you think Teddy feels 'sad' (show the sad face)?" Ask your child to make the appropriate face, look in the mirror, and say "happy," or "sad."



### Name that Feeling!

- Look at a book with your child that shows faces illustrating different feelings such as How are you Peeling? by Joost Elffers or Baby Faces by DK Publishing.
- Look through the book and have fun with your child making similar faces and naming the feelings.
- Describe something that happened to you or your child that matches the different feelings. For example, "Remember when you felt sad when our puppy ran away? Remember when you felt happy when we found her?"
- Help your child name his feelings when he is happy, sad, angry, and scared.

### Friendship Fort

- When your child has a friend (or sibling) to play with, set up a cozy area that is large enough for two children.
  - For example, make a "fort" by covering a table with a bed sheet and putting some comfortable pillows there. Or turn a large box on its side and put pillows in it. (Be sure nothing is on top of the table after you cover it.)
- When the children go inside they might take a book, a small toy, or stuffed animal.
- Some two year olds will enjoy the privacy and go in to play next to their friend. Others will go in and begin to play together. Still others will not choose to go inside at all.

Read books to your child about feelings and how to express them such as *Hands* are not for *Hitting* by Martine Agassi, Ph.D., or *How are you Peeling*? by Joost Elffers. Instead of reading every page, you can skip some or just show the pictures and tell what the book is about.

Make positive comments to your child when she is playing and working well with another child and when they comfort one another.

If you have more than one child, ask your two year old to help you comfort a brother or sister who is upset.

When your child displays inappropriate behaviors, try to figure out what the behavior is telling you. Is he scared, angry, lonely, over-stimulated? Help him learn what to do when he has these feelings.

Teach your child to "use your words" to describe feelings. Help her learn the words that match the feelings.

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





### **Self-awareness**

Two year olds

# Show behaviors that reflect their self-concept as they:

- Point to different body parts and identify them
- Show individuality by making a choice different than other children
- Assert themselves by identifying which activities they prefer
- Use their own name when referring to themselves
- Identify themselves as either a boy or a girl
- Want to be noticed and say things like "watch me"

#### **Demonstrate confidence in their abilities** as they:

- Feel capable of doing some things like an adult
- May eagerly begin a challenging activity and then ask for help when they get stuck

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#### Self-awareness

# Activities and Strategies for Development



#### Just Like Me

- Have your child lie down on a large piece of paper so you can draw her outline with a marker. Cut out her shape. You will also need a package of stickers.
- Draw a face, ears, hair and some clothing with markers or crayons. Choose colors that match your child's features.
- Let her point to and name as many body parts as she can such as eyes, nose, mouth, ears, hair, arms, legs, elbows, and knees. Let her put a sticker on each body part she names.
- Ask your child to tell you her name and whether she is a boy or girl and write it on the outline.
- Hang the outline where other family members can see it.

#### Different Strokes

- Set
   Col
   diffe
  - Set up some washable paints in individual containers.
  - Collect several different kinds of brushes for your child to paint with such as different sized paint brushes, kitchen basting brushes, vegetable or nail brushes.
    - Put a large piece of paper on a kitchen or outdoor table and let your child choose which brushes he would like to try. (Use a paint shirt or smock.)
  - Encourage him for trying something "different." Your child will see how the different brushes make the paint look and will find that he prefers some more than others!
  - Try this activity when another child is visiting or with a sibling and encourage each child to make their own choices.



I Can Do IT!

#### I'm a Big Kid Now

- Look through magazines, color newspaper ads, or the Internet to find pictures that represent two simple household tasks your child can help with.
- For example, choose a picture of a dishwasher if your child is able to help take spoons from the dishwasher, a bag of dog food if she can scoop food into your pet's bowl, or a toy box to represent cleaning up.
- Help your child glue each picture onto the center of a paper plate. Let her put a sticker on the plate whenever she helps with one of these "grownup" jobs.
- Show pride in your child for learning to be a "big helper."

### "I Can Do It" Photo Album

- Get a photo album.
- Take photographs of your child trying and accomplishing new skills and let her help place them in the album.
- Add photos periodically to show new things your child is learning to do. Photograph a variety of activities including
  - physical skills, such as sliding down a slide and trying to ride a riding toy
  - language skills, such as looking at a book and scribbling on a piece of paper
  - cognitive skills, such as playing with shapes and looking through a magnifying glass
  - and social skills, such as playing with another child and having fun with an adult
- Encourage your child to share her "I Can Do It" photo album with family members. You and your child will enjoy remembering these two-year-old milestones in years to come!

Let your two year old begin to make choices about the activities he wants to do. Begin by limiting the choices to two options. For example, "Enrique, would you like to play with a puzzle or play dough?"

Find opportunities to encourage your child's efforts, as well as her accomplishments.

Display your child's "creations" with pride. Put them on the refrigerator, a bedroom door, or on a table for others to see.

Encourage your child to take pride in his efforts and accomplishments. Although children like to hear praise from adults, it is important that they learn to feel their own sense of pride, too.

When your child says, "I can't do it," encourage her to "try again" or break the task 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 other family members.





Self-control

Two year olds

Begin to regulate their own emotions and behaviors independently as they:

- Anticipate consistent routines and transitions •
- Play in a small group of children
- Accept redirection and guidance from adults
- Demonstrate some impulse control •

Begin to follow simple routines and rules in a group setting independently as they:

- Participate with others in group activities
- Display understanding of simple rules
- Take turns in some activities with adult guidance
- Follow simple daily routines

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#### Self-control

# Activities and Strategies for Development

#### Our Daily Plan

- Help your child begin his day with a predictable routine.
- Greet him when he wakes up with a warm hello and hug.
- Tell him the next event to expect based upon your routine.
- Say, for example, "First, we're going to wash up and brush your teeth."
- Give your child a specific task, such as finding his towel or getting the toothpaste out of the drawer.
- Say, "Now that you're all clean, let's get dressed. Would you like to put on the red shirt or the white shirt?"
- After dressing, ask your child if he can guess what comes next.
- Say, "That's right, now it's time for breakfast. You can help me pour the milk from your pitcher."
- Try to keep similar routines from day to day.
- Modify the list of steps based upon the routine that works for your family.

#### Special Needs Tip

Routine is especially important for children with autism. Always prepare them for activities that are not part of the usual routine.

### Monsters Make Good Friends $\odot$

- Read your child the book, Leonardo, the Terrible Monster by Mo Williams.
- This book is a favorite with many two year olds who may be anxious about monsters. In this story they see that Leonardo cannot scare anyone, no matter what he tries.
- Leonardo decides that it is better to become a wonderful friend instead.
- Talk with your child about how he can be a friend, such as share a snack, help a friend up who has fallen down, or give others a smile.

#### Happy Face, Sad Face

- Sit facing your child and play a game of copy cat with facial expressions.
- Say, "Watch me smile. I have a happy face."
- Say, "Now you show me a big smile. You have a happy face."
- Now, change your expression to a sad face.
- Say, "I have a sad face. Show me your sad face."
- Give your child several examples of her actions that cause a happy or sad face.
- Say, for example, "When you pull the dog's tail, Mommy has a sad face." (Show a sad expression.) "When you pet the dog gently, Mommy has a happy face." (Make a smiling expression.)
- Repeat with other situations familiar to your child.

#### Knots on a Rope

- Take a thick clothesline or length of rope and tie knots in it every two feet or so.
   Go outdoors in a grassy area that has plenty of space.
- Invite your child and two other playmates to grab the rope on one of the knots.
- You take the lead and gently wind the small group in large circles and arches.
- Add speed if the children are enjoying the movement.
- Let each child take a turn being a leader as well as follower.
- A variation is to wrap tape around the rope every two feet to make "handles" instead of tying knots.



#### Shh! is for the Library

- Plan a brief visit to the local library.
- Tell your child that the library is a quiet place for looking at books.
- Say, "When we're in a quiet place we use a quiet voice, quiet hands, and quiet feet." Demonstrate a whisper and show what you mean by "quiet hands and feet."
- As you enter the library, point out to your child how quiet it is with no loud noises.
- Take your child to the children's section where there are small tables and low shelves at child's eye level.
- Find one or two picture books that interest your child. Quietly read the books to your child in the library.
- Check the books out and enjoy reading them again with your child during the week.

#### My Turn

- Create a game during daily activities where you and your child must wait for a turn.
- Say to your child, "I'll help you wash your hands, and then it will be my turn to wash my hands."
- When traveling, buckle the child safely into the car seat, and say, "Now it's my turn to buckle up."
- While waiting in line, say to your child, "We're waiting in line for our turn to buy groceries."
- When it is your turn to check out, let your child stay seated and pass you some light items to put on the conveyor belt.

#### Kitchen Duty

- Encourage your child to help you follow simple clean up routines after meals.
- Give your child one task to do such as cleaning crumbs under her chair with the hand-held vacuum or sponging off her table placemat.
- Following routines daily will help children learn they have a role to play in the order of events.

Your child will feel secure if schedules and routines at home are similar day after day. While there will always be unexpected events, following a schedule helps children anticipate what comes next and makes them feel more in control.

Two year olds are not ready to share with much enthusiasm. When your child plays with others, have enough high-interest toys for each child to use. If conflict over one toy continues, distract and redirect one child to another toy or activity.

Help your child learn the words to use when she struggles with another child. For example, if one child grabs a toy from another, tell the child who had the toy to "Use your words to tell her to stop. Say, 'I was playing with that toy.'" Say to the grabbing child, "Use your words to say 'I want a turn.'" Compliment the children when they use their words to solve conflicts.

Children are more likely to respond to adult guidance and redirection if given a choice, such as, "Would you like to play on the slide or the swing while you wait for the wagon?"

Hitting, biting, and crying are the typical impulsive reactions of toddlers who do not yet have the language or social skills to get what they want. As a parent, you can patiently teach your child to replace these impulses with more positive skills for getting along with others.

Your child will begin to enjoy watching and copying the actions of other children in a small group. However, she will also need time to be alone, perhaps with you safely nearby. Provide some quiet and private spaces and some time for being away from others.

Keep behavior rules simple and say them in a positive way, such as "Use your words" instead of "No hitting." Save the command, "No!" for times of danger or destruction of property.

Remember that your child is "egocentric" and is only aware of his own immediate needs and wants. Taking turns and following rules are skills that your child will work on for a lifetime!





## Self-expression

Two year olds

#### **Express themselves creatively through art and music** as they:

- Draw squiggles and dots with large crayons
- Play with play dough
- Finger paint
- Play simple musical instruments
- Sing

# Demonstrate imagination through dramatic play as they:

- Engage in pretend play
- Imitate adults' behaviors
- Use one object to represent another



#### Self-expression

# Activities and Strategies for Development



#### Making Play Dough

- Make play dough with you child using
  - 5 cups flour
  - 4 tablespoons cooking oil 2 cups salt dry tempera paint or food coloring
  - water
  - Add the dry tempera to the flour or add food coloring to the finished dough.
- Let your child help mix the dry ingredients together. Next, let him help add the oil and enough water to get the desired consistency.
- Let him knead the dough until smooth. Add the food coloring at the end. You can store it in a covered container.
- Provide cookie cutters and other accessories and let your child play freely.
- Ask him to tell you about his creations.

#### Finger Paint Fun

Offer your two year old different surfaces to finger paint. Show her how to use washable, non-toxic finger paint on:

- a plastic tray
- a cookie sheet
- a table with a washable surface
- damp paper
- aluminum foil
- Have your child wear a paint shirt and have water and paper towels nearby.
- Watch her enjoy making finger paint designs!

#### **Developmental Tip**

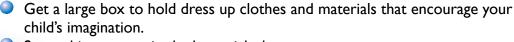
Some children do not like to put their fingers in paint. Your child may prefer to paint with a sponge or brush instead.



#### Little Drummer

- Help your child make his own drum.
- Remove all labels from an oatmeal box or other round cardboard container. Let your child decorate it with markers or stickers.
- Play music while he sits on the floor and beats the drum with his hand or a wooden spoon.
- Show him how to hold the drum under one arm and beat it with the other hand or the spoon. March to music and play the drum some more!

#### Let's Make Believe



- Some things to put in the box might be
  - children's or adults' clothes, including scarves, shawls, and shoes
- old purses, wallets, and briefcases
- broken small electronic equipment such as cell phones and remote controls (Be sure to remove any wires, batteries, or other dangerous pieces.)
- Put the box near your child's dolls and stuffed animals.
- Watch your child engage in free expression and pretend play.
- This is also a great activity for your child to do with a friend.

Encourage your child to express himself freely and creatively using art materials. Have a box with items such as crayons, markers, construction paper, fabric scraps, feathers, stickers, and glue sticks for your child to use creatively.

Give your child a large paint brush and let her "paint" the bathtub walls with water.

Pretend play gives children the opportunity to use their imaginations and express creativity. It also provides a safe way for them to express feelings that may be troubling them such as feelings about a new baby or worries about night monsters.

Find opportunities for your child to learn about the way other cultures express themselves through songs. Find recordings of children's music that includes music from other cultures.

To promote creative expression, avoid projects where your child copies something an adult has made.

Enjoy "pretending" with your child. Use silly voices as you play with stuffed animals. Pretend to call Grandma on the phone and give your child a chance to talk. Have a pretend picnic with your child's dolls. Pretend one of the stuffed animals is sick and ask your child to be the "doggy doctor." Most importantly, have fun!

# Approaches to Learning

# Standards:

• Learning approaches for development and school success

2





## Learning approaches for development and school success



# **Show curiosity in learning new things** as they:

- Investigate objects in the environment
- Explore while playing
- Try new sensory experiences
- Participate in unfamiliar activities
- Experiment with materials
- Show interest by asking questions

# Show persistence in activities of interest as they:

- Attend to self-selected activities for longer periods of time
- Sustain attention in an adult-initiated activity
- Work toward completing a task
- Stay engaged for a reasonable amount of time
- Ignore distractions

# Begin to find novel solutions to problems as they:

- Use their imagination
- Display flexible thinking
- Take the initiative to find alternatives
- Show inventiveness
- Find creative solutions



# Activities and Strategies for Development

#### Soil Investigation



On a sunny day, take small hand shovels, buckets, and strainers out to the yard or park.

- Select a spot that has sandy soil and lots of small rocks, leaves, acorns, and seeds.
- Show your child how to pick up a shovel full of soil and put it in the strainer.
- Shake the strainer and see what is left in the bottom.
- Take out each item and tell your child the name of the item.
- Invite your child to investigate the soil with her own strainer.
- Encourage her to save leaves or stones that she likes, in the bucket.
- Remind your child never to put anything in her mouth that she finds on the ground or in the soil.

#### Hooked on Books

- After your child has had a period of active play, let him know that it is your special time for sharing a book.
- Invite your child to select a book that he enjoys.
- Sit together and read each page.
- Help your child ignore distractions such as TV, radio, others talking, and nearby toys.
- Pause at each page and encourage him to follow the story from the pictures.
- Ask questions to focus his attention on the story and show your own interest in it.
- Encourage him to "read" the book all the way to the end. If he loses interest before the end do not force it, but try to read a little more each time.

# Special Needs Tip

For a child who is easily distracted, turn off the TV and radio and go somewhere quiet.

#### Googy Fingers

- Provide your child with a new sensory experience with this recipe for "Goop."
  - 3 cups cornstarch
  - 2 cups warm water
  - Cover a table with newspaper before you begin.
- Slowly pour the water into a bowl with the cornstarch. Let your child help mix the ingredients together with her hands. Goop is ready for molding when it changes from lumpy to a smooth and satiny texture.
- Encourage your child to explore the different forms Goop will take.
- For example, when she holds Goop in her hands, it will turn to liquid.
- If your child shapes or molds the Goop, leave it on a paper plate in a dry place to harden.
- See how long this new experience holds your child's attention!

#### Imagination Station

- Create a prop box for your child at home to use his imagination for dressing up, pretending, and acting out roles.
- Fill the box with small scarves, purses and briefcases, fabric scraps, dolls, and small household items.
- Once in a while, add a new prop.
- For example, add several short and long pieces of white cotton batting (used to fill pillows), which is available at any craft store.
- Encourage your child to use his imagination for ways the cotton batting can be used.
- For example, suggest he make blankets for the stuffed animals, or a shawl like Grandmother's or make a wig of long, white hair.
- Your child may imagine ways to use props you cannot even think of!

STARCH

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#### To the Very End

Cut a drinking straw into six to eight one-inch-long pieces. Get a shoe lace at least 10 inches long.

- Tie a large knot at one end of the lace.
- Encourage your child to string all the straw pieces onto the lace.
- Compliment her for staying with the task until the very end.

Your two year old is naturally curious and will want to explore everything without concern for safety. Supervise his activities carefully as he tries out new skills and imitates adult behavior.

Your child's daily schedule should allow a lot of time to play with toys and activities that interest her. This is how she will learn to focus on school tasks later.

You know your child and how long he can stick with an activity. Provide games and toys that are challenging but not too difficult. Two year olds will often express their frustration through temper tantrums and other behaviors that let you know they need help.

Play pretend games with your child to stimulate imagination. Take a make-believe trip to the beach and pretend to swim and look underwater for fish. Pretend to be animals at the farm and make the sounds and movements of the chickens, cows, and pigs.

Practice problem solving aloud with your child. For example, on a rainy day say, "Let's have our picnic inside since it is raining," or "We are out of bread so let's make sandwiches with tortillas instead!" This will encourage her to "think outside the box" and find creative solutions to problems.

Your two year old may seem "bossy" and determined to do it "his way" because of a growing sense of independence. If so, try to encourage him to use this persistent attitude to complete puzzles, learn to zip his jacket, and return his toys where they belong.







# Language and Literacy Development

# Standards:

 Understands spoken words (receptive language)

2

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





year olds

### Understands spoken words (receptive language)

#### **Respond to spoken words** as they:

- Show understanding of simple vocabulary
- Identify or point to items when they are named

#### Follow directions and requests as they:

- Complete simple two-step directions such as find markers and paper to draw
- Think through steps to meet a simple request, such as throwing away the napkin and putting the spoon in the bucket when asked to "clean up"



Understands spoken words (receptive language)

# Activities and Strategies for Development

#### Check This Out!

- Play this naming game the next time you are waiting in the check out lane at the grocery store.
- Take two or three items at a time from your cart and place them in the top basket of the cart where your child is sitting. For example, put apples, mangoes, and bananas next to your child. Say, "Show me the bananas." If your child points to the bananas, say, "Good, that's right. Those are the yellow bananas we peel and eat."
- When you return home, ask your child to help you put away the bag of fruit. Say, "Please hand me the apples..., the mangoes....the bananas."



### Doggie, Doggie Where's Your Bone?

- Use one of your child's stuffed animals, preferably a dog and a pretend doggy "bone" (plastic spoon) that you have hidden ahead of time.
- Tell your child that the "doggie" has hidden his bone for the child to find.
- Give your child the stuffed dog and ask him to look in the different places that you name.
- Say, "Is the bone under the table? Is the bone on top of the table? Is the bone under the rug?"
- See if your child can follow directions and look for the "bone" in these different locations.
- Finish the game by giving the clue that helps your child find the "bone." Ask your child where he found the bone.
- As a variation, let your child hide the "bone" and as you look for it, say "Is the bone under the table? No. Is the bone on top of the table?" until you find it!





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#### PB&J

- Invite your child to help you make lunch with a two-step recipe.
- Gather bread slices, soft peanut butter, jelly, and a small spreader.
  - After washing and drying hands, encourage your child to spread peanut butter on a slice of bread. (Warming the peanut butter in a microwave makes it easier to spread!)
- Next, have her smooth the jelly on top of another piece of bread and press the slices together.
- As a variation, use other two-step recipes such as hummus and cucumber on pita or lunchmeat and cheese on wheat bread.

#### Two Step Clean Up

- Try to plan several short clean up times throughout the day, rather than one long one.
- Give your child two-step directions for helping to clean up.
- Say, for example, "Pick up the book and put it on the shelf" or "Push your dump trunk to the sandbox and dump out the sand."
- As you thank your child for helping, you can repeat the two-step directions he followed, "Thank you for picking up the book and putting it on the shelf."

Talk, talk, talk to your two year old! Whatever you do with your child during the day, talk about it. Your child is eager to learn the names of things and she will learn these words from you. Practice "talk time" in everyday routines as you prepare food, eat meals, do household chores, visit friends and family and run your daily errands.

Keep your directions simple. Two-step directions are just right for two year olds!

Make your requests simple and direct. If you ask your child if he wants to clean up now, chances are the answer will be "no!" Instead of asking a question, try "It's time to clean up now."

As you ride in a car or bus, describe the things you see and hear. When stopped at a traffic light, ask your child to point to something on her side of the car. "Do you see the school bus, Natalie? Can you point to it?"

Listening to books, as well as talking with adults, is the way your child will learn the meaning of new words. As you read simple picture books, ask your child to point to things that you name ("Where is the bunny?") This will tell you what words your child understands. The words your child speaks or signs ("Sool bus"), show her speaking vocabulary. Children understand and can respond to more words than they can say.

In a bilingual household, children will have the benefit of learning different words or pronunciations for the same familiar objects, events, and greetings. Research suggests that learning two languages is easiest in the early years.





Two year olds

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

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

- Use physical signals and body language to send a message
- Use facial expressions to send a message

# Demonstrate oral language skills, using words, as they:

- Refer to themselves as "me"
- Use some plurals that end in "s" such as "dogs" and "cars"
- Say their first and last name
- Use some describing words such as "pretty flowers" and "soft kitty"
- Use their home language to communicate

# Use oral language in social situations as they:

- Ask for help when needed
- Talk back and forth with an adult
- Use some polite language such as "please" and "thank you"
- Tell about some events that happened
- Speak clearly enough for most adults to understand

continued



# Use oral language for creative expression as they:

- Imitate adult voices
- Use language in playful ways
- Begin to make up simple stories
- Pretend to talk on a telephone

#### Ask questions as they:

- Join other children to signal that they are asking to play
- Ask to play with others
- Ask a few simple questions although the questions may wander from topic to topic



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

# Activities and Strategies for Development

#### Follow the (Quiet) Leader

- Go outdoors with your child to play a quiet game of "Follow the Leader." Tell your child that you are going to show her what you want her to do but you are not going to talk.
  - Start the game by leading your child on a short walk. Use motions to invite her to follow you. Take her hand as you begin your walk.
  - Stop and do some actions for your child to imitate such as jump up and down, turn around in place, squat and walk like a duck, walk backwards, and wave your arms and "fly" like a bird.
- Switch roles and follow your child's actions as she leads you this time.

#### Who Me? Yes, You!

- Teach this playful rhyme to your child to reinforce the pronouns "me" and "you." Invite others in your household to join in:
  - Who took the cookie from the cookie jar?
    Luis took the cookie from the cookie jar
    (Luis says) Who me? (Others) Yes, you!
    (Luis) Couldn't be? (Others) Then, who?
    Mommy took the cookie from the cookie jar?
    (Mommy) Who me? (Others) Yes, you!
    Continue with the others in your household ...
- Enjoy some cookies along with this rhyme!

#### What's in the Bag?

- Put some toys into a pillow case. Choose items that are easy for your child to describe.
- For example, a furry kitten, a pretty flower, a hard block, a scratchy piece of sandpaper, a soft cotton ball, and a round rubber ball.
- Invite your child to take out one item at a time from the bag.
- Ask her to tell what she chose. If she says "kitty," add another word such as "furry" to help extend the description. Have her feel each item to reinforce the meaning of the describing words.
- To practice plurals, put two of some of the items in the bag and point out that "We have two hard blocks" when the second one is chosen.
- A variation of this activity is to let your child look in the bag and "Find the furry kitty" or "Grab the round rubber balls."





#### Oh, the Places We Go!

- Get a shoe box and decorate it with your child.
- Gather simple "souvenirs" from places you visit with your child. You might bring home a kids' menu, a cup, or food container from a restaurant, a pine cone from a playground, a napkin from an ice cream store, a brochure from the zoo, or a drawing your child made at Grandma's house.
- Use the item to prompt your child to tell you and other family members about the event. You can expect your two year old's explanations to be brief so be prepared to ask some questions to help him remember.
- Put the items in the shoe box and occasionally take them out and enjoy the memories of your outings with your child.



#### Puppet Play

- Make two simple puppets with two paper plates, crayons, construction paper or yarn, scissors (adults only!), glue, and a popsicle stick or straw.
- Help your child make a face with crayons on his paper plate as you make one on yours. Cut the construction paper or yarn to make hair (adults only!) and glue it on. Attach the popsicle stick to the back with glue or tape
- Have your puppet start talking to your child's puppet. Encourage him to talk back. Use toys such as animals, people, and cars, to help stimulate conversation.
- If your child is enjoying the puppets, invite him to use both of them.
- Put the puppets where your child can play with them later. Listen to see if he begins to make up simple stories.
- Try this activity with your child's dolls or stuffed animals in place of the puppets.

#### Mighty Microphone

- Make a simple pretend microphone with an empty toilet paper or paper towel roll.
- Help your child wrap it with a piece of aluminum foil.
- Show your child how to talk into it. Talk in a regular voice and make silly sounds, too.
- Give your child the "microphone" and encourage her to imitate your sounds. Then let her play with it on her own. She can sing with it, too!
- A variation of this activity is to use a paper towel roll to tell secrets! Put the roll to your child's ear and whisper quietly back and forth.

#### Strolling Stories

- Take your child for a walk outside.
- Begin to tell a story by describing what you see along the way. Occasionally stop, point to an object, and let your child fill in the word.
- For example, "One day Noah and Mommy went for a walk. On the way they saw a \_\_\_\_\_\_ (point to a mailbox). Yes, a big, black mailbox. Oh, look, here comes Señora Blanco, with her \_\_\_\_\_\_ (point to her dog) Right, that's Pepe, Señora Blanco's playful puppy. What's that over there?"
- As your child identifies an object, add words to describe it in more detail. Encourage him to name as many things as he can.
- When you get home ask him to tell another family member about your walk.

#### Special Needs Tip

If your child has a visual impairment, describe large objects that are easy to see.

Surround your child with meaningful language. Describe what he is doing, what he's playing with, what he sees and what he hears. This helps develop vocabulary.

Remember that you are a language role model. Use full sentences with good grammar and pronunciation.

Two year olds are learning the rules of talking. They will make mistakes by saying things like "I took my socks off my foots." Rather than correcting them, it is best to reflect back what they've said, correctly—"I see you took your socks off your feet, Gaby." In time, they will learn to speak the way adults around them speak.

Take time to talk one on one with your child every day. Get down on his level, make eye contact and listen as he tries out new words and puts sentences together.

Be patient if your child gets frustrated when you cannot understand what she is saying. Tell her you are sorry you do not understand and ask her to keep trying and show you what she means.

Young children may push, hit, or bite when they cannot make themselves understood. Help your child learn the words to tell what he wants and what he does not!

Let your child play with old telephones that are no longer working. She can practice language while pretending to make a call.

Avoid asking "why" your child has done something—two year olds cannot analyze their own behavior. Ask him to tell you what happened instead.

#### 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.





Two year olds

# Foundations for reading

# Begin to follow what happens in a story as they:

- Point to pictures in a story and name them
- Say a familiar word that is repeated in a story
- Tell what happens next in a familiar story
- Ask an adult to read a favorite story
- Repeat phrases that are familiar in a story
- Listen to a brief story that they find interesting

#### Show beginning book awareness as they:

- Turn pages of a board book easily
- Look through a picture book as if reading it
- Find a favorite book by looking at the cover
- Enjoy spending time looking at books

continued



# Become aware of pictures and symbols in print as they:

- Name a favorite item, such as a cereal box, based on its logo\* or other familiar symbol
- Name a restaurant or other location based on its sign or logo
- Recognize familiar symbols such as a stop sign
- Look at picture messages with an adult such as a picture recipe
- Play with alphabet blocks or plastic letters

# Begin to distinguish the different sounds of language as they:

- Sing simple rhyming songs
- Try to repeat a nursery rhyme
- Repeat words to a finger play

\*A logo is a symbol that represents a product or business.



#### Foundations for reading

# Activities and Strategies for Development

#### Come Read With me

- Read to your child every day. Make this a special time when just the two of you can share the joys of reading.
  - Let your child choose the book to read and follow these pointers to make the most of the reading experience:
    - sit close together so your child can see the pictures easily;
    - ask her to tell you what she thinks the story is about by looking at the pictures;
    - let your child "read" with you and fill in the next word in a familiar or predictable story;
    - make a "mistake" while reading a familiar story and let her correct you (for example, call a character by the wrong name); and
    - be sensitive to your child's interest level and attention span. Be prepared to read a portion of a new story at first and then try to read more the next time you read it together.

#### Picture Cards



- Cut out pictures of things that are familiar to your two year old such as a chair, a sofa, a cup, a plate, a toothbrush, stuffed animals, real animals, toys, and vehicles. Look for pictures in magazines, colorful newspaper ads, junk mail, catalogs, and the Internet.
- Glue the pictures onto large index cards or pieces of cardboard—one picture per card.
- Show them to your child and ask him to name each one. Talk about what each item is used for.
- Mix the cards up and place them in front of your child. Describe one item and see if he can point to it and tell you what it is. For example, "This is something we use to brush our teeth."
- Put the cards in a large envelope. Your child can take them in the car or bus. He can also look through them while you are waiting in a doctor's office or restaurant.



#### Family & Friends

- You will need a small inexpensive photo album and some narrow strips of paper for labels.
- Let your child help put photographs of family members and friends doing different activities into the album.
- Ask your child to name the people and describe what they are doing.
- Label each photo with the person's name, where he is, and what he is doing. (For example, write "Uncle Bob—picnic.")
- Periodically add photos and be sure your child is in some of them.
- Your child can look through the album, practice turning pages, and pretend to "read" the labels. In future years, she will enjoy looking back at these memories.

#### When I Was Two



- Purchase an inexpensive scrapbook or tablet at a dollar store. You can also make one with construction paper. Staple the pages together and cover the staples with tape.
- Make a scrapbook of pictures and items that represent things your two year old enjoys. For example, if your child is fascinated by tractors find a picture of one for the scrapbook. If your two year old loves a particular storybook character, put something in the scrapbook that represents it.
- When you go places, collect "treasures" for the scrapbook. A brochure from the zoo, a napkin from a favorite restaurant, a party hat from a special party he attended.
- Make the scrapbook a real life reflection of your child as a two year old. Make it a "story in progress" that you and your child work on together.
- Your child will enjoy looking through his "When I Was Two ..." book over and over. And he will also amuse himself in years to come when he looks at it again!

#### Local Logos



- Collect items with a logo of a familiar business or product such as a drinking cup or food wrapper from a restaurant, a paint stirrer from a home improvement store, a sales tag from an item at a retail store, or a box from your child's favorite cereal.
- Show the items one at a time to your child and see if he can tell where the item came from. Point to the logo as you and your child "read" what it says. Talk about the item and where it came from.
- Put the items in a box for your child to take out and "read" to other members of the family.
- A variation of this activity is to ask your child to "read" signs and logos as you ride in a car or bus.

#### Time to Rhyme

Teach your child some rhymes and finger plays with repetitive phrases and rhyming words. Here are two:

**My Turtle** (Show a picture of a real turtle or a stuffed turtle to introduce this finger play.)

This is my turtle (make a fist and extend thumb) He lives in a shell (put thumb in fist) He likes his home very well (pat fist with other hand) He pokes his head out when he wants to eat (extend thumb) And pulls it back when he wants to sleep (thumb in fist)

#### **Ten Little Fingers**

I have ten little fingers and ten little toes (point to body parts throughout) Two little arms and one little nose One little mouth and two little ears Two little eyes for smiles and tears One little head and two little feet One little chin, that makes (child's name) complete!

Visit the public library and find the children's book section. Ask the children's librarian to help you find books appropriate for your child's age and interests. Check to see if there is a "story time" you and your child can attend.

When you find a book that your child enjoys be prepared to read it over and over.

When choosing books for your child, select sturdy ones with large, colorful pictures and a story that is easy to follow. Choose topics that are interesting to your two year old. Include books about people of different cultures and abilities.

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

Find a prepared cake or cookie mix that comes in a box with pictures to illustrate the recipe. Point to each step on the box as you and your child bake together!

Sing rhyming finger plays and songs.

Alphabet blocks and plastic or cardboard letters are good materials to introduce letter symbols to your two year old. Magnetic letters and a magnetic board or cookie sheet are good, too. Just let your child explore—do not expect him to name the letters yet!

Use books as a resource to find answers to your child's questions.







## **Foundations for writing**



#### Scribble as they:

- · Imitate others who they see writing or drawing
- Make different marks that begin to look like lines or circles
- Explore how to use markers, crayons, chalk, and other writing tools

#### **Draw pictures** as they:

- Make circular shapes and lines and give these markings a name such as "my car"
- Tell about the drawings they have created

#### Dictate messages as they:

- Ask an adult to write their name on their work
- Ask an older child or adult to write simple words for them such as "Happy Birthday"

# Express creativity using skills for writing as they:

Make scribbles and dots in creative materials such as sand



#### Foundations for writing

# Activities and Strategies for Development

#### Scribble A'Round

- Use the recipe below to make round crayon disks from old crayon stubs for your toddler to use for scribbling.
- Show your child these fun shaped crayons and invite her to see how they work on the coloring paper.
- Here's the recipe:
  - Ahead of time, collect old crayons and remove the papers.
  - Preheat the oven to 350 degrees and turn it off.
  - Put crayon stubs in old muffin tins, sorted by color, and put the tins in the oven.
  - Remove the tins when the crayon wax is completely melted.
  - Allow the muffin tin to cool.
  - Take a knife to gently lift the edges of the wax disks.

#### Sidewalk Art



- On a sunny day, take your child outdoors to an area where there is a sidewalk.
- Take a small bucket of jumbo colored chalk and a folding chair.
- While you sit nearby, invite your child to use the chalk on this large "canvas."
- As you observe, talk with your child about the different marks he makes on the sidewalk.
- Say to him, for example, "You used the chalk to make marks that go round and round." or "You were making siren sounds. Did your picture make you think of the fire engine we saw this morning?"

# 19 A S S

Carly



### The Message Center

- When you receive a phone call, model how you sometimes write down a message using a pad and pen.
- Say to your child, for example, "I need to write down what Granddaddy told me he needs from the store."
- Give your child a toy telephone or recycled cell phone and a notepad with a washable marker.
- Invite your child to play pretend phone with you.
- Say into the phone, "I'm sorry, Daddy is not here now. Can I take a message?"
- Pretend to write something on the message pad using the marker.
- Invite your child to have a turn to answer the pretend "ring" of the phone and to "write a message" with the marker on the pad.

### Write My Name for Me

- There are many times throughout the day that you may write your child's name, such as completing a health form, labeling her school bag, or writing a note to the teacher.
- Every child's name is special to them and they usually enjoy seeing their name in print.
- When you write your child's name, point out that you are writing her name.
- Say, "I am writing 'Carly." When finished, point to the word and say, "This says 'Carly."
- Write your child's name on her pictures if she asks you to.
- Encourage her to look for her name written on her cubby, cot, and paintings from school.
- As your child practices scribbling marks on paper, she may say that she is "writing her name!"

### Pictures Tell a Story

- Keep at least two samples of your child's scribbling from either home or school.
- Display both samples on the refrigerator or wall at his eye level.
- Ask him excitedly about the first sample, "Tell me about this."
- Your child may say that his drawing is a picture of something.
- He may also point to his circular and line markings and say, "This says, 'For Mommy'."
- These comments let you know that your child is learning to connect symbols with meaning.



### Sand Writing

- Fill a dishpan or large baking pan with damp sand.
- Invite your two year old to explore the sand with her hands and fingers.
- She can pat it down, build up mounds, or dig in with her fingers.
- Model how to use your index finger to make circles and lines that show on the top of the damp sand.
- Show her that she can also make the "writing" disappear when she rubs her hand across the surface of the sand!

Two year olds will begin to use writing tools to make simple marks on paper. These marks may not look like "something" to the adult, but have meaning to the child.

You can help your child understand the many purposes for writing when he sees you making a shopping list, writing a letter, filling out a form, or painting a sign. He will want to imitate what you do!

Jumbo crayons are easy to grasp and may be less messy than markers and paints, but each type of drawing tool gives your child a different fine motor and sensory experience.

The fine motor skills of most toddlers are limited. They will only enjoy writing and drawing activities for a brief time. Balance these activities with lots of opportunities for active play, such as running, sliding, and climbing.

Begin a collection of your child's "writing." Get a special box or notebook for the writing samples. Write the date and a brief description of what your child "wrote." As your child gets older you will see how her scribbles turn into letter shapes, letters, words, and sentences! You and your child will enjoy sharing this as she grows.

# **Cognitive Development**

# Standards:

- Foundations for math
- Foundations for science

2

• Foundations for social studies







Two year olds

# **Foundations for math**

#### Begin to identify basic shapes as they:

- Fit shapes into a shape box
- Put a circle, square, and triangle into a shape puzzle
- Find a circle, square, or triangle that is the same as one they are shown

# **Begin to sort and match objects** as they:

- Find matching objects such as shoes or socks
- Sort similar objects that are "big" and "little" such as big cars and little cars, big blocks and little blocks
- Sort round objects of one color from square objects of the same color
- Match objects of the same color and shape

# **Build beginning number concepts** as they:

- Repeat number words after an adult
- Sing songs with counting words
- Choose "just one" when asked
- Begin to use number words
- Notice when someone has "more" than another
- Begin to use one-to-one correspondence by matching objects that go together such as a blanket for each doll

continued...



# **Build beginning measurement concepts** as they:

- Use a smaller cup to fill a larger one
- Begin to notice when it is "time" to do something such as go to sleep when it is dark
- Stack and nest objects by size
- Begin to compare objects by size

#### Begin to solve simple problems using logical reasoning and mathematical thinking as they:

- Complete a puzzle with a few connecting pieces
- Notice when something is missing from a group of familiar items
- Look for hidden objects

# **Explore concepts related to patterning** as they:

- Try to copy a simple pattern of two repeating objects such as block, car, block, car, block, car
- Imitate a simple physical pattern begun by an adult such as clap hands—pat head, clap hands—pat head, clap hands—pat head

Think creatively using logic and mathematical thinking as they:

- Use one object to represent another
- Experiment with the way objects balance and fit together
- Experiment with different ways to use objects



Foundations for math

# Activities and Strategies for Development



# Shape Match

- Cut out four large circles, four large squares and four large triangles from the same piece of colored poster board.
- Glue one of each shape side by side onto a long piece of a different color cardboard leaving room between each one.
- Spread out the remaining shapes and show your child how to put each one onto its matching shape. Name and describe each shape.
- If the names of the shapes are new for your child, start with circles and squares only.

### More Shape Matching

- Gather three-dimensional circles, squares, and triangles, such as plastic shapes from a shape sorter or blocks.
  - Trace each shape to create an outline of the exact shape on a piece of cardboard or construction paper covered with clear contact paper.
- Have your child match the real shapes to the pictures of the shapes.
- Name and describe each shape as the children match them.

#### Special Needs Tip

Glue sandpaper onto the shape outlines for a child with vision difficulties.



# Homemade Lotto



- Cut out pictures of objects from catalogs, magazines, color newspaper advertisements, or the Internet. Look for animals, toys, faces, and other things that are familiar and appealing to your child. You will need two exact copies of each picture.
  - Make "lotto boards" by dividing strips of poster board into three or four sections and gluing a different picture in each section. Make several boards. Each board can have a "theme" such as animals, children's faces, and toys.
- Make "lotto cards" by gluing the duplicate pictures onto smaller pieces of cardboard.
- Encourage your child to match the lotto card to the same picture on the lotto board.

### Scrumptious Shapes

- Make sugar cookie dough using your favorite recipe or purchase some prepared dough from the grocery store.
- Break off chunks of the dough and help your child flatten them onto a cookie sheet.
- Use the edge of a plastic cup or a cookie cutter to cut out round shapes. Use the edge of a small square container or a cookie cutter to make squares. You can cut a square shape on the diagonal to make triangle shapes too!
- Let your child place chocolate chips or raisins around the edges of the cookies as you talk about their shapes.
- Bake and enjoy!



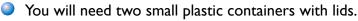
### Big and Little

- Gather "big" and "little" sets of the same items and put them in a box. For example, collect a big comb and a doll size comb, an adult size sock and a baby's sock, a large cooking spoon and a dessert spoon, and a big block and a small one.
- Have your child pull out one item from the box and then see if he can find its big or little match. For example, "Ramón, you found the big comb, can you find the little one?" Put the big items in one pile and the little ones in another.
- Use the words "big" and "little" as you help your child find the matching items and sort them.





### Cereal Shake



- Help your child put "one" piece of her favorite cereal in one container and "many" pieces in the other.
- Have your child shake the container with "one" and the container with "many" and listen to the different sounds they make.
- Shake a container behind your child's back and see if she can guess whether there is "one" or "many" in the shaker.
- Let your child choose which container she would like to open first to eat for snack!

# Finger Play Fun

Do finger plays and sing songs with your child that introduce counting words. Here are two simple ones:

#### Here is the Bee Hive

- "Here is the bee hive,
- Where are the bees?
- Hiding out where nobody sees -
- They are coming out now,
- They are all alive:
- One, two, three, four, five"

#### Five Little Ducks

- "Five little ducks went out to play,
- Over the hill and far away,
- The mother duck said, 'Quack, quack, quack'
- And four little ducks came waddling back."
- Continue with 3, 2, and 1 little duck.
- (hold out one hand)
  (make a fist)
  (put fist behind your back)
  (bring fist back around)
  (open fist and wiggle fingers)
  (put up one finger at a time)

(hold up hand with 5 fingers extended) (put hand behind your back)

(show hand with 4 fingers extended)



# Funny Faces

Cut out a large and a small circle from the same color construction paper or use a large and small paper plate.

- Cut out a set of large eyes and a set of small eyes, a large and small nose, a large and small mouth, and a large and small hat. Each set should be made from the same color construction paper so the only difference between the large and small features is the size.
- Help your child decide which pieces go with the "bigger" face and which ones go with the "smaller" one.
- Help your child glue the pieces onto each circle to make a big and little funny face.



# Who's Hiding?



- Play a "Who's hiding?" game with your child by placing three of his stuffed animals or toys between you—for example, a lion, a dinosaur, and a fish.
- Ask your child to close his eyes or turn his head as you hide one of the animals behind your back.
- Tell him to look back and guess "Who's hiding?" or "Which one is gone?"
- If he enjoys the game, repeat several times.
- Add a fourth animal or toy when you think he's ready for a challenge!



# "Mommy and Me" Handprint Patterns

- You will need large pieces of construction paper, finger paint, and clear contact paper.
- Put red and blue finger paint in two separate shallow bowls.
- Put your hand in the red paint and make your handprint on the paper. Help your child make a blue handprint next to yours.
- Repeat the pattern by making prints of "Mommy's hand, Lindsey's hand, Mommy's hand, Lindsey's hand" to cover the paper.
- Write the date on the back of the paper and cover both sides with clear contact paper. This will be a keepsake to enjoy in the future.
- If your child enjoys the activity, make more of these to use as placemats.

Look at pictures in a book such as *Shapes, Shapes, Shapes* by Tana Hoban to show the children different objects with different shapes.

Meal times are great times to introduce early math concepts. Serve foods of different shapes such as sandwiches cut into triangles, round crackers, and square chunks of cheese. Introduce the concept of "just one" as your child chooses one item at a time from a serving tray.

Read books such as The Very Hungry Caterpillar by Eric Carle or One Hungry Monster by Susan Heyboer O'Keefe to begin to introduce number words and counting.

Play a simple patterning game while you are waiting to be served in a restaurant or in the doctor's office. Repeat two motions in sequence such as clapping your hands and patting your head. Encourage your child to do the same. Change the pattern and play some more!

Use size and shape words throughout the day. Point out the size and shape of different toys, cookie cutters, food items at the grocery store, and other familiar objects.

Use counting words throughout the day. Count things such as the number of people at the table, steps into your apartment, and children at the playground.

Blocks are a great learning toy—look for them at garage sales. Your two year old may begin to build structures in addition to stacking.

Tubs with water or sand and measuring cups and spoons are excellent for children to explore measurement concepts.

Give your child opportunities to experiment with different materials. Give her different size empty boxes and containers and watch her explore!

Ask questions that encourage your child to think creatively. For example, "We do not have an engine for our train—what can we use?"







# 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
- Observe events in nature

# Use language to describe things in the environment as they:

- Describe or point at characteristics of objects
- Identify body parts
- Describe how different objects relate to one another
- Describe cause and effect relationships
- Describe events in nature

# **Ask questions about the environment** as they:

• Wonder about unfamiliar objects and events

#### Use tools to experiment as they:

Play with simple tools

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Foundations for science

# Activities and Strategies for Development

# I Spy With My Little Cye

I SPY! S

Sit in a comfortable place with your child where you can clearly see some of her toys.

- Play "I Spy with My Little Eye" and describe one of the toys—such as "I spy with my little eye a car with a little man in it. It's on the floor next to some blocks. Do you see it, too, Madeline?" If she does, let her go and bring it to you.
- Repeat with a few more toys that are easy to see and find.
- See if your child can name a toy for you to find.

#### **Special Needs Tips**

For a visually impaired child, place two toys in front of her, describe one, and ask her to feel each of them and choose the one you described. A child with limited mobility can point to the object and you can get it for her.

### Special Sounds



- Make a recording of common sounds that your child would recognize such as a telephone ringing, your doorbell, a toilet flushing, a dog barking, a car horn beeping, a vacuum cleaner, and familiar voices.
- Play the recording, stopping after each sound to talk about what it is.
- Ask your child to show you the object or tell you the person that made that sound.



# Yummy Morning Muffins

Baking is a great way to introduce your child to measurement and the use of simple tools. He will also observe how the ingredients change color and texture after baking. Here's an easy, healthy muffin recipe—of course, you will need to do most of the work, but let your child be your helper!

3 eggs

- 1/2 cup sugar 1/2 cup vegetable oil
- I cup grated apples I cup grated carrots

I cup whole wheat flourI cup all-purpose flourI tablespoon baking powder

- ¼ teaspoon salt
- l teaspoon cinnamon

Preheat the oven to 375 degrees. Grease or line a muffin tin with paper liners. Let your child help blend the eggs, sugar, and oil with a hand beater or a whisk. Let him dump in the grated apples and carrots as you stir. In a separate bowl, let your child help sift the flours, baking powder, salt, and cinnamon. Add this to the apple mixture and stir until just combined. Spoon the batter into 12 muffin tins and bake for 25 minutes or until golden brown.

Enjoy the smell while the muffins are baking and then enjoy eating them for breakfast or snack.

# The Train that Could

- Gather a few medium-sized cardboard boxes, punch a hole near the top of the shorter sides of the boxes and tie pieces of yarn or heavy string through them.
- Tie the boxes together. Leave the string on one box long enough for your child to hold.
- Explain to her that you are making a train and that she can be the engine that pulls the load.
- See what your child chooses to put in the "box cars" as she pulls her train from room to room.
- In addition to playing with the train, you and your child can use it at clean up time to gather toys and transport them back where they belong. The train is a "simple tool" to help make this job easier!
- A variation of this activity is to tie laundry baskets together, in place of the boxes, to make the train.



# Bunches of Bandaids

- Use one of your child's dolls to teach about body parts.
  - Pretend that the doll has a scrape on its forehead, elbow, knee, cheek, tummy, back, hand, or foot.
  - Let your child help put a bandaid on each part as you name it. Encourage him to say the name of each body part.
- Have plenty of bandaids for this activity so your child can put some on himself too!

### Making Waves

- Get a medium-sized clear plastic bottle such as one from shampoo or a one liter soft drink. Remove all labels.
- Fill the bottle about 1/3 of the way with water and add some food coloring.
- Fill the bottle the rest of the way with light colored or clear oil (such as mineral or baby oil).
- Glue the lid on securely or use colorful duct tape to keep the lid on tight.
- Encourage your child to shake and move the bottle gently and watch the waves and the tiny bubbles that form. Help her describe what she sees as she moves the bottle different ways.

# Glorious Gardening



- Check with your local nursery to see what types of fruit or vegetable plants grow easily in your area.
  - You will need one or two small plants, some potting soil, a container, and a few safe gardening tools.
- Outdoors, let your child help dump the soil into the container, use the tools to prepare the soil for planting, and gently place the plants in the soil. If you have space for a garden, let your child help place the plants into the ground instead of the container.
- Use an empty milk jug for watering.
- Go outside everyday to check the plants and water when necessary.
- Help your child describe the changes he sees as the plants grow, flower, and bear fruit. Encourage him to touch them gently. Be sure to taste them when they are ready to eat!

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

Throughout the day, frequently ask your child to describe what she sees and hears.

Describe things that your child sees, hears, feels, tastes, and smells to teach about the world around him.

Read a book such as *From Head to Toe* by Eric Carle to learn about many different body parts. (Note: This book is also available in Spanish: De La Cabeza a Los Pies.)

Make collections of objects from nature such as plants (check to be sure they're not poisonous and do not cause rashes!), rocks, leaves, shells, birds' nests, flowers, and pine cones. Put them in a box for your child to explore.

Practice identifying different smells during mealtimes.

Water play can introduce your child to concepts of measurement and cause and effect. Put a small amount of water in a dishpan or baking pan with different objects for her to explore such as funnels, turkey basters, cups, and strainers. You can put these in the bathtub, too!

Let your child help you put water in an ice cube tray and then in the freezer. Help your child describe what happens when you take the tray out a few hours later. Do the reverse—put an ice cube in a bowl and let him watch as it melts into water.

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," snails, caterpillars, worms, butterflies, birds, and squirrels. Encourage her questions and help her describe what she sees.

Let your child help take care of the family pet.

Let your child help care for houseplants (be sure the plants are not harmful if eaten and do not cause rashes if touched).





# Foundations for social studies

Two year olds

# Recognize family roles and personal relationships as they:

- Respond to their own family members
- Express positive feelings for belonging to the family
- Show attachment to caregivers
- Identify family members by their pictures
- Use names of family roles such as "sister"

#### Recognize obvious individual preferences and differences as they:

- Observe differences in physical characteristics such as glasses or a wheelchair
- Show curiosity in new things such as food and music
- Compare themselves to others such as "I have braids; she has a ponytail."

# Recognize community roles and relationships as they:

- Dress up with community worker props
- Act out the roles of a community worker
- · Follow simple rules for community living such as keeping their room clean

# **Explore concepts of place and location** as they:

- Identify location words, such as "under" and "on top"
- Look for an object in a different room
- Follow a familiar route
- Retrace steps to a familiar location



Foundations for social studies

# Activities and Strategies for Development



# Family Cut Outs

- Teach your child this simple finger play that names each member of your unique family.
- Sit with your child facing you and hold up one hand with thumb and fingers outstretched.
- Have your child copy you.
- Tell your child, "We're going to sing a song about our family!"
- Say, "I'll sing and you sing like me. We'll move our fingers too."
- Start with your thumb and wiggle it as you sing the first verse, for example: Hello Grandma, hello Grandma,
  - How are you? How are you?
  - How are you today, Grandma?
  - How are you today, Grandma?
  - I love you, I love you! (wrap your arms around your body and give a hug) (Sing to the tune of "Where is Thumbkin?")
- Next, wiggle your pointing finger and name another family member, for example: Hello Sister Skyler, Hello Sister Skyler,
  - How are you, How are you?
  - How are you today, Skyler?
  - How are you today, Skyler?
  - I love you, I love you!
- Continue with a verse for each member in the family, using as many fingers on both hands as needed!



# A Special Friend

- Help your child understand disabilities, his own or others, when you look through a book such as Danny and the Merry-Go-Round by Nan Holcomb.
- Danny, who has cerebral palsy, visits the park with his mother and watches other children playing on a playground. He makes friends with a young girl after his mother explains cerebral palsy to her and points out that it is not contagious.
- With your two year old, do not read the words on every page. Use the book to point to the pictures, answer your child's questions, and share simple comments about Danny and his wheel chair.
- Explain that the wheel chair helps Danny move because he cannot use his legs to walk or run.
- Point out the things that Danny has in common with the other children, for example they all like to go to the park.
- Show that Danny has a friend and they can talk and play together.
- Tell your child that we are all different and special friends.

### Favorite Fruit

- Select three different kinds of fruit for snack time such as a banana, an apple, and a kiwi.
- Place one bite-size sample of the first fruit on your child's napkin and one on your own napkin.
- Invite your child to sample the fruit while you eat yours.
- Place another type of fruit on both of your napkins and ask your child which he likes best.
- Tell your child which one you like best.
- Invite him to sample the third type of fruit while you eat a piece also.
- Ask your child to point to or say which fruit he likes best.
- Hold up that fruit and say for example, "You like the kiwi best and I like the apple best."
- Say to your child, "We chose our favorite fruit—the one we liked the best. It is okay for everyone to like something different."

# Doggy Sitter



- Visit a local pet store or pet adoption center.
   Paint aut to your shild that compare has the ich of taking a
- Point out to your child that someone has the job of taking care of the doggies, feeding them, brushing their fur, and playing with them.
- When you return home, set up a spot for your child to pretend she is a doggy sitter.
- Put out one of your child's stuffed dog toys along with a small plastic bowl, an old brush, a dog leash or a three-foot piece of clothesline, a small ball, and a plastic dishpan.
- Invite your child to pretend she is "feeding" a doggy from the small plastic bowl.
- She can "give the doggy a bath" in the plastic dishpan.
- Your child can "brush or groom" the doggy with old brushes.
- A toy doggy can be "walked" on the leash and "have playtime" chasing the small ball!
- Tell your child that caring for pets is a very important job!



# Now We Can Go

- Pick a time before a trip to read the book Now We Can Go by Ann Jonas.
- This book is about a toddler who refuses to leave for a family trip until her favorite toys are taken from her toy box and placed in her traveling bag.
- After the story, invite your child to play a "find and pack" game.
- Put a suitcase or diaper bag in the middle of the floor.
- Ask your child, "Can you find your slippers? We'll pack them in the suit case."
- Follow your child as he looks for the slippers and ask, "Are they under the bed? Are they inside the closet?"
- When the slippers are found, have your child bring them to the suitcase and put them inside.
- Repeat with a few other items including your child's favorite book or toy.
- Emphasize the words that describe where the item might be found such as under, on top, and inside.
- When the suitcase is full, invite your child to help you zip the suitcase.
- Thank your child for helping you get ready to go!



Sit on the floor with some toy vehicles.

- Say to your child, "I'm going to drive this bus around the town," and pretend to drive your toy vehicle on the floor.
- Invite your child to take her own vehicle and drive around.
- Say, "I'm driving this bus to the library to read some books. Oh, look, there is the McDonald's. Now I'm passing the big school."
- Talk about several familiar places that you travel to by bus or car with your child such as the grocery store or a nearby relative's home.
- Encourage your child to pretend she is driving the bus or car and tell you where she is going around the town.
- A variation of this activity is to let your child sit in a laundry basket or cardboard box and pretend to be driving a bus around town, a boat on a lake, or a train on the tracks!

Your toddler has developed a strong attachment to you and his other primary caretakers. His family is his most important social group. He is learning about his connection to others and the special place he has in the family.

Toddlers are curious about everything in their environment, including the physical differences among people. They will notice and sometimes point to a person they see with a cane or in a wheel chair. They will touch another child's hair that is different from theirs. Parents and teachers can help young children feel comfortable about differences with comments such as, "You use your legs to walk. His legs don't work so he uses the wheels on his wheel chair to get where he wants to go." Or, "Your skin is pink like mine. Your friend Danielle has brown skin like her Mommy's."

The public library is a good source for multicultural books that reflect positive images of different races, cultural groups, and people with disabilities.

Books and learning activities for young boys and girls should go beyond the traditional stereotypes such as boys play with blocks and girls play with dolls. Boys also need to develop nurturing, social, and communication skills, and girls will benefit from play with construction toys that support visual-spatial skills.

Look for books by Richard Scarry to read about all types of community helpers.

The everyday "field trips" you take with your child build her understanding of the world around her. Outdoor play, walks to the park, bus rides, and movement games all provide wonderful opportunities for your child to explore concepts of place (where am I?), space (what's around me?) and location (how did I get here?).

# Physical Development

# Standards:

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

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Three year olds

# **Gross motor skills**

#### **Control body movements** as they:

- Lift and carry
- Climb on low outdoor equipment
- Jump down
- Hop
- Go upstairs and downstairs
- Pedal a tricycle

# **Demonstrate coordination and balance** as they:

- Walk on a low balance beam
- Jump forward from a standing position
- Move around without bumping into things
- Kick
- Throw
- Catch
- Run

# **Express creativity through movement** as they:

- Make creative body movements freely
- Dance

Gross motor skills

# Activities and Strategies for Development



# Up and Down, In and Out

On a rainy day, set up some movement activities in an open space in your home.
 Start in the kitchen or dining area by pulling the chairs away from the table just far enough so your child can crawl around the chairs and under the table.

- Then place a low stool somewhere nearby to step up on and then jump down.
- Next, set up a large box, open at both ends, to crawl through.
- Finally, invite your child to climb up on a sofa, get back down and go back the other way.
- Use the objects to create an imaginary place such as a forest. For example, pretend the chairs are trees, the table is a bridge, the stool is a big stump, the box is a tunnel, and the sofa is a big rock.



### Balancing Act

- Cut strips about six inches wide from cardboard boxes. Tape them together to make a "balance beam" about five feet long. Lay it on the floor.
- Help your child pretend to be an acrobat in the circus and walk with one foot in front of the other across the balance beam. Turn around and walk back the other way.
- Hold her hand if she needs help staying on the cardboard.
- For a challenge, let her try walking backward. Then try walking on tiptoes.
- Fold your "balance beam" up to use again and again!

### Jumping Hula Hoops

- Place a hula hoop on the ground in a large open area indoors or outdoors. (Make a big circle from a long rope if you do not have a hula-hoop!)
- Play music as your child walks around the outside edge of the hula-hoop.
- When you stop the music, tell your child to jump inside the hula-hoop.
- When the music starts, your child can jump back out and walk around again.

#### Special Needs Tips

Use a hand signal when you start and stop the music for a child who is hearing impaired.

#### Sock Place Mal

# Sock Toss

- Place a laundry basket, large garbage can, or a box in an open and safe area.
  - Make sock balls by rolling adult socks together and turning them inside out, or use bean bags, foam rubber, or foil balls.
- Show your child how to toss the balls into the basket, garbage can, or box.
- When your child needs more of a challenge, move the basket farther away.
- You and your child can also toss and catch the sock balls.
- Try this on a rainy day!

# Galloping Horse

- Find pictures of animals in one of your child's books or magazines, including a horse.
- Ask your child to choose an animal and show you how it moves.
- Encourage him to make the animal's sounds, too!
- Make a riding horse by drawing a face on a small paper bag filled with paper and tying it onto a broom handle or yardstick so your child can gallop and "neigh" like a horse!
- Now see if he can think of another animal and imitate it for you to guess which one he is!

Remember that three year olds need to move actively!

Invite your child to act out some parts of a story when you are reading together.

If you are waiting in a restaurant and your child is restless, take a walk outside for a few minutes or bring a table activity for your child to do.

Do a quiet activity before nap or bedtime. You can listen to quiet music or read a book together.

After your child has been indoors or ridden in a car for a long period of time, go outside and move around for awhile.

Encourage your child to run and play outdoors, with supervision, of course.

Whenever possible, let your three year old use her natural inclination to move around in a positive and creative way! Turn on some music and watch her dance!

Find recorded children's music for dancing and movement such as music by The Laurie Berkner Band, Ella Jenkins, Greg and Steve, and Putamayo Kids. Check in the children's section of your public library.

If possible, allow a child in a wheelchair to get out and crawl or roll around on the floor or grass.



# **Fine motor skills**

### Three year olds

#### **Control hands and fingers** as they:

- Use thumb and first two fingers to grasp crayon ("tripod grasp")
- Begin to use scissors to snip
- Copy lines and circles
- Squeeze tools
- Turn pages

#### **Show eye-hand coordination** as they:

- Put together and pull apart small objects
- Thread laces
- Put puzzle pieces in place
- Stack and build

#### Fine motor skills

# Activities and Strategies for Development

### Shopping List

- Before a trip to the grocery store, ask your child to help you make a shopping list.
- Give him a piece of paper and a marker or crayon. Have paper and a marker for yourself.
- Talk about something you need to buy and write it on your paper. Model the "tripod grip" (holding the crayon with the thumb and first two fingers) as you write.
- Encourage your child to use a marker or crayon to draw pictures or make scribbles on his shopping list.

# Snipping Coupons

- Save store coupons from newspapers or magazines.
- Give your child a pair of child safety scissors.
- Look together for coupons of some of your favorite foods.
- Hold the paper for her and help coordinate the scissors in your child's hand as she tries to make a few snips.
- Ask your child to put the coupons into an envelope.
- Take these coupons with you on your next trip to the store.
- Compliment your child for being a family helper!

#### **Developmental Tip**

Using scissors is difficult for many three year olds. Let your child try to make a few snips and then tear the rest of the way!



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### Cook's Helper

- Find several kitchen tools that require you to squeeze them with fingers or hand.
- A turkey baster, tongs, and a sponge are a few examples.
- As you are working in the kitchen, fill the sink with water and soap bubbles.
- Place a sturdy stepstool in front of the sink or give your child a dishpan with some soapy water.
- Tie a plastic or cloth apron around your child to catch some of the water.
- Invite him to wash these tools and squeeze water through the turkey baster and sponge. Let him try to pick up the sponge with the tongs.
- Your child can use these same items in the bathtub.



# Fantastic Fingers

- Here are some activities that can help your child gain control of her hands and fingers:
  - Clean out small plastic bottles and caps such as the kind that come with lotion and shampoo. Let your child match the caps and bottles and screw the caps on and off.
  - Give your child a shoe lace and large beads, large buttons, and other things that can be strung onto it.
  - Give your child small pieces of chalk or broken crayons to help her learn to use a "tripod grip" when she scribbles and draws.

### Mini Socegr

- Use a small ball of clay or a crushed piece of paper for a soccer ball.
- Provide a shoe box lid for the "soccer field."
- Show your child how to flick the ball with his thumb and pointer finger. Encourage him to flick the ball with each finger to score a goal by getting the paper to the other end of the lid!



# Make it Snappy

- Make inexpensive snapping and stacking toys with plastic containers that have snap-on lids.
- Place an interesting object, such as a small car or block, inside.
- Encourage your child to remove the lid and find the toy inside.
- After finding it, have the child "hide" the toy again, and snap the top back on the container.

#### Special Needs Tip

Lids that fit loosely are easier to manage for children who have difficulty using their fingers to open and close containers.

# Lace It Up

Practice lacing with these two ideas:

- Remove a shoelace from one of your child's shoes. (An adult shoe would be fine, too!) Show her how to put the lace back in and help her pull it through the holes. The idea is to strengthen her finger and hand muscles, so do not worry if she wants to skip holes or lace it her own way!
- Punch lots of holes in a piece of cardboard. Let your child use a shoelace to weave in and out of the holes in any pattern or direction she chooses.

# Never Enough Shoes



- Gather some shoe boxes with lids.
  - Invite your child to lay the boxes end to end or stack them high.
  - Encourage her to imagine she is making a long train or building a house.
- Add small accessories like empty film canisters or thread spools to make pretend furniture and people.

Stickers are appealing to many young children. Pulling them off and sticking them to paper is good for finger coordination.

As a three year old your child may begin to show more interest in "drawing and writing" with crayons and markers. These materials are good for developing small muscles and eye hand coordination.

Tracing and cutting on a line may be too difficult for your three year old. Encourage him to make marks and cut on blank paper before moving to cutting and drawing within lines. Try cutting or tearing pictures from old magazines.

If your child seems to be left-handed, buy a pair of child-sized "lefty" safety scissors.

When you read with your child, sit close or have her sit in your lap. This allows her to see the pictures and to turn each page one at a time. Turning magazine pages is another good way for your child to work on finger control.



# Self-help skills

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#### Three year olds

#### Feed themselves as they:

- Eat without spilling
- Use a spoon and fork
- Pour from a small pitcher
- Spread with a spreader

#### Dress themselves as they:

- Unsnap clothes
- Button clothes with large buttons
- Undress and dress with minimal help
- Put on shoes and socks

#### Attend to personal hygiene as they:

- Take care of their own toileting needs
- Brush teeth
- Wash and dry hands

#### Attend to routine tasks as they:

- Clean up after snack
- Turn off simple appliances
- Put toys away
- Move to different activities



Self-help skills

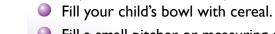
# Activities and Strategies for Development

# The Dish Ran Away With the Spoon



- At meal time, encourage your child to help set the table.
  - Give him a fork or spoon to place on the table in front of each chair.
  - Offer your child one food item that requires a spoon to eat such as soup or cereal. Offer another one that requires a fork, such as meat or vegetables.
- Let your child try the spoon and the fork for each food item and see which works best!

# Snap, Crackle, Pop



- Fill a small pitcher or measuring cup with milk.
  - Encourage your child to use the pitcher to pour milk into the bowl.
- This may mean an extra step on busy mornings, but it will build skills in control and self-confidence!

# s Muffin Man

- Use your favorite recipe to make a batch of muffins or cupcakes.
- After the muffins have cooled, get out spreaders and soft spreads like butter, apple sauce, whipped cream cheese, icing, or pudding.
- Invite your child to spread a topping on the muffin or cupcake.
- For a special occasion, bring in cupcakes to school that your child has helped to decorate!



# Pajama Party

At bedtime, ask your child to put "jammies" (pajamas) on her favorite nighttime cuddly toy. An old baby gown or shirt can be used for the cuddly toy's pajamas.

Talk about how the clothes go over the head and through the arms.

- Help her snap, button, or zip the jammies, if needed.
- Then, encourage her to remove her own clothes to put on her jammies.
- Tuck your child and her pajama-buddy into bed. Sweet dreams!



### Mirror, Mirror

- Make the bathroom "user friendly" for a three year old with these ideas:
  - Put a hook low on the wall near the sink for your child's washcloth or towel.
  - Place a sturdy stepstool next to the sink.
  - Make sure the toilet paper roll is easy to reach.
  - Have a small bucket for holding pump or bar soap, a drinking cup, a toothbrush, and toothpaste.
  - Lower the temperature on the hot water heater to avoid scalding!



# Pearly Whites

- Use this simple recipe to make homemade toothpaste: Mix a small amount of baking soda, water, and a few drops of peppermint or lemon extract
- Help your child brush with the toothpaste, rinse, and spit.
  - Invite your child to try toothpastes of different colors and flavors.
- Encourage her to choose a favorite toothpaste and brush regularly with your help.
- For safety, after brushing teeth, be sure to put toothpaste out of your child's reach.

Encourage your child to dress and feed himself, and take care of his own toileting needs as much as is reasonable. Also, encourage him to ask for help when he needs it.

Set high expectations for your child's ability to do things for herself, but be quick to recognize when her frustration level is likely to build, such as when a zipper gets stuck or a small button is hard to fasten.

Invite your child to turn switches on and off when he is with you, such as the light switch or the vacuum. Point out switches that mean danger, such as the garbage disposal.

For a child in a wheelchair, hang a mirror low on the wall so she can see herself.



# Health and safety skills

Three year olds

**Pay attention to safety instructions** as they:

• Follow safety procedures

# Attend to personal health needs as they:

- Lie down when tired
- Get or ask for a drink when thirsty
- Cover up or uncover when cold or hot

#### Identify healthy food choices as they:

- Choose pictures of healthy foods
- Choose healthy snacks

# Relate identifying information about themselves as they:

- Say their first and last names
- Say how old they are



Health and safety skills

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# Activities and Strategies for Development



# Fire Safety

- Read and discuss with your child a book about fire safety such as Arthur's Fire Drill by Marc Brown or Clifford The Firehouse Dog by Norman Bridwell.
- If you have access to the internet, you can visit "Sparky the Fire Dog" at www.sparky.org. This website is produced by the National Fire Protection Association and gives tips about fire safety for parents and children.

# Good Night, Baby

- Play with your child with a doll or stuffed animal.
- Say that the doll looks tired and ask your child what to do.
- As you and your child put the doll to sleep ask your child if the baby is cold and needs to cover up with a blanket.
- Encourage your child to read the doll a book or sing a song to help it settle down and go to sleep.
- Most of all, have fun pretending!

# Three Like Me



- Gather photos of your child at different ages.
- Show the pictures to your child and discuss how old he was in each one. Try to find pictures when he was a baby and now. Talk about things he can do now that he could not do before.
- Name some friends who are three years old.
- Show your child how to hold up three fingers and answer "three" when someone asks "How old are you?"



#### Snack Time

Make some healthy snacks with your child.

#### Fruit Salad

- With plastic knives, invite your child to help wash, peel, and cut up fruit such as bananas, strawberries, blueberries, and oranges
- Try something new—add a kiwi, a mango, or another fruit that is new to your child.
- Put the fruit in a large bowl and stir.
- Let your child serve some into a bowl.
- Enjoy!

#### Vegetable Soup

- Let your child choose some fresh vegetables from the grocery story or use leftovers.
- Let your child clean and help you break up the vegetables.
- Put all the vegetables in a crock pot or large pot for the stove.
- Add a large can of tomato juice and some chicken or vegetable broth or water.
- Put the crock pot in a safe place or place a large pot on the stove, and cook on medium-high until your soup is ready for lunch or snack.
- Enjoy how it smells as it cooks!

#### Whole Wheat Pancakes

- Let your child help measure and mix this recipe:
  - I cup and 2 tablespoons whole wheat flour
  - I tablespoon brown sugar
  - 2 tablespoons applesauce
  - I cup and 2 tablespoons water
  - I 1/2 teaspoons baking power
  - a pinch of salt
  - add some blueberries, if desired
- Sift the dry ingredients together. Add applesauce and stir until the ingredients are just wet. (You don't want the batter to be too thin.) Heat an electric frying pan that has been sprayed with cooking spray. Pour a small amount of the batter onto the hot pan to make several pancakes (adults only). When each pancake is brown on the bottom, turn and cook the other side. Serve with a small amount of syrup. Yum!

Call ahead and arrange to visit your local fire station to meet a firefighter and see the fire trucks. Bring homemade cookies to thank the firefighters for keeping your neighborhood safe.

Make a rule that "We hold hands in the street!" and remind your child each time you get out of the car or walk across a street or parking lot. When you are in a parking lot, tell your child to "keep both feet on the line" (the lines between parking spaces) until everyone is out of the car and can hold hands. Remember that three year olds love to run, so hold on tight!

Read a book such as *Home Safety* by Pati Myers Gross and discuss safety issues with your child. One example is "Do not touch electrical outlets."

Make a cardboard **STOP** sign (eight sides). While your child is on a riding toy, tell her to stop when you hold up the sign. Look for stop signs as you ride in the car or walk in the neighborhood.

Develop a pleasurable routine before bedtime to make it easier for your child to settle down. For example, let your child choose a book and make this a special time for the two of you to read together.

Take a pitcher of water and cups when you go outside to play. Ask your child to let you know when he is thirsty and then let him help pour from the pitcher—it does not matter if it spills, it's just water!

Teach your child about healthy foods and let her choose something healthy at the grocery store. Visit a farmer's market and try something new!

# Emotional and Social Development

# **Standards:**

• Personal relationships with adults

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





year olds

## Personal relationships with adults

#### Build relationships with adults as they:

- Ask for permission
- Offer to help with simple tasks
- Talk about the day's events
- Show respect through body language
- Refer to adults by name
- Enjoy adults' companionship

# Show feelings of security and trust as they:

- Calm down when comforted
- Display affection in greetings and goodbyes
- Play independently while adult is nearby

#### Use adults as a resource as they:

- Seek assistance with basic needs
- Request help to complete a task
- Ask for information or help in learning a new skill



Personal relationships with adults

# Activities and Strategies for Development



#### Family Get-Together

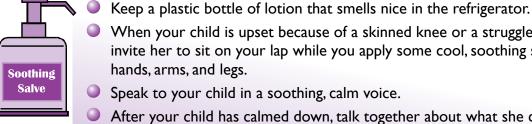
- Before family get-togethers, tell your child the name of the people she will see.
- Say for example, "We're going to see Aunt Angela. She came on a bus to see us."
- At the family visit, point out the people she does not know and tell her their names.
- If a family member is familiar to the child, ask the child to tell you their name.
- Take snapshots at the gathering and make a small photo album of pictures of family members.
- Your child can practice saying the family names to match the photos.



#### Team Time

- Pick a daily activity that you and your child can do together as a team such as feeding a pet, collecting items for recycling, or drying the baby after a bath.
- Give your child a specific task that helps get the job done. He can scoop the food into the pet's bowl, carry newspapers to the recycling bin, or hold the towel to help dry the baby.
- Let your child know that you appreciate his help with each task.
- Compliment your child when he offers to help with other simple tasks.

#### Soothing Salve



- When your child is upset because of a skinned knee or a struggle with a sibling, invite her to sit on your lap while you apply some cool, soothing salve on her hands, arms, and legs.
- Speak to your child in a soothing, calm voice.
- After your child has calmed down, talk together about what she can do to feel better.



#### Now Try This

- Invite your child to pick an activity that is new to him, such as making pancakes.
- Let him know that he will get a chance to do the task with you as his helper.
- Follow a recipe card with simple directions.
- Your child can pour and stir.
- 0 Let your child know that you will heat the pan and flip the pancakes.
- Encourage him to feel proud that he tried something new today.



Provide your child with time to play with you and time to play alone with you nearby.

Plan a special way to say goodbye to your child when she goes to school, such as a bear hug, hearts touching, or tummy tickles to help her feel secure. Read the book The Kissing Hand by Audrey Penn, to learn a special way to help your child feel secure when you are apart.

Encourage your child to tell you about his teachers and friends at school. Put a picture of his teachers in a family album.

Your child will learn how to relate to adults based on your family and cultural expectations. For example, you will help him learn to look adults directly in the eye when spoken to or lower his eyes to show respect, as taught in your culture.



# Personal relationships with peers

Three year olds

# **Demonstrate social skills with other children** as they:

- Play with other children
- Take turns, with some guidance from adults
- Share materials
- · Let another child know when finished with an item so the next child can use it
- Work together

# Show sensitivity to the feelings of other children as they:

- Describe another child's feelings to an adult
- Laugh together
- Comfort each other
- Show pleasure in another child's accomplishment
- Use words to describe feelings

## **Develop friendships with other children** as they:

- Identify "best friends"
- Play together after a disagreement
- Identify other children by name
- Invite other children to play



Personal relationships with peers

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# Activities and Strategies for Development

#### My Turn!

- This is an activity to do with your child and a friend or sibling to learn about taking turns.
  - Have bread slices, cheese slices, and a cookie cutter to cut the bread and cheese into a fun shape.
    - Show the children how to use the cookie cutter to cut the bread and cheese.
  - Discuss what to do since there are not enough cookie cutters for each of them to have their own. They will need to share the cookie cutter and take turns cutting the bread and the cheese shapes. Then they can eat together!

#### **Environmental Tip** Feed the bread scraps to the birds or squirrels outside.

#### We Did It Together

- This is an activity to do with your child and another child.
- Put some newspaper on a table to protect it.
- Invite the children to finger paint together on one piece of art paper. (Have children wear paint shirts.)
- Encourage them to overlap the colors and see what happens.
- Let them make two paintings so each can have one of their own.
- Write the names of both children on the finished products and let them dry. Each child can hang a masterpiece on the refrigerator!
- Now work together again with paper towels to clean up.



#### Facing Our Feelings

- Read a book such as *How are you Peeling*? by Joost Effers to begin a discussion about feelings.
  - Draw a face on two paper plates—one with a big smile, and one with a frown and tears.
- Using a favorite stuffed animal, tell a few situations that have happened to it. Ask your child to choose a paper plate face to show how she thinks the stuffed animal feels. A few examples might be:
  - Teddy's Grandma came to visit and they made cookies together
  - Teddy's kitty ran outside and Teddy cannot find it
  - Teddy found the lost kitty
  - Teddy's sister broke Teddy's favorite toy car
  - Teddy's mommy came to school to read a story to the whole class
- Talk about a situation that happened to your child and ask her to pick a paper plate face that shows how she felt.



#### Water Wonders

- Invite a friend or sibling to play with your child.
- Make some soapy water in a large pan or tub and take it outside.
- Give the children items such as kitchen spoons, measuring cups, a funnel, and a sponge.
- Watch them splash and play together as they enjoy the water play.
- For safety, never leave children unattended around water.

#### **Developmental Tip**

Water play often has a soothing effect on children. Try it when your child needs to calm down.

#### Working it Out with Words

- Find a place in your house where two children can sit facing each other.
- When your child and a friend or sibling disagree about something, have them sit face to face while you help each one use words to tell about the problem.
- Calmly guide them to find a solution. Usually, with three year olds, the "conversation" will be brief and the solution will be something simple such as "take turns" or "share."
- Encourage the children to shake hands when they've come to an agreement.
- This is a way to begin teaching children to solve conflicts.

Look for opportunities to make positive comments when your child is playing and working well with other children and when they comfort one another.

Encourage your three year old to help you comfort a brother, sister, or friend who is upset.

Encourage your child to show excitement about another child's accomplishments.

Teach your child to "use words" to describe feelings—happy, sad, angry, or scared. Help him learn the words that match the feelings.

Look for books that show children from other cultures. Two examples are *Together* by George Ella Lyon, which features two friends of different races, and *Margaret and Margarita* by Lynn Reiser, featuring two friends who speak different languages at home. Both books reflect positive images of friends from different cultures.

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



#### **Self-awareness**

Three year olds

# Show behaviors that reflect their self-concept as they:

- Identify their favorite things
- Show pride in their accomplishments
- Take on different roles as they play
- Describe themselves in positive ways
- Teach another child how to do something

# Demonstrate confidence in their abilities as they:

- Share their accomplishments with an adult
- Have an attitude of "I can do it!"
- Choose increasingly difficult tasks
- Show positive emotions such as smiling, laughing, or clapping in response to adult approval



#### Self-awareness

# Activities and Strategies for Development

## My Favorite Trnings

#### Things I Like

- Take a photograph of your child surrounded by her favorite things. Include items that represent things she likes to do, such as a bathing suit if she enjoys swimming.
  - On the back of the photograph write "My Favorite Things" and the date.
- Hang the photograph on your child's bedroom door for her to enjoy.
- Share the photograph with relatives and friends and then put it in a photo album or somewhere safe. You and your child will cherish these three-year-old memories in future years!

#### Egg On Your Face

- Look in a mirror with your child to notice the unique features of his face. What color are his eyes? What does his mouth look like? Comment that no one else in the world looks exactly like him.
- Make an omelet by beating together an egg and a small amount of milk and cooking it until done in a small, lightly greased frying pan.
- Remove the omelet from the pan and cut out two circles for eyes, a triangle for a nose, and a curved mouth.
- Have your child choose a food item to put into the omelet to match his "eyes." For example, use raisins or chocolate chips for brown eyes, and blueberries or blueberry jelly for blue. Do the same to fill the nose and mouth. For fun, the egg circles can become ears and the triangle a hat.
- Enjoy eating the omelet!



#### Teaching Toddlers

- Encourage your child to "teach" something to a younger child.
- Your three year old can do such things as: look at a book with the younger child, play with the child in the sandbox, build with blocks, do a puzzle, or help with an art project.
- This builds positive feelings in the older child and gives the younger child some individual attention.
- Talk with your three year old in advance about being kind and gentle with the younger child. Supervise carefully.



#### My "I Can" Can

- Get a cardboard tube container with a plastic lid, such as the ones that tennis balls or potato chips come in.
- Cut a piece of construction paper large enough to go around the can and let your child decorate it. Tape or glue the decorated paper to the can.
- When your child accomplishes a new task, write it on a slip of paper and let her draw a picture to go with it. Write the date and put it in the "I Can" Can. For example, "Madeline can pedal a tricycle 9/12/07."
- Occasionally, read the slips of paper with your child and talk about how proud she must feel about all she can do. Try this when she is feeling sad that she is not able to do the same things as her older brother or sister.
- Share your child's "I Can" Can with close family members!

Find opportunities to encourage your child's efforts and accomplishments.

Encourage your child to take pride in his efforts and accomplishments. Although children like to hear praise from adults, it is important that they learn to feel their own sense of pride, too.

When your child says, "I can't do it," encourage her to "try again" or break the task 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 efforts and successes with close family members—talk about what your child is "learning to do" in addition to what she has already mastered.



## **Self-control**



# Regulate own emotions and behavior most of the time as they:

- Ask adults to intervene
- Wait for some things
- Use strategies to calm down
- Use words to express emotions
- Take turns

# Follow routines and social rules in a group setting most of the time as they:

- Repeat classroom rules
- Follow classroom rules
- Recognize different places have different rules
- Remember familiar routines
- Follow familiar routines

#### Self-control

# Activities and Strategies for Development

#### Hurry Up and Wait



- Practice the game of "I Spy" with your child while waiting in line at the store, the bank, or the doctor's office.
- Locate an object you and your child can see easily. Say, "I spy something red." Have your child guess. Give more clues, "It's red and up high...it's red, up high and above the door."
- See if your child can find the exit sign from your clues.
- Let your child pick an item and give you clues to guess.



#### Take a Deep Breath

- Show your child how to take a deep relaxing breath, breathing in through your nose and out from your mouth. Have him count to three as he is breathing in and out.
- As he practices, hold up a tissue and show him how the tissue moves when he breathes out.
- Tell the child to blow out like he is blowing out candles.
- When your child has an upsetting experience, remind him that he can breathe and pretend to blow out candles to calm himself and feel better.
- Model this for him when you are tense and need to calm yourself!

#### Feel Out Loud

- Read a book about strong feelings such as When Sophie Gets Angry—Really, Really Angry by Molly Bang.
- On each page, encourage your child to look at the pictures and say how Sophie feels.
- Point to the words that tell how she acts and feels, "She kicks. She screams." "She roars a red, red roar." "She cries." "She feels better now."
- Tell your child that when she uses words to tell how she feels it helps others understand. Talk about some things your child can do or say when she gets angry.

#### Grandma Rules!



- Talk about the different rules or routines your child will follow when he is in different settings.
- Ask him where he naps at school (cots), at home (bed) and at Grandma's or another relative's (sofa).
- Help your child fill in the rules for visiting different places. For example, have him answer into the tape recorder "When we go to Grandma's, how do we pet the kitty?" (gently)
- Talk with your child about the reasons for different rules. For example, libraries need quiet voices because people are reading. At the park you can use loud voices because people are playing.

It is difficult for most of us to wait. Three year olds are no exception! They do show more patience than their younger peers, however. Take small toys, paper and markers, and a non-messy snack along with you when you go places such as a doctor's office or restaurant where you will have to wait.

Your child may still find comfort in a "lovey" object at rest time or when he is upset. Let him know that his feelings are okay and that words will help others understand too.

Keep rules simple and stated in a positive way such as "We take turns with our toys." Avoid rules that only tell your child what you "don't" want her to do.

Routines give children a sense of security and an opportunity to develop self-control as they plan and wait for what comes next.

Help children practice the routines of the day at home. "We brush our teeth and then get dressed for school. Next, we'll have breakfast. After breakfast, we'll drive to school. I'll pick you up to take you home after nap time and you can tell me all about your day."

Simple routines such as the ones for getting dressed, washing up, and brushing teeth must be taught and practiced frequently. Sometimes, "misbehaviors" may happen when your child needs more practice with a household rule or routine.



# **Self-expression**

Three year olds

#### Express themselves creatively through art and music as they:

- Create with playdough or clay •
- Draw and paint just for fun
- Play musical instruments
- Sing ٠

#### Demonstrate imagination through dramatic play as they:

- Engage in pretend play alone ٠
- Engage in pretend play with other children
- Play with puppets
- Dress up and perform for others ٠



# Activities and Strategies for Development



#### Play Dough Creations

Make play dough with your child using

- 2 cups flour
- I cup salt
- I cup hot water
- 2 tablespoons cooking oil 4 teaspoons cream of tartar
- food coloring Let your child help mix the ingredients (you add the hot water!) and then knead until smooth. You can store the dough in a covered container.
- 0 Invite your child to play freely with the dough and tell you about the creations.

#### Paint Projects

Here are a few different ways to add pizzazz to paint projects:

- Add sand or powdered detergent to tempera paint for texture.
- 0 Add glitter to tempera paint to add sparkle.
- Remove the ball from an empty roll-on deodorant bottle and clean the bottle. Add thick tempera paint and replace the ball so your child can roll the paint onto art paper.
- Your child can make paint prints by dipping sponges in paint.
- Take a shoe box and cut a piece of construction paper to fit into the bottom. Put a small amount of paint and a few large marbles on the paper. Your child can gently tilt the box from side to side to create a marble painting.

#### Special Needs Tip Children with limited dexterity might find the roll-on and marble painting particularly appealing.



#### Rain Sticks

- You will need an empty paper towel roll, strong paper or fabric, heavy masking tape or duct tape, bird seed or small pebbles, markers, and a small scoop.
- Cut out two paper or fabric circles larger than the ends of the towel roll. Cover one end of the tube and secure it with the tape.
- Let your child decorate the outside of the tube with markers.
- Have your child scoop out some bird seed and put it in the tube.
- Cover the other end of the tube and tape securely.
- Play music and sing along as your child shakes the Rain Stick.

#### Dress Up



- Get a large box to hold dress up clothes and items that encourage your child's imagination. Some things to put in the box might be:
  - older children's or adults' old clothes including shirts, hats, pants, scarves, shawls, jewelry, and shoes;
  - old purses, wallets, and briefcases;
  - small electronic equipment such as cell phones and remote controls that are no longer in use are also fun (remove any wires, batteries, or other pieces that might be dangerous); and
  - large pieces of "leftover" fabric of different colors and textures. Look for these on the clearance table at a fabric store.
- Put the box near your child's dolls and stuffed animals.
- Watch your child engage in free expression and make believe!
- This is also a great activity for your child to do with a friend—maybe they'll put on a show for you!

Encourage your child to express himself freely and creatively using art materials. Have a box with items such as crayons, markers, construction paper, fabric scraps, feathers, safety scissors, and glue sticks for your child to use creatively.

Give your child a large paint brush and a bucket of water to "paint" the sidewalk.

Children sometimes express their emotions through drawing and painting. Feelings of happiness, sadness or anger may be evident in a child's artwork.

Pretend play gives children the opportunity to use their imaginations and express creativity. It also provides a safe way for them to express feelings that may be troubling them, such as feelings about a new baby or worries about night monsters.

Find opportunities for your child to learn about the way other cultures express themselves through song. Listen to a radio station that plays music from a culture different than you own.

# Approaches to Learning

# **Standards:**

 Acquire learning approaches that support development and school success





## Acquire learning approaches that support development and school success

Three year olds

# **Show curiosity in learning new things** as they:

- Explore new objects in the environment
- Try out ideas while playing
- Participate in new sensory experiences
- Engage in unfamiliar activities
- Experiment with materials
- Seek out adults as partners to explore and discover

# Begin to show persistence in a variety of tasks as they:

- Sustain attention in an independent activity
- Sustain attention in an adult-initiated activity
- Follow through on completing a task
- Stay engaged for an age-appropriate period of time
- Try difficult tasks
- Ignore distractions
- Focus attention on activities of high interest

# **Find creative solutions to problems** as they:

- Use their imagination to seek solutions
- Experiment with creative materials
- Take the initiative to find alternatives
- Show inventiveness and flexible thinking



# Acquire learning approaches

that support development and school success

# Rub-A-Dub-Dub, New Toys in the Tub

- At bath time, give your child a waterproof toy to play with in the tub.
- Invite your child to explore it.
- Say to your child, for example, "I wonder if it will float on the top or sink to the bottom? Let's see what happens." "I wonder if the toy will hold water?—Oh, look, the water is pouring through the holes!"
- For safety, remind your child that she must not put anything in the tub without first asking an adult.

#### Favorite Family Recipe

- Select a simple family recipe that your child can help make.
- Assemble all the ingredients, measuring cups, bowls, and spoons.
- Give your child one or more simple tasks throughout the cooking activity, such as kneading, stirring, pouring from the cup or spoon, or setting the timer.
- Encourage your child to smell and feel the various ingredients. Wash hands first!
- Enjoy the delicious flavor of the recipe when finished!

# Activities and Strategies for Development







#### Family Helper

- Identify one simple job your child can do daily to help the family.
- Jobs may include helping take care of plants or pets, putting toys away, and setting or cleaning the table.
- Model the steps of each job. For example, to take care of the plants, get a watering can, fill it with water, carry it to the plant to water it, and carry it back to the sink.
- Observe whether or not your child was able to follow through with all the steps.
- Thank your child for helping! Give added support when your child needs a reminder to finish one of the steps to complete the job.

#### Think I Can

- Read with your child the classic book about the little engine that tries and tries and finally completes a big job, *The Little Engine That Could* by Watty Piper.
- As you observe your child in daily activities, think about what is difficult for him to do. It could be using fine motor skills to draw or cut, or using large muscle skills to throw a ball, or rock back and forth on a swing.
- Choose one of these challenging activities to help him practice. Encourage all his attempts. For example, praise him for making snips on paper with safety scissors, even if his cuts are awkward.
- Remind your child that he is trying a difficult task, just like the little engine that could!

#### What Can Wg Makg?



- Get a big appliance box and other interesting materials like carpet squares, an old sheet, and plastic tubing.
- Clear a large space and put the items in the middle.
- Invite your child (and her friends) to see what they can make with these things.
- Step back and watch the children use their imaginations to create a pretend place, such as a cave, tent, or fire station.



#### Lots of Leaves!

- On a fall day, take your child outside your home or to a nearby playground to see the leaves that have fallen from the trees.
  - Ask your child, "What are some things we could do with so many leaves?"
- Follow your child's lead and try out some of the ideas.
- Some ideas might be to make a big pile of leaves and jump in, stuff leaves into a scarecrow for the garden, make a nest for squirrels, paint the leaves, make a fall wreath, or fill small bags with leaves and make balls to toss.
- Variation: In winter, encourage your child to use his imagination and think of what to do with "so much snow!"

As you encourage your child to play, explore, and pretend, you are "feeding" her brain, which is most active during the first three years of life.

When your child seems to be "getting into everything," this is a good sign that points to his natural curiosity which is the foundation for learning.

Because of your child's curiosity and ability to move so quickly, you will want to continuously check your home and surroundings for potential hazards.

Model curiosity yourself by asking "what if" and "I wonder why" questions aloud to your child.

Children's attention spans are still relatively short. Some days they will move from one activity to another in a short period of time. Other days they will focus for extended periods while looking at a favorite book or playing with a favorite toy.

To help your child learn to follow through with a task, plan activities that involve short periods over the entire day; for example, helping to bake a cake from a recipe, then waiting for it to cool before adding frosting and sprinkles.

Children will learn to be more creative in their expression if they have open-ended materials (clay, paper, and crayons) rather than closed materials (coloring books, dittoes).

Encourage your child to try new things such as games, songs, or swimming, but avoid forcing him to participate. If he is reluctant, let him know that it is okay to watch for a while before joining in.

Help your child feel comfortable with new experiences by planning some to do together. For example, take a trip on a bus to a place you have not been before.

Be sensitive to your child's level of frustration. Encourage her to keep working at a challenging task or skill, but know when to step back as well.

Allow your child to try out ideas, even if you know they will not work. When your child tries but does not succeed, encourage her to think about what she will try next. Being successful is less important than learning to accept the experience of failure and going on to find other creative solutions to problems.

# **3s: Approaches to Learning**



# Language and Literacy Development

# Standards:

 Understands spoken words (receptive language)

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





## Understands spoken words (receptive language)

#### **Respond to spoken words** as they:

- Use actions to show understanding of words
- Look for an object when requested to do so
- Show understanding of some comparative words such as "same/different"
- Show understanding of position words such as "on top of, under, beside"

#### Follow directions and requests as they:

- Listen and respond
- Complete two-step directions independently, such as find their shoes and bring them to you
- Complete three-step directions with assistance



Understands spoken words (receptive language)

# Activities and Strategies for Development



#### Puppet Positions

- Make a simple sock puppet using an old child-sized, white sock.
  - Use a black marker to draw two eyes and a mouth on the tip of the sock.
- Tell your child that the puppet is going to learn to do some tricks!
- Have your child slip the sock puppet over her hand and show you the following actions: "Put the puppet on top of your head, beside your shoe, and under your chin."
- If your child has not learned some of the position words, model for her as you say the words, "The puppet is on my shoulder."

#### Special Needs Tip

Use signs, or gestures, to ask a child who is hearing impaired to show you the different positions with the puppet.



#### Blues Clues!

- Put several familiar items on a table or the carpet.
  - Tell your child to try and guess which of the items you are thinking about.
- Give clues such as the color, shape, the sound it makes, and how it is used.
- Make the clues easier until your child identifies the correct item.
- Tell your child he guessed right by listening carefully to your clues!

#### **Developmental Tip**

Some three year olds may still be working on naming colors. Be sure you give other clues to help them guess the item.





#### Hidden Treasure

- Hide a few stuffed animals in several different locations in your home.
- Tell your child that some of his toys are hiding and waiting to be found.
- Give your child two-step directions to find one of the hidden toys, such as "Walk to your bed and look behind the pillow," or "Go to Papa's chair and lift up the cushion."
- Increase to three-step directions if your child locates items easily. For example, "Walk to your bookshelf, reach to the top shelf, and open the shoebox with the crayons."

#### Read All About It!

- Select one of your child's favorite books with lots of pictures. Sit close together so your child can see the pictures and words.
- Read the words on the page and ask your child to tell you what is happening in the picture.
- Focus on one word on the page. Check for your child's understanding.
- For example, say to your child, "The big red truck is dumping dirt."
- Use your voice to emphasize the word "dumping."
- Say to your child, "Show me the truck *dumping*. Show me with your body how you would *dump* dirt."
- Find other movement words from the book such as scooping, lifting, or loading.
- With each movement word, have your child point to the picture and show with body movements her understanding of the word.

Young children learn the meaning of words through experience. For example, a child learns "up" as she climbs the stairs and an adult says "up." A child who is unable to walk or climb could learn the meaning of "up" when she lifts a ball and someone says "up." Provide lots of active experiences for your child and talk, talk, talk!

Parents are building children's vocabulary when they talk to their children throughout the day. Every routine teaches children new words and increases their understanding of the words they hear. For example, on laundry day say to your child, "We are going to the laundromat to wash and dry our clothes. Can you help me fold and stack the towels?"

As you ride in a car or bus, describe the things you see and hear. When stopped at a traffic light, ask your child to point to something on her side of the car. "Do you see the school bus, Naomi? Can you point to the school bus?"

Children understand a larger number of words than they use when speaking. Therefore, their receptive (listening) vocabulary is larger than their expressive (speaking) vocabulary.

Children learn the sounds and meaning of words in their home culture and language group. Children who speak Spanish,Vietnamese, or English will learn the words they hear in their home and community. It is very important to support the native language development of a young child, even while a second language is introduced.

It is generally thought that children can follow multi-step directions equal to their age! Keep directions simple and direct. Young children are easily distracted, so do not be surprised if they go to get their shoes but forget the socks!

Along with talking to your child throughout the day, reading books is another important way to help your child build a vocabulary of new words. Select books that have one or more of the following features: repeat the same words many times, explore concepts like same or different, and use words and pictures to label things in the child's environment.



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

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

- Use physical signals and body language to send a message
- Use facial expressions to send a message

# Demonstrate oral language skills using words as they:

- Answer questions
- Tell about experiences they have had
- Speak in increasingly longer sentences
- Tell what they want or need
- Use position words such as "inside," "outside," "under," "over," and "beside"
- Use their home language to communicate

# Use oral language in social situations as they:

- Greet familiar adults and peers
- · Participate in conversations with adults and peers
- Use polite language such as "please," "thank you," and "you're welcome"
- Speak clearly enough for adults to understand

continued...



# Use oral language for creative expression as they:

- Imitate voices of different characters as they play
- Use language in playful ways
- Make up simple stories

#### Ask questions as they:

• Wonder about "who," "what," "when," "where," and "why"



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

Activities and Strategies for Development

#### Can You Guess?

- Act out simple actions, without talking, and see if your child can guess what
   you are doing.
- Some simple actions might be brushing teeth, going to sleep, getting dressed, crying, drinking, eating, swimming, and dancing.
- Next, let your child have a turn acting out something for you to guess.
- This would be fun for a few children and adults to do together.

#### Walk Talk

- While taking a walk, pick up a few things from the ground and put them in a paper bag. Add a few leaves, rocks, a flower that fell off its stem, twigs, or a pinecone.
- When you return home take the items from the bag and talk about your walk. Ask your child questions about where he found each item.
- Put the items back in the bag and let your child use them to tell someone else about your walk.

#### The Cat's Out of the Bag

- Fill a pillowcase with several stuffed animals such as a cat, dog, bear, elephant, and horse.
- Invite your child to close her eyes and choose an animal.
  - With her eyes open, ask her to describe the animal. Help as needed. For example, "The cat has a **long** tail, **fluffy**, **soft** fur, **pointy** ears, and **shiny** eyes."
- If your child has seen a real animal like the one she chose, ask her to talk about it. For example, "Aunt Kathy has a cat. What is its name? What does Yoda like to do?" or "We saw an elephant at the zoo. What did it look like?"
- Continue with the other animals.

#### Inside, Outside, Upside, Down



- Get a box and put a few of your child's favorite small toys inside.
  - Ask your child to take the items *out* of the box and put them *on* the table.
- Now, ask him to turn the box upside down.
- Ask him to put the items in different locations. A few examples are: Put the airplane on top of the box. Put the puppy next to the airplane. Make the airplane fly over the puppy and land behind the box.



#### Excuse Me

- Read a book about being polite such as Polite Elephant by Richard Scarry.
- Talk with your child about being polite and kind to others and using polite language. Here is a way to encourage polite behavior:
- Draw boxes on a sheet of paper to make a chart. Put your child's name on it. Get some stickers that would appeal to your child. When you hear her use polite words such as "please," "thank you," "excuse me," "you're welcome," or "I'm sorry" let her put a sticker in one of the boxes. "Analia, thank you for saying 'please' to Mario. Put a sticker on your chart for being so polite." When the chart is full, celebrate with a special privilege, such as a trip to a playground or reading a favorite book together.

#### Someone is Calling

- Use two toy telephones or real ones that are no longer in service.
  - Make a sound to pretend that the phone is ringing. Tell your child that someone wants to talk to him on the phone.
- Change your voice as you start a conversation about an activity you and your child have recently done together. Be sure to say "hello" and "good bye" at the beginning and end of your talk.
- Ask open-ended questions to encourage your child to participate in the conversation. Open-ended questions and requests require more than one word for the answer. For example, begin your questions and requests with "What happened when ...?" or "Tell me about ..."
- Leave the telephones where your child can play with them at a later time.



#### Puppet Play

- Make two puppets with your child. You can use lunch-size paper bags and draw a face with markers or use an old pair of socks and make the face with buttons and felt.
- Invite your child to put one puppet on her hand while you put one on yours.
- Change your voice as your puppet talks to your child's puppet. Encourage your child to change her voice also.
- Use imagination as you and your child make up a story about something she enjoys. Describe a trip to the park where you see dinosaurs, for example, or talk about having a pretend party and see who she would invite and what she'd like to do.
- Let your child's puppet take the lead in making up the story.
- If your child enjoys puppets, let her use both of them and make up a story of her own.

Children learn language by hearing others speak and engaging in conversation. Take time to listen to your child and talk with him often.

Play "I Spy" in the grocery store with your child. For example, "I spy with my little eye something red and round. We like to eat it in our salad." This is a fun language activity and helps with grocery store behavior too!

**Listen.** One of the best ways to encourage children to talk is to listen to what they talk about, then extend what they have said and ask questions. Take cues from your child about her interests and make that the focus of your conversations.

Avoid asking your child "why" he has done something—three year olds cannot analyze their own behavior. Ask him to tell you what happened instead.

Extend children's descriptions when they describe something briefly. For example, if your child says "The hamster is running," you might add "round and round on the wheel."

Look at photographs of your child doing things with other people. Ask her to tell who is in the picture and describe what they are doing.

Be patient with your child's questions. Children ask questions about things that interest them. Use books and other resources to find answers you do not know.

#### **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.



# Foundations for reading

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Three year olds

#### Acquire story sense as they:

- · Guess what a story is about by looking at the pictures
- Tell a story while looking through a book
- Answer a few questions about what happened in a familiar story
- Listen to a complete short story they like
- Try to tell a simple story, but may lose their place and start over
- Put three story cards in order with your help

#### Show book awareness as they:

- Pretend to read books
- Ask for a book to be read over and over
- Choose to look at books as a desired activity
- Talk about books that have been read to them
- Treat books with care
- Identify the title of a familiar book when they see it
- Turn pages of a book using fingertips
- Turn pages of a book from front to back

continued...

# Build print awareness as they:

- Recognize their first name in print
- · Identify the first letter in their first name
- · Recognize that groups of letters make up words
- Identify familiar logos\*

# **Distinguish different sounds of language** as they:

- Repeat rhymes
- Tell the difference between words that sound similar such as "box" and "socks"
- Identify simple words that rhyme with each other
- Make up silly words that rhyme with each other
- Identify a few words that start with the same letter as their first name
- Clap out syllables when lead by an adult

\*A logo is a symbol that represents a product or business.

#### Foundations for reading

# Family Photos

- Collect photographs of family members.
  - Cut pieces of construction paper in half and have your child glue one photo per page to make a book. You can also use a photo album.

Activities and Strategies for Development

- Ask your child to tell you who is in each photo and what they are doing. Write down what she says under the photo.
- Punch holes in the pages on the left hand side and attach them together with yarn or ribbon. The first page should have the title "My Family" and your child's name.
- Invite your child to "read" her book to you and others in the family.



MY

Family

# "My Name" Puzzle

- Write your child's first name on a large card or piece of cardboard.
- Cut the card into three puzzle pieces. Make each cut a different shape so the pieces fit together only one way.
- Invite your child to take his name apart and put it back together.

#### Special Needs Tips

For a child with small muscle difficulties, glue an empty thread spool or small cork on each puzzle piece to hold onto. For a child with vision problems, write his name with a thick, black marker on a white card.

### It Rho Rea the Col a ho

# It Rhymes With...

- Read a book by Dr. Seuss or another one with lots of rhyming words. Talk about the words that "sound like each other."
- Collect a set of objects that rhyme with each other such as a toy *cat*, a *bat*, and a *hat*. Collect other items that do not rhyme with these items such as a truck, a ball, and a crayon.
- Hold onto one of the rhyming objects and give the rest to your child.
- For example, show the hat and ask your child what you are holding.
- Ask her to name each object and tell if it sounds like "hat."
- Put the objects that rhyme in one pile and the ones that do not in another.
- Make up some silly words that rhyme with cat, hat, and bat.

# What's Happening?



- Choose one of your child's books with large pictures that clearly reflect the content of the story.
  - Go through the book looking at the pictures but not reading the words. Ask your child what he sees in the pictures. Ask, "What do you think the story is about?"
- Read the book, allowing your child to turn the pages. Read it immediately after looking at the pictures if your child is still interested, or wait and do it later when he is ready to listen again.
- After you have finished the story, close the book and ask a few questions about what happened. Accept all answers and expect your child to remember only a few things that happened.
- Put the book where your child can "read" it again. Be sure to show him how to treat books gently and with care.

# When Mommy and Coretta Took a Walk



- Go on a nature walk with your child and take a paper bag.
- Collect items along the way such as leaves, flowers, pebbles, and twigs.
- When you get home, take each item out of the bag and ask your child to make up a simple story about a little girl who went for a walk and the things she found. Use the items she found as cues to help her tell the story.
- Write down your child's thoughts about each item on a separate piece of paper or index card to make "pages" for a book.
- Ask your child to make up a title for her story and write it for her on a piece of paper or index card to make the "cover."
- Staple the pages or cards together to make a book to share with family members. Cover the staples with thick tape to protect little fingers!
- Let your child decorate the pages and the cover if she chooses. She might want to glue some of the items in the book.
- A variation is to write the story in a small notebook or pad.



# "B" is for Blake

- Write the first letter of your child's name in large print on an index card.
- Use this letter to help your child find "his letter" as he looks through his favorite books.
- Take the letter with you to the grocery story and see if your child can find labels with his letter in them.
- Look through colorful newspaper ads to find words that start with it too.
- Share your child's excitement when he "reads" his letter to you.

Visit the public library and find the children's book section. Ask the children's librarian to help you find books appropriate for your child's age and interests. Check to see if there is a "story time" you and your child can attend.

When you find a book that your child enjoys, be prepared to read it over and over again.

Read to your child every day. Sit where your child can see the pictures and ask her what she thinks the story is about by looking at the illustrations.

Let your child "read" with you by filling in familiar or predictable words. Make a "mistake" sometimes in a familiar story, such as calling a character by a silly name, and let your child correct you. Be prepared to read a portion of a new story at first and then try to read more the next time if your child's interest grows.

Tell stories to your child instead of reading sometimes.

Encourage your child to use his imagination to make up stories.

Have lots of books available for your child to "read." Choose sturdy books with large, colorful pictures and a story that is easy to follow. Choose topics that your child finds interesting. Look for books about people of different cultures and abilities.

Sing rhyming songs with your child.

Read books with rhyming verses and make up silly rhymes with your child.

Set an example by letting your child see you enjoy reading.

Use books as a resource to find answers to questions your child asks.

Make "reading together" an enjoyable experience for both you and your child. Use "reading together" as a reward.









# Foundations for writing

#### Scribble as they:

- Hold a crayon with thumb and fingers and make strokes on paper
- Draw lines and free form shapes
- Make marks to pretend they are writing for a purpose, for example making a shopping list
- Make marks that begin to look like letter shapes

#### Draw pictures as they:

- Use a crayon or marker to make a round shape, which they describe as some object
- Draw several forms on the paper to recall a familiar story or express an idea
- Draw a picture with details and tell about it

#### Dictate messages as they:

- Tell an adult what words to write to express an idea
- Scribble their own "message" and ask an adult to write or read what it says
- Describe a caption or title for a picture they drew

# Express creativity using skills for writing as they:

- Make writing movements in creative materials such as sand or paint
- Make a picture with a variety of designs such as dots, curvy lines, and zigzags
- Use creative materials to make a shape that represents an alphabet letter, such as a "c" made with play dough



#### Foundations for writing

# Activities and Strategies for Development



- Scribbles To Go!
   Create a portable writing center so your child can draw and write comfortably away from home.
  - Take an empty shoe box and lid. Cut several rectangles of paper that fit snuggly into the lid.
  - Fill the bottom of the shoebox with washable markers, fat crayons and pencils, and stickers.
- Print the child's name on the lid of the box, for example, "Trey's Writing Box."
- Your child can open the box and draw on the paper in the lid, which provides a firm surface for drawing.
- The lid can be propped in the child's lap in a car seat, used on a floor, or anywhere a writing surface is not available.

# Circles and Squares

- Cut out several cardboard circles and squares from construction paper.
- Place these shapes on a table along with paper and washable markers or crayons.
  - Help your child trace around the shapes to get the "feel" of making them. Then encourage her to be a "copy cat" and draw a shape on paper that looks like the cardboard shape.
- Your child's copy of the shapes will not be exact. Encourage her when she tries to make curved lines like the circle and straight lines like the square.

#### Special Needs Tip

Provide "grippers" for a child with fine motor difficulties. Wrap a piece of clay around a crayon or marker to make a "cushion." Mold it to fit your child's hand to make it easier to grip.





- Pick out a favorite book that your child asks you to read repeatedly. Sit with your child at your side and turn each page pointing to what is going on in
- Explain to your child that the person who draws the pictures in a book is called an "illustrator."
- Point out the details used by the illustrator to help tell the story such as the size of the three beds in Goldilocks and the Three Bears.
- Invite your child to draw a picture that tells his favorite story, just like the book illustrator did.
- Encourage him to retell the story as he scribbles his ideas.
- Write the title of the book above your child's drawing.

the picture while you are reading the words.

Hang the picture on your refrigerator to talk about and enjoy.



- Write This Down!
  - Tell your child that you want to send a letter or an email message to a family member and you want her help.
  - Ask her to tell about her favorite game, friend, toy, or some other news.
  - As she speaks, write down her words so she can see them. For example, "Laquetta says, 'I like to slide on the new slide in the park.'"
  - Keep the sentence simple, using just a few words.
  - Invite your child to draw a picture to go with the words she has dictated.
  - Send the letter and when you get a reply, enjoy reading it aloud to your child!



# Zippy Writing

- Fill zip-lock bags half-full with inexpensive hair or shaving gel.
  - Put the gel in one bag, zip it, and put it upside down in another bag. Use masking tape to seal the tops of the bags so your child cannot easily open them and the material does not ooze out. For safety, supervise this carefully.
- Invite your child to use his index finger to make simple shapes and letters on the bag.
- Rub or jiggle the bag and the letter will disappear!
- If your child draws a letter that you can recognize, say to him, for example, "That's the letter S in your name, Samuel."



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## Pretzel Letters

Invite your child to help you prepare this simple pretzel dough recipe. Mix
 together:

I 1/2 cups warm water I envelope of yeast 4 cups of flour I teaspoon of salt

- After the dough has been mixed well, give your child enough to shape the first letter of her name.
- Work together to form the beginning letter for each family member's name.
- Carefully move the letters to a flat cookie sheet.
- Let your child help brush the dough letters with a beaten egg.
- Let her sprinkle the letters with coarse salt, cinnamon, or colored sugar.
- Bake in the oven at 425 degrees for 8-10 minutes.

Foundations for writing include both thinking and physical skills. Children must learn that words can be written down and have the ability to use writing tools.

You help your child become a writer when he observes you writing for many purposes, such as making a shopping list, writing a letter, filling out a form, or painting a sign.

At this age, children will have limited ability to use writing tools to form letters or shapes. Encourage your child to practice and experiment with "writing," but do not expect her to write alphabet letters with the correct shape and direction.

Help your child move across paper from left to right. For example, he can arrange a row of stickers on paper from left to right. You can draw a little arrow at the top left side of the paper to remind him to start on the left.

Give your child small pieces of chalk or broken crayons to help learn the "tripod grip" for writing and drawing.

Give your child an inexpensive journal from a dollar store. Encourage her to scribble messages and ask if she would like you to write the words for her.

Due to individual differences, some children will enjoy working with writing tools and spend lots of time drawing and scribbling. Other children will prefer more active, large motor activities. Follow your child's lead and do not force him to write before he is ready.

Say to your child, "Tell me about your picture," when she shows you marks, scribbles, or simple drawings. This invites your child to tell what the drawings mean to her. Asking the question, "What is it?" typically gets a one-word or limited response. When your child describes her drawing, ask if she would like you to write her words on the paper.

Three year olds begin to show a preference for using their right or left hand.

ginning letter for each fai flat cookie sheet. ough letters with a beate h coarse salt, cinnamon,

l egg

seasonings



# **3s: Language & Literacy Development**

# **Cognitive Development**

# **Standards:**

- Foundations for math
- Foundations for science

3

• Foundations for social studies





Three year olds

# Foundations for math

#### **Identify basic shapes** as they:

- Point to shapes such as circles, squares, and triangles
- Say the names of shapes such as circles, squares, and triangles
- Use shape pieces to create an object

#### Sort and match objects as they:

- Group similar objects together
- Match a real object with a picture of the object
- Match pairs of identical pictures
- Match items that go together

# **Build beginning number concepts** as they:

- Say number words from one to ten
- Use words to describe size
- Attempt to count objects while pointing to them
- Practice one-to-one correspondence by matching objects that go together such as one napkin for each child or one spoon for each bowl
- Determine whether one set of objects has "as many as" another
- Place the same small number of objects in a few containers

continued...



#### Build measurement concepts as they:

- Compare objects and people based on size
- Fill and pour with measuring cups and spoons
- Use words to describe time concepts such as now, later, before, after

#### Solve simple problems as they:

- Complete a simple puzzle
- Find a simple solution to a problem relating to whether there is "enough" of something
- Participate in simple graphing activities

# Arrange objects in simple patterns as they:

- Copy a simple pattern made by an adult
- Finish a simple pattern begun by an adult

# Think creatively using logic and mathematical thinking as they:

- Create objects using different shapes
- Use one object to represent another

#### Identify basic colors as they:

- Select an object of a particular color
- Identify an object by color



Foundations for math

# Activities and Strategies for Development

# The Shape of Things

- Draw a large circle, square, and triangle on separate sheets of paper and cut them
   out. Name each shape as you show it to your child.
- Choosing one shape at a time, walk around the house with your child and look for items the same shape.
- When you are looking for circles, your child might find a dinner plate and a clock on the wall. Maybe the kitchen floor is made of square tiles and the windows look like squares, too! A napkin might look like a square and if you fold it on the diagonal, you can make a triangle! Do you have a puzzle with a triangle piece? What shape is a whole pizza? How about one slice?
- See if you can find shapes when you go outside, too!

# Shapely Snacks

- You will need cookie cutters in the shape of a circle, a square, and a triangle, wheat bread, and slices of cheese for this activity.
- Help your child cut two of each shape from slices of wheat bread as you discuss the shapes with him.
- Then have him cut one of each shape from slices of cheese.
- Match a piece of cheese with the bread shapes to make shape sandwiches and enjoy the snack!
- This would be a fun and yummy activity for your child to do with a friend.
- Variation: Use wheat tortillas instead of wheat bread to make quesadillas. Heat them briefly in the oven or microwave to melt the cheese.





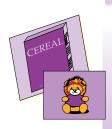


# All Sorts of Things

- Gather items that go together such as plastic cups and saucers. Make sure you have the same number of each item.
- Have your child sort the objects into separate piles. Put all the cups in one place and all the saucers in another.
- Have your child match the items together by putting one cup on each saucer.
- Use language like "Do we have as many cups as saucers?"
- Repeat the activity with other sets of items such as combs and brushes or shoes and socks.

# This is the Way We Sort the Clothes

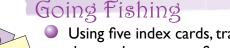
- Laundry time is a great time to practice sorting.
- First, assist your child in separating her clean, dry clothes from the rest.
- Second, help her make separate piles for her shirts, pants, and socks.
- Sing "This is the way we sort the clothes, sort the clothes, sort the clothes. This is the way we sort the clothes, now that they are clean."



# Dogs It Match?

- Collect colorful newspaper ads, coupons, and junk mail, then cut out pictures of things you have in the house. For example, cut out pictures of a box of cereal your child enjoys, a cell phone like yours, a ball like one your child has, and a stuffed animal like one of his.
  - See if your child can find the real objects that match the pictures.





- Using five index cards, trace around a quarter to make circles corresponding to the numbers one to five.
  - On the first card, trace one circle, on the second, trace two, and so on.
- After placing the cards in a row, give your child a cup with 15 fish-shaped crackers and have her place one fish on each circle on every card.
- Show her how to point to each fish and count how many are on each card. She can eat the fish after counting them!
- This is a good introduction to one-to-one correspondence and counting.
- Use any type snack cracker or cereal for this activity—just be sure the circles you draw on the cards are larger than the snack piece!

#### **Developmental Tip**

Most three year olds will be able to match the circles and fish, but will need help pointing and counting.

#### Special Needs Tip

For a child with visual problems, use large black paper and larger crackers or make white cardboard "chips" for matching.

# Break an Egg

- - Break an egg carton in half to make a container with six sections.
  - Give your child six cotton balls or pompoms and ask him to put one in each section.
  - Ask him if there are "as many" cotton balls as spaces in the carton.
  - Do the same with other small objects that will fit in the sections of the egg carton such as small plastic figures of people or animals, plastic cubes, and large buttons.
  - This activity is a good introduction to the concept of "as many as."

# Long and Short

- Outside, find a long trail and a short trail to the same place.
- For example, for a family who lives in a downstairs apartment, one trail might go from the front door all around the parking lot to the mail boxes. The other would go directly from the front door to the mail boxes.
  - Walk with your child along both trails and discuss which one is long and which is short.



# Cnough is Cnough

- Suggest that your child bring some of her stuffed animals to the table to have a party.
  - First, have her put one in each chair to see if there are "enough" chairs for the animals.
- Next, give her enough paper or plastic plates for each one. Ask her if she has "enough."
- Do the same with napkins and cups.
- Give her some grapes (cut in half), banana slices, or other healthy snack food to share with her animal friends! Check to see if there is "enough" for everyone.

# Plenty of Patterns

- Get stickers in two different colors or cut out circles or squares from two different colors of construction paper.
- Make a row of stickers on a piece of paper by alternating the colors—for example, red, blue, red, blue, red, blue, and so on.
- Have your child copy your pattern and make one just like it under yours.
- If your child does this with ease, add a third color and make a row of green, blue, red, green, blue, red, for him to copy.



# Shape Creations

- Out out squares, circles, triangles, and rectangles in different sizes and colors from construction paper.
- Invite your child to see what she can create by gluing shapes onto a large piece of paper.
- Ask your child to describe her creation. Write what she says on the paper. Ask her to tell you the name of each shape she used.





# Red, Blue, and Yellow, Too!

Get three shoeboxes and cover each with either red, blue or yellow construction paper.

Collect some small items around your house that are red, blue, or yellow. Examples might be crayons, markers, an apple, a banana, wash cloths, socks, small toy cars or figures, drinking cups, or plastic silverware. Invite your child to put the objects in the box of the same color.

Find other things around the house that are red, blue, and yellow, too!

Look at pictures in a book such as *Shapes, Shapes, Shapes* by Tana Hoban to show the children different objects with different shapes.

Similar to the **Enough is Enough** activity, mealtimes are great times to introduce early math concepts. Have your child give a napkin to everyone at the table and tell you whether there are "enough" for everyone or does he need "more?" Do the same with silverware and food items.

Let your child help load the dishwasher by sorting the silverware. Put all the forks together in one section, the small spoons in another, and the cooking spoons in another.

Introduce concepts about time by describing when things will happen. For example,

- "Grandpa is coming over after you take a nap."
- "We will have lunch after we come in from playing outside."
- "Remember to wash your hands before you sit down for lunch."
- "Let's read a story before you go to bed."
- "The timer on the oven just rang to tell us it is time to take the cookies out of the oven **now**."

Introduce measurement concepts by letting your child play with measuring cups and spoons in water and sand. Also, let your child help you cook as you follow a recipe.

Introduce counting throughout the day as you count the number of chairs at the kitchen table, tires on the car, red cars in the parking lot, and children in line for the slide at the park.

Give your child opportunities to experiment and create with different shaped objects such as blocks, construction paper, and cookie cutters.

Ask your child to help solve simple problems such as: "We only have one piece of paper and you and your sister both want to draw a picture. What can we do?"

Find books about shapes and counting such as Circles and Squares Everywhere by Max Grover, Anno's Counting Book by Mitsumasa Anno, and Ten Black Dots by Donald Crews.



# Foundations for science

Three year olds

# Actively explore the environment as they:

- Use their senses to discover and examine specific characteristics of objects
- Experiment with different objects to see how they relate to one another
- Observe cause and effect
- Observe events in nature
- Begin to take care of the environment

#### Use language to describe things as they:

- Identify specific characteristics of objects
- Describe how different objects relate to one another
- Describe cause and effect relationships
- Describe events in nature
- Describe ways to take care of the environment

#### Use tools to experiment as they:

Play with simple tools

# Ask questions about the environment as they:

- Wonder "why, where, and how" things happen
- Wonder about unfamiliar objects and events



Foundations for science

Activities and Strategies for Development



# What's That Smell?

- In three separate containers, put a small amount of three foods with strong, familiar smells such as tuna fish, an orange slice, and peanut butter.
  - Invite your child to close his eyes and smell each one and see if he can tell what it is.
- Now have your child close his eyes again and taste each one. See if he can name each one again!



# Wave in the Wind

- Cut the center out of a large plastic lid so that only the rim is left.
- Make streamers out of crepe paper, tissue paper, ribbon, or cloth and tie them to the rim.
  - Invite your child to take it outside and watch the streamers flutter through the air as she holds the rim and runs around. Talk about how the air moves and makes the streamers wave in the wind.
- When you come back inside, ask her to describe what happened.



# Sparkly Stars

- You will need a medium-sized plastic bottle, blue-colored dish soap, glitter, sequins, beads, and a funnel.
- Help your child use the funnel to pour the dish soap and a little bit of water into the bottle about two-thirds full. This is messy; do it near a sink and have paper towels ready.
- Add glitter, sequins, and beads and screw the cap on tightly. Use hot glue or masking tape to be sure the cap is secure.
- Enjoy the "stars" as they float through the bottle.
- Ask your child to describe what he sees and use words such as float, gentle, slow, smooth, and sparkly.



# Crav G

# Crawling Creatures

Go to a grassy area with your child and put a small piece of bread on the ground. Squat down and look for ants and other crawling creatures. Use a magnifying glass to see details.

Ask your child to describe what she sees.

#### Special Needs Tip

Put grass and soil in a box and place it in a child's lap who is in a wheelchair. Give her a magnifying glass to hold or hold it for her to see the crawling creatures. If possible, let her get out of the wheelchair and sit on the grass.

# Growing Things

- Read a book such as Planting a Rainbow by Lois Ehlert or The Carrot Seed by Ruth Krauss that tells about how plants grow.
- Place a few lima beans on a wet paper towel and put them in a clear plastic jar with the lid closed. When the seeds sprout, plant them in soil in paper cups and put them near a window.
- Remind your child to check the plants each day and water them when they are dry.
- As the plants begin to grow, ask your child to describe what is happening.
- If you have space outside for a small garden, in the ground or a container, let your child help plant some vegetables, fruits, or flowers and help take care of them as they grow.

# Baking Banana Brgad



Cooking activities offer children opportunities to learn about simple tools. Here is a tasty recipe that includes three simple machines—an egg beater, a potato masher, and a flour sifter. Ask your child to describe what he is doing as he uses the tools. Also discuss how the banana bread smells and tastes and notice how the batter changes in color and texture as it turns into bread.

#### "Go Bananas" Banana Bread

- 3 bananas
- I cup sugar
- 2 eggs
- $\frac{1}{2}$  cup vegetable oil
- 2 cups flour (I cup can be whole wheat)
- I teaspoon baking soda
- 1/2 teaspoon salt

Invite your child to mash the bananas in a mixing bowl using a potato masher. Use a crank style egg beater to beat the eggs in another bowl. (Or use an electric beater as your child watches.) Add the sugar, eggs, and oil to the bananas and mix together. Invite him to use the sifter to sift the flour, baking soda, and salt together and add it to the banana mixture. Pour the batter into a greased  $5 \times 9$  inch loaf pan and bake 55-60 minutes in a preheated 350 degree oven.

Throughout the day, frequently ask your child to describe what she sees and hears.

Practice identifying different smells during mealtimes.

Give your child opportunities to explore concepts like sinking and floating by letting him experiment with different objects in the bathtub. Add turkey basters, funnels, and different size cups as well.

When your child comes across something too heavy to carry, help him put it in a wagon or other toy with wheels as an example of a "simple machine."

Recycle paper and other products. 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," snails, spiders, caterpillars, worms, butterflies, birds, and squirrels. Encourage questions and help find the answers.

If you have a pet, let your child help take care of it.

If you have houseplants, let your child help take care of them. Be sure the plants are not harmful if eaten and do not cause rashes if touched.



# Foundations for social studies

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Three year olds

# Recognize family roles and personal relationships as they:

- Extend relationships to include teachers or caregivers
- Talk about their own family members
- Communicate that family members have special jobs to help one another
- Use the titles of people in their family such as brother, mother, and stepdad

# **Recognize community relationships** as they:

- Assist with classroom jobs
- Identify community workers by their uniforms, tools, and vehicles
- Discuss the jobs performed by particular community workers

# Recognize individual preferences and differences as they:

- State personal preferences such as play activities, food choices, and favorite clothing
- Observe differences in the physical characteristics of people
- Notice cultural differences

# **Explore concepts of place and location** as they:

- Become aware of spatial boundaries
- Explore characteristics of local land surfaces
- Identify familiar neighborhood sites
- Develop an understanding of near and far
- Follow a familiar route



Foundations for social studies

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# Activities and Strategies for Development

# I Call Mine Abuela



- Read a book about grandparents such as Abuela by Arthur Dorros.
- Remind your child of the name your family uses for grandmother. (Nana, Grammie, Grandma, Ma Dear, Mommom)
- Talk with your child about the special relationship between a grandmother and grandchild.
- Ask your child about the favorite things she does with a grandparent. (Substitute another relative, if more appropriate.)
- Make up a story with your child's name and a grandparent's name. Include in the story the favorite activities described by your child.
- Invite your child to create a picture to go along with the story to give to her grandparent.
- A variation of this activity is to read a favorite story book using the names of family members in place of the characters' names.

#### Language Tip

Abuela is available in both English and Spanish versions.

# Emergeney

- When you and your child are riding in a car, point out the vehicles that help people when there is an emergency.
- Name each special vehicle such as an ambulance, a fire truck, a police car, or a tow truck.
- Tell your child, for example, "Here comes the ambulance to take the sick person to the hospital." "That tow truck will pick up the broken car." "The fire truck is carrying hoses and ladders to put out a fire." "That police car is making sure people drive safely."
- Encourage your child to use the names of the emergency vehicles as he plays with blocks and small cars and makes the sounds of sirens.
- Call ahead and make an appointment to visit a fire station with your child.





# Friends of Every Color

- Collect magazine photos or book illustrations of children with different skin color, hair color, and physical (dis)abilities.
- Ask your child to tell you about the boys and girls in each picture.
- Show your child that you accept differences among people. Point out what is the same and what is different about your child and the pictures.
- Say, for example, "She likes ribbons in her hair like you do. Her skin is the color of peanut butter and yours is the color of vanilla pudding." "That boy is playing basketball in his wheelchair. You like to play basketball too."

# A Walk in the Park

- At the park or playground, take some time with your child to explore the different types of land surfaces.
  - Look for surfaces that have small rocks underfoot, perhaps in the parking lot.
- Find grassy spots that are easy to walk on and soft to sit in.
- Jump on the spongy pine bark under the climbing equipment.
- Walk up and down small hills.
- Talk with your child about the smooth, bumpy, and rocky places.
- Ask which place is good for running, for bike riding, or for having a picnic.



# Are We There Yet?

- To help your child develop a sense of where things are in the neighborhood, play this game as you drive in your car to school each day.
- Each time you pass a store, gas station, restaurant, or some other places that your child knows, have him shout out the name, like a train conductor or bus driver, "Next stop is Quick Trip!"
- Invite your child to tell her teacher the way she comes to school: "We go by the Publix and the fire station on the way to school."

Help your young child feel like a special member of the family by giving ageappropriate tasks to complete, such as helping with simple chores.

Provide your child's teacher with current information about the family that the child may talk about at school, such as a new baby or a visiting relative.

Think of everyday outings as field trips for your child to learn about different jobs in the community. Tell him about doctors and dentists, cooks and servers, construction workers, librarians, and many more.

As you travel throughout your community, point out types of transportation people use to go from place to place. Look for buses, cars, trains, planes, motorcycles, and boats.

Children begin early to develop a sense of their own identity, preferences, and things they are good at doing. Avoid comparing your child to brothers and sisters or friends. Encourage your child to see himself as a special person!

Parents can help their child be accepting of differences and reduce prejudices that can develop from fear and intolerance. Read books to your child including main characters from different racial and cultural groups and that present disabilities realistically. Your level of comfort with diversity will be communicated to your child directly.



# GELS Activity Guide for Parents Books, Books, and More Books

#### **Books, Books, and More Books**

The books listed below are typical of those found in infant, toddler, and preschool classrooms. The book list is divided into two sections. Part One identifies books that support skills in the five areas of development. Many of these are referenced in the Activity Guide. Part Two lists more books commonly enjoyed by young children. Look for these books in the children's section of your public library. Books available in a Spanish version are noted with an asterisk (\*).

# Part One – Books grouped by developmental area

#### **Physical Development**

Andy: That's My Name by Tomie dePaola Babar's Bath Book by Laurent De Brunhoff Boxes, Boxes by Leonard Everette Dora's Potty Book by Melissa Torres Dressing by Helen Oxenbury Eat Your Dinner! by Virginia Miller *Eating the Alphabet* by Lois Ehlert Ernie's Bath Book by Michael J. Smollin Everyone Poops by Taro Gomi \*From Head to Toe by Eric Carle Fuzzy Bear's Potty Book by Bentley Dawn Germs Make Me Sick by Melvin Berger \*Goodnight Moon by Margaret Wise Brown Hop Jump by Ellen Stoll Walsh How Do I Put It On? by Shige Watanabe I Can by Helen Oxenbury Let's Get Dressed by Harriet Ziefert Little Red Riding Hood by Fairy Tales & Folk Tales Three Billy Goats Gruff by Fairy Tales & Folk Tales *Time for Bed* by Mem Fox \*Very Hungry Caterpillar, The by Eric Carle

#### **Emotional & Social Development**

All Alone with Daddy by Joan Fassler All by Myself by Mercer Mayer Are You My Mommy? by Carla Dijs Baby and Friends by Paul Bricknell Baby Faces by Margaret Miller Be Gentle! by Virginia Miller Feelings by Aliki \*Grouchy Ladybug, The by Eric Carle Hands Are Not for Hitting by Martine Agassi, Ph.D. How are you Peeling? by Saxton Freymann and Joost Elffers Kissing Hand, The by Audrey Penn Leonardo, the Terrible Monster by Mo Willems Little Engine That Could, The by Watty Piper \*Mama, Do You Love Me? by Barbara Joosse Margaret and Margarita by Lynn Reiser *Me First* by Helen Lester Peek a Boo by Roberta Grobel Intrater Smile! by Roberta Grobel Intrater *Together* by George Ella Lyon Way I Feel, The by Janan Cain When Sophie Gets Angry—Really, Really Angry by Molly Bang Words Are Not for Hurting by Martine Agassi, Ph.D.



#### Approaches to Learning

A House for Hermit Crab by Eric Carle
Adventures of Curious George, The by Margret and H.A. Rey
Big Orange Splot, The by Daniel Pinkwater
Big Red Barn by Margaret Wise Brown
Black on White by Tana Hoban
Curious George's Are You Curious? by H.A. Rey
I Hear by Helen Oxenbury
I See by Helen Oxenbury
I Touch by Helen Oxenbury
Look Again by Tana Hoban
Tana Hoban's What Is It? by Tana Hoban

#### Language and Literacy Development

101 Dalmatians by R.H. Disney
Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.
Don't Let the Pigeon Drive the Bus by Mo Willems
Goldilocks and the Three Bears by James Marshall
If You Give a Moose a Muffin by Laura Numeroff
If You Give a Mouse a Cookie by Laura Numeroff
If You Give a Pig a Pancake by Laura Numeroff
Monster Sandwich by Joy Cowley
My First Word Board Book by Angela Wilkes
Polite Elephant by Richard Scarry
Snony Day, The by Ezra Jack Keats
Three Little Pigs, The by James Marshall
Where's Spot? by Eric Hill

#### **Cognitive Development**

A B See by Tana Hoban Abuela by Arthur Dorros Airplanes by Gallimard Jeunesse Anno's Counting Book by Mitsumasa Anno Arthur Counts by Marc Brown Baby Dance by Ann Taylor Bugs by Nancy Winslow Parker Carrot Seed, The by Ruth Krauss *Circles and Squares Everywhere* by Max Grover Color Farm by Lois Ehlert Daddy and Me by Karen Katz Daddy Mountain, The by Jules Feiffer Danny and the Merry-Go-Round by Nan Holcomb Everybody Cooks Rice by Nora Dooley Families by Donna Bailey Feely Bugs by David Carter Grandma and Me by Karen Katz Grandpa and Me by Karen Katz Now We Can Go by Ann Jonas One Hungry Monster by Susan Heyboer O'Keefe

Planting a Rainbow by Lois Ehlert Shapes by Dorling Kinderley Shapes, Shapes, Shapes by Tana Hoban Ten Black Dots by Donald Crews Where Can It Be? by Ann Jonas

# Part Two – More books enjoyed by infants, toddlers, and preschoolers

A Boy, a Dog, and a Frog by Mercer Mayer A Chair for My Mother by Vera B. Williams A Color of His Own by Leo Lionni A Letter to Amy by Ezra Jack Keats A Nightmare in my Closet by Mercer Mayer A Pocket for Corduroy by Don Freeman A Treeful of Pigs by Arnold Lobel ABC by Jean Hirashima All About Baby by Stephen Shott All Fall Down by Helen Oxenbury All Pigs Are Beautiful by Dick King-Smith Animal Play by Dorling Kinderley Animal Splash by Sian Tucker Animals Do the Strangest Things by Jan Nagel Clarkson Animals Should Definitely Not Wear Clothing by Judi Barrett Apples and Pumpkins by Anne Rockwell At the Beach by Huy Voun Lee Baby's 123 by Neil Ricklen Baby's ABC by Neil Ricklen Baby's Animal Friends by Phoebe Dunn Baby's Big and Little by Neil Ricklen Baby's Clothes by Neil Ricklen Baby's Good Morning by Neil Ricklen Baby's Good Night by Neil Ricklen Baby's Mother Goose by Nina Barbaresi Baby's Peek A Boo by George Ulrich Barn Dance by Bill Martin, Jr. Benjamin Bunny by Beatrix Potter Best Nest, The by Dr. Seuss Bluberries for Sal by Robert McCloskey Blue Hat, Green Hat by Sandra Boynton Bread, Bread, Bread by Ann Morris Breakfast Time by Gabrielle Vincent Busy Farmyard by Betina Ogden Caboose Who Got Loose, The by Bill Peet *Cat in the Hat, The* by Dr. Seuss Catch the Ball by Eric Carle Cherries and Cherry Pits by Vera Williams Chicka Chicka Boom Boom by Bill Martin, Jr., and John Archambault Child's Good Night Book by Margaret Wise Brown



Circus of Colors by Lisa Hopp *Clothes* by Eric Hill Cock-A-Doodle-Moo by Benard Most Color Dance by Ann Jonas Corduroy's Toys by Don Freeman Daddy and Me by Neil Ricklen Days with Frog and Toad by Arnold Lobel Do You Want to Be My Friend? by Eric Carle Downy Duckling by Hitz Demi Dr. Seuss's ABC by Dr. Seuss Ducky Squeak by Cheryl Harte Everybody Bakes Bread by Norah Dooley Faces by Jan Pienkowski Family Time by Margaret Miller Farm Faces by Willabel L. Tong Fast Slow High Low by Peter Spier Fish is Fish by Leo Lionni Fluffy Bunny by Hitz Demi Food by Jan Pienkowski Foot Book, The by Dr. Seuss Four Fur Feet by Margaret Wise Brown Fox in Socks by Dr. Seuss Frederick by Leo Lionni Friends by Jan Pienkowski Frog and Toad are Friends by Arnold Lobel Frog Goes to Dinner by Mercer Mayer Frog, Where are You? by Mercer Mayer Fuzzy Yellow Ducklings by Matthew Van Fleet Go to Bed! by Virginia Miller Go, Dog, Go by Dr. Seuss Gobble, Growl, Grunt by Peter Spier Going to Bed Book by Sandra Boynton Good Morning, Puppy! by Cindy Chang Good Morning, Baby by Jo Foord Good Night Kitty! by Cindy Chang Good Night, Baby by Mike Good and Stephen Shott Good Night, Moo by Jan Pienkowski Good Night, Sleep Tight! Shhh... by Gyo Fujikawa Grandma and Grandpa by Helen Oxenbury Guess How Much I Love You by Sam McBratney Happy Birthday, Moon by Frank Asch Harold and the Purple Crayon by Crockett Johnson Harry the Dirty Dog by Gene Zion Have You Seen My Cat? by Eric Carle Hey! Wake Up! by Sandra Boynton Hop on Pop by Dr. Seuss Hopper by Marcus Pfister Horton Hatches the Egg by Dr. Seuss Humpty Dumpty and Other Nursery Rhymes by Lucy Cousins Hush! by Mingfong Ho

\*I Went Walking by Sue Williams I Wish I Had Duck Feet by Dr. Seuss I Wish I Were a Butterfly by James Howe I'm a Little Airplane by M. Tubby I'm a Little Choo Choo by M. Tubby *I'm a Little Fish* by M. Tubby In & Out, Up & Down by Michael Smollin Inch by Inch by Leo Lionni Is It Red? Is It Yellow? Is It Blue? by Tana Hoban It's Fun to Be One by Fiona Pragoff It's Fun to Be Two by Fiona Pragoff Jamberry by Bruce Degen Jemima Puddle-Duck by Beatrix Potter Jesse Bear, What Will You Wear? by Nancy White Carlstrom Jump, Frog, Jump! by Robert Kalan Just Like Daddy by Frank Asch Ladybug, Ladybug by Ruth Brown Let's Paint a Rainbow by Eric Carle Let's Play by Margaret Miller Little Fuzzytail by Lisa McCue Little Polar Bear by Hans deBeer Lyle, Lyle, Crocodile by Bernard Waber Maisie Goes Swimming by Lucy Cousins Make Way for Ducklings by Robert McCloskey Mama Cat Has Three Kittens by Denise Fleming Mitten, The by Jan Brett Mixed-Up Chameleon, The by Eric Carle Mommy and Me by Neil Ricklen Moo Moo, Brown Cow by Jakki Wood Moo, Baa, La La La by Sandra Boynton More, More, More Said the Baby by Vera B. Williams Mouse Paint by Ellen S. Walsh *Mud* by Mary Lynn Ray My Best Friends by Margaret Miller My Friend Bear by Jez Alborough My Granny by Margaret Wild My Peter Rabbit Cloth Book by Beatrix Potter My Pets by Willabel L. Tong Nana Upstairs and Nana Downstairs by Tomie DePaola Nighty Night by Wendy Lewison Nose Book, The by Dr. Seuss Not Yet Yvette by Helen Ketterman Now One Foot, Now the Other by Tomie dePaola Old Macdonald by Rosemary Wells *On Mother's Lap* by Ann Herbert Scott On Your Potty! by Virginia Miller One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss One Green Frog by Yvonne Hooker Open the Barn Door by Christopher Santoro Over in the Meadow by John Langstaff

Paddington at the Seashore by Michael Bond Pancakes for Breakfast by Tomie dePaola Pancakes, Pancakes by Eric Carle Papa, Papa by Jean Marzollo Papa, Please Get the Moon for Me by Eric Carle Pat the Bunny by Dorothy Kunhardt Pat the Cat by Dorothy and Edith Kunhardt Pat the Puppy by Dorothy Kunhardt Patch and His Favorite Things by J. Lodge Patch in the Garden by J. Lodge Peter Rabbit by Beatrix Potter Peter's Chair by Ezra Jack Keats Planes by Byron Barton *Play* by Eric Hill Polar Bear, Polar Bear, What Do You Hear? by Bill Martin *Poppy's Chair* by Karen Hesse Potty Time by Betty Reichmeier Pretend You're a Cat by Jean Marzollo Pretty Brown Face by Andrea and Brian Pinkney Rain by Robert Kalan *Rain Makes Applesauce* by Julian Scheer \*Rainbow Fish, The by Marcus Pfister Random House Book of Mother Goose: A Treasury of 386 Timeless Nursery Rhymes by Arnold Lobel Red, Blue, Yellow Shoe by Tana Hoban Richard Scarry's Cars and Trucks from A to Z by Richard Scarry Richard Scarry's Egg in the Hole Book by Richard Scarry \*Runaway Bunny, The by Margaret Wise Brown Say Hi, Backpack Baby by Miriam Cohen See How I Grow by Angela Wilkes Seven Little Monsters by Maurice Sendak Shake It To the One You Love The Best by Cheryl Warren Mattox Shape of Me and Other Stuff, The by Dr. Seuss Shoes by Elizabeth Winthrop Shoes, Shoes, Shoes by Ann Morris Small Pig by Arnold Lobel Snap! Snap! Buzz Buzz by Rich Cowley

Someone Special Just Like You by Tricia Brown

Spider on the Floor by Raffi Splash by Ann Jonas Spot's Favorite Baby Animals by Eric Hill Spot's Favorite Numbers by Eric Hill Spot's Favorite Words by Eric Hill Spot's Friends by Eric Hill Spot's Touch and Feel Day by Eric Hill Spot's Toys by Eric Hill Stop Go by Jan Pienkowski Sweet Dreams, Spot by Eric Hill Swimmy by Leo Lionni Teddy Bear's Picnic, The by Jimmy Kennedy Teddy in the House by Lucy Cousins \*That's Not My Kitten by Fiona Watt \*That's Not My Puppy by Fiona Watt There's a Wocket in My Pocket by Dr. Seuss Tops and Bottoms by Janet Stevens Touch Me Book, The by Pat and Eve Witte Trains by Byron Barton Truck by Donald Crews Trucks by Mallory Loehr Tucking Mommy In by Morag Loh \*Very Busy Spider, The by Raymond Briggs Very Quiet Cricket, The by Eric Carle Water Dance by Thomas Locker Water Play by Margaret Miller We're Going on a Bear Hunt by Michael Rosen What Does Baby See? by Margo Lundell What's for Lunch? by Eric Carle What's On My Head? by Margaret Miller What's Under My Bed? by James Stevenson Wheels Go Round by Margaret Miller Wheels on the Bus by Raffi When I Was a Baby by Eve Thaler Where Is Your Nose? by Trisha Lee Shappie Where's My Sneaker? by Marc Brown Who Says a Dog Goes Bow Wow? by I.L. DeZutter Whose Mouse are You? by Robert Kraus William's Doll by Charlotte Zolotow Yes No by Jan Pienkowski Zoo Faces by Willabel L. Tong



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