



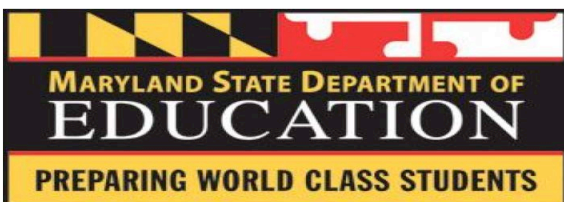
HEALTHY BEGINNINGS:

Supporting Development and Learning
from Birth through Three Years of Age



Every Baby, Every Child

www.marylandhealthybeginnings.org

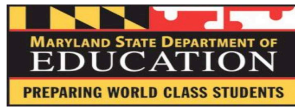


DIVISION OF EARLY CHILDHOOD DEVELOPMENT
OFFICE OF CHILD CARE

JOHNS HOPKINS
UNIVERSITY | CENTER FOR
TECHNOLOGY IN
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School of Education





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HEALTHY BEGINNINGS:

Supporting Development and Learning from Birth through Three Years of Age

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Using Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age

Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age is intended for use by anyone who lives or works with infants or young children. The guidelines can be used as a reference guide, or as a resource for planning daily or weekly activities. Use the guidelines by first locating the child's age in months and choosing a developmental area. Use the **Indicators** (The baby may) to identify Activities (You can) that will support the child in meeting that indicator. Use the **Examples** (The baby might) to determine if the child has met that indicator. You can also determine a starting point by identifying behaviors or actions that a child is already displaying. Once you've identified those behaviors or actions, use the Activities and Examples to develop plans that support the child's progress to the next Indicator. In this way, you can support learning through the Indicators regardless of the child's chronological age.

Keep in mind that not all children develop at the same rate, so the age ranges should be used as suggestions. Caregivers can and should plan activities that meet the needs of each particular child in their care. Additionally, everyone involved in a child's care should communicate daily about the child's activities, interests, and development, maintaining open communication and being sensitive to the child's and family's needs.

Publication Date: November, 2010

2004 - Originally published as: *The Guidelines for Healthy Child Development and Care for Young Children (Birth - Three Years of Age)*

2007 - Guidelines were updated

HEALTHY BEGINNINGS:

Supporting Development and Learning from Birth through Three Years of Age

Philosophy Statement

Children are born with tremendous potential and capacity for learning across all developmental domains: physical, cognitive, emotional, language, and social development. Brain development in early childhood is influenced by heredity, experiences, and relationships. The adults who live with and care for infants and young children play an important role in laying the foundation and setting the stage for learning success. This set of developmental and learning guidelines was developed to ensure that the people who care for infants and young children have the knowledge and resources to support and encourage children during the ongoing process of growth and learning. These guidelines will help those living or working with young children to recognize appropriate behaviors and set realistic expectations for infant, toddler, and preschooler growth, development, and learning.

The Guidelines for Healthy Child Development and Care for Young Children (Birth - Three Years of Age) was originally compiled in 2004 by a workgroup composed of early childhood professionals, to be compatible with the Maryland Model for School Readiness (MMSR) and the Maryland State Curriculum, making the guidelines an important part of a Birth-Grade 12 learning continuum. The guidelines also met the expectations of the No Child Left Behind Act, National Association for the Education of Young Children (NAEYC), and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), which were stated in a joint position paper of November 2002. The Guidelines were updated in 2007.

Early learning guidelines can be a valuable part of a comprehensive high quality system of services for young children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if the early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

In 2009, the Maryland State Department of Education Division of Early Childhood Development began a revision of these guidelines and changed the name to Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age. The revision process was intended to ensure that the information continued to meet the goals of being family-friendly, accurate, and developmentally appropriate. It is our hope that families, child care providers, special educators, family services workers and others who use Healthy Beginnings will confidently embrace their roles as a child's earliest teachers and will strive to do all that they can to meet needs of the children in their care by supporting and encouraging them along the continuum of learning.

MILESTONES CAN OCCUR AT DIFFERENT RATES AND STAGES IN A CHILD'S DEVELOPMENT. HEALTHY BEGINNINGS: SUPPORTING DEVELOPMENT AND LEARNING FROM BIRTH THROUGH THREE YEARS OF AGE IS INTENDED TO BE A RESOURCE FOR CAREGIVERS. IF YOU HAVE QUESTIONS OR CONCERNS ABOUT AN INFANT'S OR YOUNG CHILD'S DEVELOPMENT, PLEASE CONSULT WITH YOUR PEDIATRICIAN OR OTHER MEDICAL PROFESSIONAL. FOR CHILD CARE CENTER STAFF, CONSULTATION MAY INCLUDE YOUR PROGRAM'S DIRECTOR, EDUCATION COORDINATOR, OR OTHER EARLY CHILDHOOD ADMINISTRATOR.

BIRTH TO FOUR MONTHS

Personal and Social Development



PS Personal and Social

C Cognitive

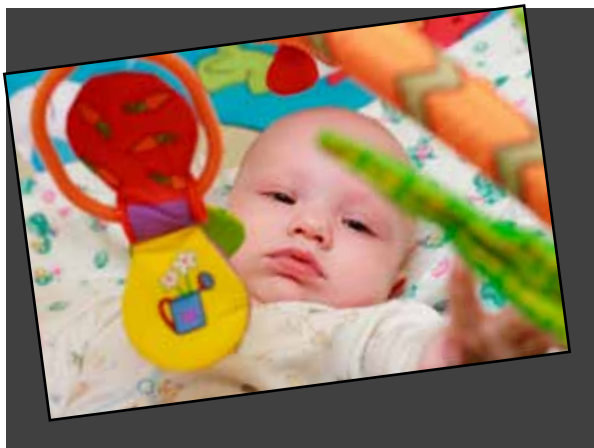
L Language

P Physical

A. Feelings about Self and Others

PS

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Express comfort and discomfort, enjoyment and unhappiness in her environment</p>	<ul style="list-style-type: none"> • Cry, smile, wiggle, gurgle, fuss and use facial expressions to let people know how she feels • Enjoy soothing, tactile stimulation 	<ul style="list-style-type: none"> • Follow her lead and respond when she cries • Give smiles, hugs, and other warm physical contact to help baby feel secure, parents can also give skin to skin contact • Ask yourself, “What is the baby telling me?” and then respond appropriately
<p>2. Calm herself</p>	<ul style="list-style-type: none"> • Learn to close her eyes, suck on fist, or turn head away from distractions • Begin to follow regular patterns of eating and sleeping • Quiet when you intervene with rocking, talking, singing, or dimming lights • Indicate when she needs rest by closing her eyes or turning away from distractions 	<ul style="list-style-type: none"> • Show the baby your face and talk or hum softly • Place your hand on the baby’s stomach or back • Pick baby up and rock gently • Rub the baby’s back and dim the lights • Identify and follow the baby’s eating and sleeping patterns • Give the baby consistent loving care, respecting individual needs
<p>3. Show interest in familiar adults</p>	<ul style="list-style-type: none"> • Fuss, cry, or coo to initiate interactions with adults • Turn to voices of familiar adults • Smile when seeing or hearing them • Develop a sense of trust 	<ul style="list-style-type: none"> • Ensure that the baby has a primary caregiver • Respond to the baby with positive facial expressions, actions and words • Establish eye contact regularly • Use gentle facial expressions and tones • Play “peek-a-boo” with the baby
<p>4. Show awareness of other children</p>	<ul style="list-style-type: none"> • Begin to show recognition of familiar children with facial expressions, noises or body language and facial expressions • See and enjoy older children 	<ul style="list-style-type: none"> • Place babies near each other, when awake • Let the baby watch and interact with children of all ages in a supervised setting
<p>5. Demonstrate attachment to individuals</p>	<ul style="list-style-type: none"> • Turn her head toward a familiar caregiver • Look in the direction of your voice • Imitate your smile • Begin to track your movements 	<ul style="list-style-type: none"> • Speak directly to the baby • Make eye contact when talking to the baby • Place baby safely in carrier so that baby can observe your movements



BIRTH TO FOUR MONTHS

Language Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Listen and express herself</p>	<ul style="list-style-type: none"> • React strongly to noise by either being soothed or frightened • Use sounds, body, and facial expressions to express pleasure or displeasure • Cry to communicate hunger, pain or discomfort • Babble or coo when hearing a voice • Copy some facial expressions and movements • Respond to noises in the environment • Appear to “listen” • Smile or make noises to sustain contact with you • Turn head to look at you 	<ul style="list-style-type: none"> • Talk with the baby directly and face-to-face • Follow her lead, and repeat sounds she is making • Avoid talking too loudly or abruptly • Occasionally play different kinds of music from CD’s, tapes or musical toys • Sing and hum to the baby regularly • Introduce simple sign language signs for common words, for example, nap, hungry, diaper, more

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>2. Recognize and react to the sounds of language</p>	<ul style="list-style-type: none"> • React to a new nursery rhyme by kicking legs; smile or suck calmly on a pacifier when hearing a familiar nursery rhyme • Repeat sounds, enjoy and experiment with making different sounds (e.g., cooing, gurgling) • Coo in response to caregiver’s conversation with her 	<ul style="list-style-type: none"> • Use nursery rhymes, chants and repetitive language • Sing songs and repeat nursery rhymes frequently • Read with the baby in your lap • Talk about everyday objects
<p>3. Begin to build a receptive vocabulary</p>	<ul style="list-style-type: none"> • Show momentary attention to board books with bright colors and simple shapes, especially faces • React to colors and shapes by cooing or moving her hands 	<ul style="list-style-type: none"> • Use the baby’s primary language, when possible • Use simple books and name objects



USE A GENTLE, PLEASING TONE OF VOICE WHEN TALKING TO INFANTS AND CHILDREN. INFANTS AND CHILDREN MAY REACT NEGATIVELY TO HARSH, IMPATIENT, OR SARCASTIC VOICES.

ENCOURAGE LANGUAGE DEVELOPMENT BY TEACHING THE BABY SIMPLE SIGNS. SPEAK AND SIGN AT THE SAME TIME.

[BABY SIGN LANGUAGE BASICS BY MONTA Z. BRIANT](#)
[TEACH YOUR BABY TO SIGN BY MONICA BEYER](#)

BIRTH TO FOUR MONTHS

Cognitive Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Discovering and Learning

C

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>I. Begin to understand that she can make things happen</p>	<ul style="list-style-type: none"> • Play with her hands • Explore toys with her hands and her mouth • Turn her head to follow objects when removed from sight • Turn his head in the direction of a loud noise • Repeats enjoyable actions or actions that caused a noise, such as shaking a rattle 	<ul style="list-style-type: none"> • Provide a safe and stimulating environment for the baby to explore and solve problems • Provide comfortable floor space to provide freedom of movement • Play “peekaboo” in a variety of ways • Provide clean, safe rattle and toys for the baby to hold and mouth • Respond quickly to the baby’s needs • Smile and give the baby your complete attention to help the baby focus and interact

Physical Development

A. Coordinating Movements

P

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>I. Use many repetitions to move various body parts</p>	<ul style="list-style-type: none"> • Bring hands together to grasp and shake toys • Grasp and release things that she touches accidentally • Reach for objects and swipe at dangling objects • Raise her head, arch her body and flex her legs • Begin to try to roll over and sometimes kick herself over • Push up by hands or forearms when on her stomach • Bring her hands to her mouth • Push down on her legs when placed on a firm surface 	<ul style="list-style-type: none"> • Give the baby lightweight rattles or soft, bright patterned toys that make soft noises • Provide a safe and comfortable floor space to allow freedom of movement • Include daily supervised “tummy time” • Securely attach an unbreakable mirror inside the crib and near the play area • Hang a mobile with highly contrasting colors above the crib • Support the baby’s head when holding her • Frequently change an awake baby’s position

LIMIT THE AMOUNT OF EXPOSURE TO TELEVISION AND OTHER MEDIA FOR INFANTS AND YOUNG CHILDREN. THE AMERICAN ACADEMY OF PEDIATRICS **RECOMMENDS NO** TELEVISION OR VIDEO VIEWING FOR CHILDREN UNDER THE AGE OF 2. READ, PLAY, OR SING WITH INFANTS AND YOUNG CHILDREN INSTEAD.

FIND SONGS OR POEMS IN LANGUAGES THAT ARE COMMON IN YOUR COMMUNITY. ASK FAMILY MEMBERS OR FRIENDS TO TEACH YOU SONGS IN THEIR NATIVE LANGUAGES.



FOUR TO EIGHT MONTHS

Personal and Social Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Feelings about Self and Others

PS

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Express comfort and discomfort, enjoyment and unhappiness	<ul style="list-style-type: none"> Show displeasure by crying or whimpering Show pleasure by cooing, smiling, or making other noises Enjoy social play Laugh in response to a noise or an action Smile at a smiling face 	<ul style="list-style-type: none"> Respond when the baby cries, to reassure and comfort Play side-by-side in front of the mirror Softly sing or hum familiar songs Encourage the baby's play in a variety of ways
2. Calm himself	<ul style="list-style-type: none"> Suck thumb, fingers, or pacifier Rock himself Coo or babble 	<ul style="list-style-type: none"> Provide calming, quiet environment Allow the baby to calm himself; respond if needed Initiate interactions with the baby by talking or singing
3. Show interest in familiar adults	<ul style="list-style-type: none"> Reach, smile, laugh, babble and coo to get the attention of a familiar person Gaze intently at the face of the familiar person talking to him Catch the eye of someone nearby, and smile Imitate sounds or noises Enjoy looking at photos of parents or family members 	<ul style="list-style-type: none"> Respond to the baby, maintain eye contact briefly and return the smile, coo or gurgle Talk to the baby throughout the day Use a positive and encouraging tone of voice when talking to the baby Give words to actions, "You are holding the red block"
4. Show awareness of other children	<ul style="list-style-type: none"> Make noises or wave arms and legs to get the attention of other children Watch the play of other children Laugh at other children doing funny actions Explore the face, hair and hands of another child with his hands Show concern about another child crying 	<ul style="list-style-type: none"> Use the baby's name frequently Let other children play with the baby in a supervised setting Place babies near each other and stay nearby
5. Demonstrate attachment to individuals	<ul style="list-style-type: none"> Reach out to you when approached by an unfamiliar adult Hold tightly to, or hide his face in your shoulder when an unfamiliar adult tries to talk to him Turn her head toward you Look in the direction of your voice Imitate your smile Begin to track your movements 	<ul style="list-style-type: none"> Limit time with unfamiliar people and gradually introduce him to others Provide familiar toys, blankets, or other comfort items Speak calmly to the baby to provide reassurance Speak directly to the baby and make eye contact Place baby safely in carrier so that baby can observe your movements Play peek-a-boo

SAFETY TIP: INFANTS AND YOUNG CHILDREN SHOULD NEVER BE LEFT UNATTENDED.

SAFETY TIP: TO PREVENT TOOTH DECAY, NEVER PUT BABY TO SLEEP WITH A BOTTLE OF MILK.



FOUR TO EIGHT MONTHS

Language Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Respond to sounds and words heard often	<ul style="list-style-type: none"> • Begin to react to his own name • Tell how a speaker is feeling by the tone of their voice • Cry at loud noises or voices, and calm in response to a gentle, familiar voice 	<ul style="list-style-type: none"> • Respond to the baby to promote conversation • Use repetitive words and phrases • Talk to the baby throughout the day, describing what each of you is doing • Repeat words and sounds
2. Use various sounds and movements to communicate	<ul style="list-style-type: none"> • Use his voice to express happiness or unhappiness • Babble using strings of consonant sounds • Babble using the sounds and rhythms of his native language • Actively imitate the sounds of speech, like raspberry sounds • Stops crying when you talk to her 	<ul style="list-style-type: none"> • Speak to the baby in his primary language, if possible • Talk to the baby about what you are doing with him • Follow his lead and use his sounds in real words, phrases and sentences • Introduce simple sign language signs for common words, for example, <i>nap, hungry, diaper, more</i>

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Recognize and react to the sounds of language	<ul style="list-style-type: none"> • Make sounds when he hears sounds • Attend to the sounds and repetitive or rhyming words • Imitate the sounds he hears around him 	<ul style="list-style-type: none"> • Read repetitive and rhyming books to baby several times a day • Provide a variety of durable books accessible to the baby for much of the day • Sing and say nursery rhymes that are part of the baby's home culture, such as "This Little Piggy" when changing, putting down to a nap, riding in the car and other times
2. Begin to respond to some of the vocabulary associated with picture books	<ul style="list-style-type: none"> • Look intently at the pictures in a book, and show a preference for some pictures • Attend and react to colorful pictures of books with bright pictures • Hold a book with your help 	<ul style="list-style-type: none"> • Show the baby the same simple books frequently, and point to the pictures using the same words to label what he sees • Allow baby to pat and hold book with your help • Show pictures or photos of family members

YOUR CHILD IS LEARNING TO DISCOVER!

Let your baby play with pull toys, "touch and feel" books, and other toys with which he can examine and interact.

Read to your baby every day, with him in your lap. Use sturdy picture books with pages that are easy to handle. Help him to follow the action. Read the words, point to the pictures, and talk about the story. Use simple, short sentences.

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FOUR TO EIGHT MONTHS

Cognitive Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Discovering and Learning

C

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Show awareness of happenings in his surroundings</p>	<ul style="list-style-type: none"> Follow moving objects easily with his eyes Find an object that is partially hidden Explore everything with hands and mouth Try to reach objects just out of reach Look at an object in his hand for a longer period of time Imitate actions such as waving bye-bye 	<ul style="list-style-type: none"> Play hiding games with the baby Make sure everything within baby's reach is safe to touch or put in his mouth Place objects just beyond his reach Make silly faces for the baby to imitate
<p>2. Remember what has happened recently</p>	<ul style="list-style-type: none"> Begin to understand that things exist even if not physically present Look for an object that he has thrown from the high chair Put his arms up when you ask, "How big is baby?" Turn his face away from his caregiver when he sees a tissue in her hand Hold out his hand for you to play a game Begin to imitate actions in familiar songs or finger plays 	<ul style="list-style-type: none"> Create and maintain daily routines Play repetitive games such as "pat-a-cake" and "how big is the baby?... soooo big" holding his arms out wide Use finger plays, combining words and actions See how many times he will open your hand to see the toy you have hidden there
<p>3. Cause things to happen</p>	<ul style="list-style-type: none"> Bang on his tray with a spoon to hear the different sounds it makes Hit the buttons on his busy box to make different things happen Pull a string to bring a toy closer 	<ul style="list-style-type: none"> Give the baby various safe materials to experiment with including containers and small blocks, large wooden beads, or other hard objects that will make noise when dropped in Provide pull toys, especially ones that make a noise when they move Blow bubbles close enough for the baby to pop

YOUR CHILD IS LEARNING TO DISCOVER!

Help your child to learn "cause and effect" with toys that squeak, rattle, light up, or play music when they are handled. With a rattle, for example, let baby look at it and touch it. Show her how you shake it to make sounds.

BUILD YOUR CHILD'S BRAINPOWER!

Holding, cuddling and talking to your infant are important for her brain! Hold your baby often. She needs warm physical contact with you in order to feel the kind of security needed for healthy learning.

Make eye contact with your baby and speak in a warm and soothing voice while changing a diaper or feeding or bathing. Tell baby what you are doing, then watch for his response and say something back to continue the "conversation."

HELP YOUR CHILD TO LEARN EVERY DAY!

Talk and sing to your baby anytime, anywhere: during feeding time, playtime, bath time. Hearing words and sounds actually helps to "turn on" the connections between brain cells in your child's growing brain.

If a radio is on, sing along (or make up a song) and respond to your baby's reactions. Play music and gently move baby's hands and feet to the beat.

Read every day to your infant, and continue right up through pre-school. Choose books with bold colors, big pictures and sturdy pages. Being read to, like being spoken to, teaches your child how to think and listen to information.

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FOUR TO EIGHT MONTHS

Physical Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Movements

P

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Change the position of his body</p>	<ul style="list-style-type: none"> • Push up on his arms and lift head and chest, arching his back when on his stomach • Lift both arms and legs and rock on his stomach • Roll over from back to stomach and stomach to back • Start to move either forward or backwards, pulling or pushing with his arms • Get up on his hands and knees, rocking back and forth • Move from lying down to sitting position 	<ul style="list-style-type: none"> • Give the baby safe places on the floor to explore, while being supervised • Put baby on his stomach and extend his arms in front of him, then hold a toy in front of his face and try to get him to hold his head up and look at you and the toy • Give the baby toys just out of reach and encourage him to reach for them
<p>2. Use his hands in more coordinated movements</p>	<ul style="list-style-type: none"> • Reach for objects with one hand • Move objects from hand to hand • “Rake” objects to himself with one hand • Pick up a Cheerio® with a raking grasp • Grab feet and toes and bring them to his mouth • Hold objects in both hands and bang them together • Wave bye-bye or imitate hand clapping • Try to turn the pages of a favorite board book 	<ul style="list-style-type: none"> • Give the baby small pieces of soft finger foods, such as cooked sweet potato, to feed himself (<i>recommended after age 6 months</i>) • Give the baby a variety of toys which are easily grasped with which to experiment • Give the baby board books or those made of cloth or vinyl to explore with you and alone

SAFETY TIP: FOLLOW AGE RECOMMENDATIONS ON TOY PACKAGES. AVOID TOYS WITH SMALL PARTS. THROW AWAY ANY BROKEN TOYS. IF A TOY OR A PIECE OF A TOY CAN FIT INTO AN EMPTY TOILET TISSUE ROLL, IT CAN CREATE A CHOKING HAZARD FOR CHILDREN UNDER 4.

YOUR CHILD IS LEARNING TO DISCOVER!

Hug, snuggle, kiss and talk to your baby. Stimulating your baby's senses prepares her for the kind of thinking that will help her learn to solve problems later.

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LIMIT THE AMOUNT OF EXPOSURE TO TELEVISION AND OTHER MEDIA FOR INFANTS AND YOUNG CHILDREN. THE AMERICAN ACADEMY OF PEDIATRICS **RECOMMENDS NO** TELEVISION OR VIDEO VIEWING FOR CHILDREN UNDER THE AGE OF 2. READ, PLAY, OR SING WITH INFANTS AND YOUNG CHILDREN INSTEAD.

TEACHING THE BABY SIMPLE SIGNS CAN ENCOURAGE LANGUAGE DEVELOPMENT. SPEAK AND SIGN AT THE SAME TIME.

[BABY SIGN LANGUAGE BASICS](#) BY MONTA Z. BRIANT
[TEACH YOUR BABY TO SIGN](#) BY MONICA BEYER



EIGHT TO TWELVE MONTHS

Personal and Social Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Feelings about Self and Others

PS

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Start to show more independence</p>	<ul style="list-style-type: none"> • Enjoy using her fingers to feed herself • Help to dress herself, extending an arm or leg • Want to wash her own face after eating • Enjoy pulling off her own socks and shoes 	<ul style="list-style-type: none"> • Let the baby use her fingers to feed herself part of a meal • Make a game of getting the baby to help dress herself • Let the baby use the wash cloth to “wash herself” while you are giving her a bath • Demonstrate self help skills for the baby, partially pulling off a sock and letting her finish • Make a necklace out of large pop beads and put it on the baby, encourage her to take it off by herself, praise her when she does it. Later show her how to put it on as well
<p>2. Show interest in familiar adults</p>	<ul style="list-style-type: none"> • Show a stronger preference for the adults who are her consistent caregivers • Be upset if you leave, even for a short time • Observe your reactions in a variety of situations • Watch the same object you are watching 	<ul style="list-style-type: none"> • Be consistent in your responses • Communicate with other caregivers to encourage consistent responses • Maintain consistent schedule so the baby can build trust with you
<p>3. Show interest in other children</p>	<ul style="list-style-type: none"> • Imitate other people in her play • Repeat sounds and gestures for attention 	<ul style="list-style-type: none"> • Provide opportunities for the baby to play with other children in a supervised setting
<p>4. Show interest in unfamiliar adults</p>	<ul style="list-style-type: none"> • Show strong separation anxiety by crying when separated from parent or other familiar caregiver • Show fear by crying or turning away in some situations 	<ul style="list-style-type: none"> • Schedule leaving the baby when she is not too tired or hungry, if possible • Introduce the baby to a new person gradually, spending several minutes to let her play and adjust • Acquaint a new caregiver with the baby’s likes and dislikes • Reassure the baby, “Mommy will be back after lunch” • Understand, and share with other adults, that a baby’s reserve or discomfort with unfamiliar adults is normal
<p>5. Calm herself</p>	<ul style="list-style-type: none"> • React happily to familiar routines • Show a preference for a blanket or stuffed animal, especially at nap time and bed time • Babble, talk, or sing to herself • Suck her thumb 	<ul style="list-style-type: none"> • Continue to establish routines and schedules • Provide her with time to engage in self-soothing techniques (blankets, thumb-sucking) • Talk to her about what is happening and what will happen next

EIGHT TO TWELVE MONTHS

Language Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Show more interest in speech	<ul style="list-style-type: none"> Respond to one step direction such as “Come to mommy” Point to the cat in a book when you say, “Where is the cat?” 	<ul style="list-style-type: none"> Talk with the baby as much as possible Give baby structured choices, “Do you want a ball?” Put words to the baby’s actions Use a few new words every day Let baby see your face when talking
2. Start to understand and use common rules of communication	<ul style="list-style-type: none"> Use simple gestures such as shaking her head for “no” or waving “bye bye” Use inflection when babbling Use exclamations, such as “uh oh” when dropping something Say “mama” and “dada” Try to imitate words 	<ul style="list-style-type: none"> Change tone of voice and expression when talking, singing or reading to the baby Use hand gestures and facial expressions along with speech Show excitement when the baby attempts to use words Respond to the baby’s non-verbal communication Respond to baby’s babbles to model the “give and take” of conversation Continue to introduce and use simple sign language

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Recognize and react to the sounds of language	<ul style="list-style-type: none"> Begin to imitate animal and non speech sounds Repeat simple sound syllables, (ba, ba, ba) String together different sounds, (ba, pa, da) Enjoy rhymes and nonsense words 	<ul style="list-style-type: none"> Build a routine of reading several times a day, using books that encourage baby’s active participation Sing and say nursery rhymes common to the child’s culture when changing, putting down to a nap, riding in the car and other times Repeat and expand on the baby’s attempts at speech Make a variety of books available and allow the baby to hold and touch books Talk to her and describe what you are doing Smile and get baby’s eye contact when you are talking to her
2. Demonstrate increasing vocabulary and comprehension by using words to express herself	<ul style="list-style-type: none"> Begin to use specific sounds to identify objects and people Begin to participate in songs and rhymes by smiling, clapping, or making noise Respond to a simple gesture or request, for example, waving “goodbye” when asked Begin to identify familiar people 	<ul style="list-style-type: none"> Introduce new words Provide an opportunity for the baby to complete a familiar song or rhyme Repeatedly use corresponding gestures and words, (“bye bye,” with hand waving)
3. Explore writing and drawing as a way of communicating	<ul style="list-style-type: none"> Mark paper with crayons or markers 	<ul style="list-style-type: none"> Provide large sheets of paper and large crayons or washable markers

EIGHT TO TWELVE MONTHS

Cognitive Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Discovering and Learning

C

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Show awareness of happenings in his surroundings	<ul style="list-style-type: none"> • Watch closely what others are doing and try to copy it • Look for specific toys • Try to figure out how new toys work • Crawl or move to reach interesting toys • Like to make things happen, for example, pulling all of the tissues out of a box 	<ul style="list-style-type: none"> • Play “peek-a-boo” or hiding games with the baby • Make sure everything within baby’s reach is safe to touch or put in her mouth • Give her interesting or new objects to look at, for example, empty boxes, keys
2. Explore objects in various ways	<ul style="list-style-type: none"> • Explore objects by shaking, banging, pushing, pulling, throwing, mouthing, dropping, etc. • Try to put a square peg into a round space, and keep trying even when it doesn’t fit • Repeats enjoyable activities, such as trying to put together nesting cups and taking them apart again 	<ul style="list-style-type: none"> • Provide access to a safe area for exploration stocked with real objects found in a home environment, (cups, spoons, empty containers) • Provide toys that can be used in various ways • Encourage the baby to use toys and objects for their intended uses
3. Remember what has happened recently, and find hidden objects	<ul style="list-style-type: none"> • Understand that things continue to exist even if out of sight • Look for an object that she has thrown from the high chair • Put her arms up when you ask, “How big is baby?” • Turn her face away from her caregiver when she sees a washcloth in her hand • Explore a bell in a ball, turning it over and over • Look under the blanket for the toy she watched you hide 	<ul style="list-style-type: none"> • Play repetitive games such as “pat-a-cake” and “how big is the baby?” “soooo big” holding her arms out wide • Use finger play, combining words and actions, for example, “Where is Thumbkin?” • Play “peek-a-boo” together in front of a mirror and around furniture
4. Look at the correct picture or object when it is named	<ul style="list-style-type: none"> • Point to pictures in books when you read to her • Go to get the ball when you ask if she would like to play ball • Go to the counter where the crackers are kept when asked if she would like a cracker • Point to correct body part when it is named 	<ul style="list-style-type: none"> • Look at simple picture books with the baby, naming and pointing to objects and making animal sounds • Go and get the ball yourself if she doesn’t seem to know what you are talking about, say the word “ball” several times as you get it • Play with the baby looking in the mirror and naming face and body parts
5. Imitate gestures and use of objects	<ul style="list-style-type: none"> • Pretend to brush hair and teeth, drink from a cup and listen to the telephone 	<ul style="list-style-type: none"> • Give the baby everyday objects to play with and play pretend with her
6. Make expected things happen	<ul style="list-style-type: none"> • Drop an object from the high chair and wait for you to pick it up • Push favorite buttons on the busy box and make a face just before the dog pops out • Pull car by a string 	<ul style="list-style-type: none"> • Play the game saying, “Uh oh! You dropped the spoon.” • Give the baby a jack-in-the-box or busy box and quiet time to explore it • Respond to baby’s success by expressing your pleasure and by using words to describe what happened

EIGHT TO TWELVE MONTHS

Physical Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Movements

P

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Coordinate eyes and hands while exploring or holding objects</p>	<ul style="list-style-type: none"> Place objects into a container and dump them out again Throw, roll and catch a rolling large rubber ball Pick up a spoon by its handle Use pincer grasp (thumb and forefinger) to pick up small objects, such as a Cheerio® Start to hold the cup and drink from it 	<ul style="list-style-type: none"> Give the baby safe objects and containers, and show her how to drop them in Roll ball back and forth, saying “baby’s turn, now my turn”
<p>2. Change position and begin to move from place to place</p>	<ul style="list-style-type: none"> Roll from lying on her stomach to sitting up Balance and sit alone for long periods of time Move from a crawl to sitting and back again Crawl easily, gaining speed from month to month Pull up on a table and “cruise” around it Walk with someone holding both of her hands Stand alone without help for a few seconds then minutes Take her first few steps without help Go from standing to sitting easily Climb on to low objects, such as a couch or table 	<ul style="list-style-type: none"> Encourage baby’s efforts and celebrate her accomplishments through verbal support, patting/hugging, and smiling Come to the baby’s aid if she gets stuck standing and show her how to bend her knees to get down Never leave the baby unattended in an area that isn’t protected (e.g., crib) Secure sturdy baby gates at the top and bottom of stairs Stay close behind the baby when she starts to climb Provide safe areas for climbing and movement

SAFETY TIP: BABY-PROOF LOWER KITCHEN AND BATHROOM CABINETS AND REMOVE LOW-LYING BREAKABLES. MAKE SURE ALL AREAS WHERE BABIES AND YOUNG CHILDREN ARE PLAYING ARE CHECKED THROUGHOUT THE DAY FOR SAFETY.



TWELVE TO EIGHTEEN MONTHS

Personal and Social Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Feelings about Self and Others

PS

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Show self-awareness and likes and dislikes; begin to develop self-worth</p>	<ul style="list-style-type: none"> • Claim everything he wants as “mine” • Cry when things don’t go as he wants them to • Try to do things, such as feeding, for himself • Primarily play alongside, but not with others, often competing for toys • Recognize his reflection in the mirror and say his own name • Have a temper tantrum over minor frustrations 	<ul style="list-style-type: none"> • Encourage the toddler to help with chores, such as putting toys away, even though it takes longer • Invite the toddler to do for himself what he is able to do, such as pulling off shoes and socks, putting away toys • If the task is too difficult for the toddler, offer assistance and alternatives
<p>2. Gain in self-control/ regulation</p>	<ul style="list-style-type: none"> • Stop hitting another child when you say his name • Come when his name is called • Allow another child to use a favored toy • Stop stomping his feet in a puddle when asked • Have a hard time with transitions between activities • Choose her own independent way of doing things 	<ul style="list-style-type: none"> • Intervene when the toddler is doing something dangerous or inappropriate by using firm, simple words, such as “Stop, that’s dangerous” • Set clear and firm limits and enforce them consistently, without shaming the child • Praise the toddler for self-regulating • Provide notice prior to transitions to help the toddler prepare for change
<p>3. Begin to express a variety of feelings</p>	<ul style="list-style-type: none"> • Demonstrate reluctance or frustration when asked to eat or do something he doesn’t want or like • Show pride in his accomplishments • Share a toy with a friend • Hit, kick or bite other children if he doesn’t get what he wants • Show fear by running to you when a stranger enters the room • Tend to say “no” before “yes” 	<ul style="list-style-type: none"> • Try to avoid conflicts over food at mealtimes • Give choices between nutritious foods • Acknowledge efforts • Have plenty of opportunities to try games, toys, art activities • Offer two choices, but refrain from giving in to a tantrum • Demonstrate using “soft touch,” instead of hitting, and let the toddler practice • Remove the child from a conflict situation, and talk about what happened • Allow the toddler to move at his own pace with unfamiliar adults



TWELVE TO EIGHTEEN MONTH

Personal and Social Development



PS Personal and Social

C Cognitive

L Language

P Physical

B. Relating to Others

PS

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Rely on trusted adults to feel safe trying new activities</p>	<ul style="list-style-type: none"> • Venture out when a trusted adult is near • Look to you for reassurance, for example, a word, a smile or a gesture • Experiment with and explore new materials when you are near • Stop playing when the trusted adult leaves and start again when she returns • Show with words or gestures that he wants a trusted adult to be near him 	<ul style="list-style-type: none"> • Give the toddler a consistent caregiver • Give reassurance but let him explore • Upon reunion with the toddler, give him a smile and reassurance in a matter-of-fact way to encourage independence • Use firm and simple words, for example, "Stop. That's dangerous," if the toddler is doing something dangerous.
<p>2. Show awareness of unfamiliar adults</p>	<ul style="list-style-type: none"> • Appear worried or vulnerable when introduced to a new adult • Cry when he sees something unfamiliar such as a man with a beard or a clown • Cry briefly when left with a new caregiver, gradually calming with distractions and support 	<ul style="list-style-type: none"> • Give support and time for the toddler to get to know someone new • Develop a simple goodbye routine • Give a hug and try to distract the toddler with a fun activity • Give hugs and reassurance that mom (or dad) will be back • Understand, and share with other adults, that caution with unfamiliar adults is normal
<p>3. Interact with other children</p>	<ul style="list-style-type: none"> • Touch other children, for example, patting or pulling hair • React when another child tries to take a toy away from him • Offer a toy to another child, but show distress when he takes it • Follow the lead of an older child in play • Choose to play in the same area as another child 	<ul style="list-style-type: none"> • Have plenty of toys for everyone and be prepared to help solve disputes over them by using a timer or providing substitute items • Select a few prized toys to put aside for the toddler to play with alone • Encourage children to play near each other, even if they aren't interacting
<p>4. Begin to be aware of the feelings of other children</p>	<ul style="list-style-type: none"> • Think that other children would like the same games or foods as he does • Look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy • Look worried or sad if he hurts another child 	<ul style="list-style-type: none"> • Encourage him to look at the child whom he has hit and explain that hitting hurts other people • Model empathy for others through words or actions



TWELVE TO EIGHTEEN MONTH

Language Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Understand the meaning of many words and gestures</p>	<ul style="list-style-type: none"> • Understand more words than he is able to say • Go to the climber when asked if he wants to play on the climber • Follow a simple direction such as “Kick the ball” or “Wash your hands” 	<ul style="list-style-type: none"> • Talk to the toddler in clear adult language, avoiding baby talk • Get down on the floor and play • When giving guidance about behavior, get down to the child’s level and make eye contact • Ask questions and extend the toddler’s vocabulary by naming objects and describing objects and actions • Use descriptive words for the things the toddler sees and does
<p>2. Start to understand and use common rules of speech</p>	<ul style="list-style-type: none"> • Use simple gestures such as shaking his head for “no” or waving “bye bye” • Use inflection when babbling • Use exclamations, such as “uh oh” when dropping something • Say “mama” and “dada” • Try to imitate words 	<ul style="list-style-type: none"> • Speak to the toddler using more adult language and less “baby talk” • Repeat and extend the toddler’s words and phrases using common rules of speech, “that’s right, here’s some banana”
<p>3. Communicate using consistent sounds, words, and gestures</p>	<ul style="list-style-type: none"> • Try to mimic words when prompted • Use single words such as “no” and “bye” appropriately • Start to put words together in phrases such as, “ma-ma bye bye” • Shake his head yes when asked, “Are you ready to go outside?” • Learn new words almost daily • Begin to put two words together into a phrase • Get upset when adults don’t understand what she says 	<ul style="list-style-type: none"> • Sing and say nursery rhymes such as “This Little Piggy” when changing, putting down to a nap, riding in the car and other times • Frequently name environmental sounds through play such as sirens, animals, phones • Show your delight when the toddler starts to use words • Encourage the toddler when he practices saying a difficult word



TWELVE TO EIGHTEEN MONTHS

Language Development



PS Personal and Social

C Cognitive

L Language

P Physical

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Recognize and react to the sounds of language</p>	<ul style="list-style-type: none"> • Enjoy, and occasionally join in simple songs • Move rhythmically to familiar songs • Begin to identify familiar environmental sounds, (animals and emergency vehicles) • Point or make sounds when looking at books 	<ul style="list-style-type: none"> • Use intonation when reading • Frequently read repetitive text • Have a variety of durable books available including homemade books and photo albums • Repeatedly sing familiar songs • Frequently say rhymes and finger plays
<p>2. Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself</p>	<ul style="list-style-type: none"> • Learn new words and phrases from those frequently used by the adults and children around him • Learn some simple words and phrases from the rhymes he hears repeatedly • Learn some simple words and phrases from books that are read to him frequently • Listen quietly to the story, and ask for it to be read again • Repeat repetitive phrases from the story • Answer simple questions about details in the story • Point to and name several pictures in a book • Begin to identify body parts, simple pictures or familiar people 	<ul style="list-style-type: none"> • Talk to the toddler using consistent language • Frequently repeat nursery rhymes • Choose and read books with repetitive texts • Re-read favorite stories when asked • Invite the toddler to say the repetitive phrases with you • Ask simple questions about obvious detail • Describe pictures to the toddler when you read to him
<p>3. Explore drawing, painting and writing as a way of communicating</p>	<ul style="list-style-type: none"> • Scribble spontaneously • Explore using markers, crayons, chalk to draw and write 	<ul style="list-style-type: none"> • Give the toddler drawing, painting and writing materials to explore • Show interest in and display the toddler's drawings, paintings and writing • Use your writing to label pictures that the toddler tells you about

SAFETY TIP: THE AMERICAN ACADEMY OF PEDIATRICS IDENTIFIES THE FOLLOWING FOODS AS POSING A CHOKING HAZARD FOR CHILDREN UNDER 4:

- HOT DOGS
- NUTS AND SEEDS
- CHUNKS OF MEAT OR CHEESE
- WHOLE GRAPES
- HARD, GOOEY, OR STICKY CANDY
- POPCORN
- CHUNKS OF PEANUT BUTTER
- RAW VEGETABLES
- FRUIT CHUNKS, SUCH AS APPLE CHUNKS
- CHEWING GUM



TWELVE TO EIGHTEEN MONTHS

Cognitive Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Exploring and Discovering

C

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Use his senses to investigate the world around him, including solving problems</p>	<ul style="list-style-type: none"> • Push and pull a wagon, watching the wheels turn as he tries different tactics to move it • Touch a bug that he finds on the playground and squeal when it moves away quickly • Push, poke, squeeze, pat and sniff the play dough as he explores how it feels and smells • Stack and knock down big blocks • Dump and fill objects • Say “all gone” when finished 	<ul style="list-style-type: none"> • Provide materials, equipment and experiences for sensory exploration for example, toys with wheels, musical instruments, play dough and sand and water. • Ask guiding questions to extend experiences, “How does the bug feel?” • Show a sense of wonder and provide time and opportunities to explore the natural world
<p>2. Show an increasing ability to remember and participate in imitative play</p>	<ul style="list-style-type: none"> • Imitate the actions of an adult such as turning a steering wheel in a play car • Recognize his image in the mirror or in a photograph • Remember the usual sequence of events and go to get his toothbrush after getting into pajamas 	<ul style="list-style-type: none"> • Describe to the toddler his actions, for example, “I see you are driving the car. Where are you going?” • Maintain consistent routines • Ask questions that encourage the toddler to stretch thinking
<p>3. Use objects and toys more purposefully, exploring cause and effect relationships</p>	<ul style="list-style-type: none"> • Choose a favorite book from the shelf and turn the pages more carefully • Put round shapes into the round holes more accurately • Roll a ball back and forth with an adult 	<ul style="list-style-type: none"> • Give the toddler access to and choices about books and toys • Describe the shapes, colors, and attributes of toys as you play with the toddler
<p>4. Look at the correct picture or object when it is named</p>	<ul style="list-style-type: none"> • Identify objects, body parts, and people • Point to objects or pictures in books • Match a picture of an object to the real thing • Say the name of familiar objects 	<ul style="list-style-type: none"> • Point to pictures in books • Give simple, one-step directions, “Go get the ball.” • Label objects in the room, and use the same name for them each time • Ask him to tell you what things are
<p>5. Begin to understand rules and routines</p>	<ul style="list-style-type: none"> • Look to the door when it’s time to go outside • Show distress when faced with a surprise • Tell when an activity is finished 	<ul style="list-style-type: none"> • Maintain simple routines that the child can follow • Enforce rules consistently by recognizing responsible behavior with smiles, hugs, and encouragement • Use signs and words to indicate “all done” when an activity is completed

SAFETY TIP: FOLLOW AGE RECOMMENDATIONS ON TOY PACKAGES. AVOID TOYS WITH SMALL PARTS. THROW AWAY ANY BROKEN TOYS. IF A TOY OR A PIECE OF A TOY CAN FIT INTO AN EMPTY TOILET TISSUE ROLL, IT CAN CREATE A CHOKING HAZARD FOR CHILDREN UNDER 4.



TWELVE TO EIGHTEEN MONTHS

Physical Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Movements

P

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Move constantly, showing increasing large muscle control</p>	<ul style="list-style-type: none"> • Walk more than he crawls • Stop and start movements with more control • Sit in a chair independently • Go from sitting to standing more easily • Climb stairs on hands and knees, or by putting both feet on each step • Crawl up into a chair and turn around to sit • Go from a squat to standing with ease • Pull a toy behind him as he walks, or push a toy in front of him • Carry a large toy or several smaller ones while walking • Begin to run with increasing skill 	<ul style="list-style-type: none"> • Give the toddler push and pull toys and balls to play with • Provide many opportunities for the toddler to practice movement in a safe environment • Play outside often where the toddler can run, play with a ball, and climb
<p>2. Use hands in various ways</p>	<ul style="list-style-type: none"> • Put together several nesting cups, or stacking rings on a ring tree • Drop wooden beads into a bottle, dump them out and start again • Build a tower of four or more blocks • Scribble, if given a crayon and paper • Start to use one hand more often than the other • Take apart, then put together large links or pop beads • Hold an object in one hand and do something to it with the other hand • Hold a cup and drink, sometimes spilling • Feed himself applesauce with a spoon 	<ul style="list-style-type: none"> • Give the toddler board books and other opportunities to practice page turning • Give the toddler shape sorting cubes, beads and a bottle, and blocks of various sizes • Give the toddler large links or pop beads to put together and take apart • Give the toddler opportunities to feed himself, even if there are spills • Give toddler opportunities to scribble, encouraging and praising the toddler's efforts

YOUR CHILD IS LEARNING TO DISCOVER!

Have reading time at least once a day. Choose some stories that ask your child questions or give him things to figure out.

Play a listening game where you close your eyes and identify the sounds of things: cars, wind, footsteps, machinery, birds, and insects.

HELP YOUR CHILD TO LEARN ABOUT NUMBERS AND PATTERNS

Let your toddler play with safe objects of different shapes, colors and sizes. Help him place plastic mixing bowls inside one another, wash plastic dishes, or stack cans, boxes or blocks.

HELP YOUR CHILD LEARN TO COMMUNICATE!

Provide washable crayons, markers and paper so your toddler can write and draw.

Repeat things that your child says. For instance, if he says, "Pop!" you can say, "Yes, you popped that bubble!"

SUPPORT YOUR CHILD'S PHYSICAL CHANGES

Give your toddler toys that encourage use of his hands: cars and trucks, building blocks, dolls, puppets. Get down on your knees and help your child to play "build a house" or "puppet show."

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EIGHTEEN TO TWENTY-FOUR MONTHS

Personal and Social Development

PS Personal and Social

C Cognitive

L Language

P Physical



A. Learning About Self

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show more awareness of herself and her abilities</p>	<ul style="list-style-type: none"> Practice climbing higher and higher on the climber Explore new activities and games Show awareness of differences between her and others Laugh or frown when happy or upset Want to do things herself, but can become easily frustrated Take more risks Notice differences between herself and others 	<ul style="list-style-type: none"> Understand and encourage the child to do things independently, but help when needed Say “yes” instead of “no” whenever possible, providing choices that are acceptable Encourage her attempts to try new challenges and take modest risks, but be there as a safety net Celebrate her culture and model and talk about acceptance of people who look and dress differently Expose her to the cultures of others Encourage her to put away a toy before going to another to support a sense of order and sequence
<p>2. Know resources available in the room, and how to use some of them</p>	<ul style="list-style-type: none"> Choose to play in the same area of the room first each day Come to the fish tank with her hand out to put some food in the tank, like the other children are doing Move from one activity to another 	<ul style="list-style-type: none"> Have consistently organized materials in the room so that the child knows what to expect and where to find things Provide a variety of activities and materials for the child to choose from
<p>3. Ask for help, if needed, in verbal and non-verbal ways</p>	<ul style="list-style-type: none"> Come to you and point to where the ball has rolled under the shelf, saying, “ball” Bring her coat with the sleeve inside out to you for help 	<ul style="list-style-type: none"> Help the child attempt to solve the problem herself Provide just enough help to enable the child to do as much as she can
<p>4. Show more, but still limited self regulation</p>	<ul style="list-style-type: none"> Cry and cling to a parent before she leaves, but calm down immediately after she has left Play calmly near another child, but have difficulty sharing Take a toy from another child, and not return it when asked to by an adult Begin to understand “taking turns” Begin to understand the concept of “his” and “mine” Stop what she is doing and come when you call her name Exhibit frustration by crying, yelling, hitting, or kicking her feet Get a familiar comfort item (blanket, stuffed animal) when she is feeling sad or angry 	<ul style="list-style-type: none"> Be confident, calm and understanding when leaving the crying child, reassuring her that you will be back later, and coming when you say you will Give comfort briefly, then redirect the child’s attention and confidently help her to move on Model sharing with the child, using the word and praising her for sharing with you or another child Play games that emphasize turn taking, such as passing a ball back and forth or having a tea party Give two choices, both of which are acceptable to you Stay calm and recognize that anger is a normal emotion Acknowledge her feelings and encourage her to talk about how she feels, helping her to find the words she needs Let her know that hitting or any other hurting behavior will not be tolerated

EIGHTEEN TO TWENTY-FOUR MONTHS

Personal and Social Development

PS Personal and Social

C Cognitive

L Language

P Physical



B. Relating to Others

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Continue to need the security of a trusted adult as she explores</p>	<ul style="list-style-type: none"> • Start across the playground to where other children are, but return to you several times before playing there • Sit in the sandbox playing next to several other children, but get up frequently to show you what she is making • Look up at you for a wave while playing with toys in a new room full of children 	<ul style="list-style-type: none"> • Be matter of fact about responding to the child's need to check in, confident that she will venture forth when she is ready • Provide consistent routines
<p>2. Continue to show caution around unfamiliar adults</p>	<ul style="list-style-type: none"> • Stop playing and come to you when a new adult enters the room • Watch an adult making cookies, but not want to help • Say "hi" to the greeter at the store, from the safety of her shopping cart seat • Hold your hand as a new person asks her about her toy 	<ul style="list-style-type: none"> • Understand, and share with other adults, that caution with unfamiliar adults is normal • Be reassuring • Express the child's feelings in words • Gently encourage the child to respond, but speak for her if she declines • Read books that show or tell about feelings
<p>3. Show increased interest and assert independence when with other children</p>	<ul style="list-style-type: none"> • Watch the children on the slide intently for several minutes before asking to try going down with help • Play near several other children, talking to them only when she wants a toy that they have • Imitate a child who is pretending to be a dog • Refuse to share a wagon with another child who wants to climb in while she pulls it • Move from one activity to another, playing by herself 	<ul style="list-style-type: none"> • Allow the child to enter into play at her own speed • Give the child words to use such as, "Ask them, can I play with you?"
<p>4. At times shows awareness and concern for other children's feelings</p>	<ul style="list-style-type: none"> • Take a doll from another child, but give it back when the child cries • Hug another child who is sad because his mom just left 	<ul style="list-style-type: none"> • Identify the feelings of both children • Reinforce the child's positive behavior • Model appropriate behavior • Teach the child about saying "I'm sorry," and "It's okay," or "I'm not mad anymore." • Practice sharing a ball or a toy back and forth



EIGHTEEN TO TWENTY-FOUR MONTHS

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical



L

A. Understanding and Communicating

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Be able to follow simple suggestions and directions with increasing consistency</p>	<ul style="list-style-type: none"> • Answer a simple question with a nod of her head • Go to get a towel when asked by her caregiver • Understand the names of several body parts and point to them when asked • Go to wash her hands when you say, "Get ready for lunch" 	<ul style="list-style-type: none"> • Ask simple questions, and give directions with just one or two familiar steps • Positively acknowledge the child when she follows directions
<p>2. Use an increasing number of words and put words together into phrases and simple sentences</p>	<ul style="list-style-type: none"> • Begin to label objects, or put words together to make simple sentences • Say "ball" as she looks in the toy box for the ball • Put a few words together such as "Talk Daddy?" or "Go bye-bye now?" • Ask questions about what she sees on a walk in the woods. "What that?" when she finds a pinecone • Answer questions about a story • Ask for what she wants using increasingly specific words • Repeat some of the funny sounding words she hears in conversations 	<ul style="list-style-type: none"> • Accept the child's level of verbalization, not comparing her to other children • Have frequent conversations using simple adult language • Encourage the use of social words, pairing them with hand signs, such as "please," and "thank you" • Encourage the child to give the word for a pictured object, provide answer if needed • Use positive reinforcement when the child uses appropriate language • Describe what the child is doing while playing



EIGHTEEN TO TWENTY-FOUR MONTHS

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical



L

B. Early Literacy: Pre-Reading and Pre-Writing

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Recognize and react to the sounds of language</p>	<ul style="list-style-type: none"> • Enjoy simple songs and occasionally join in • Move rhythmically to familiar songs • Identify familiar sounds such as animal sounds and emergency vehicles 	<ul style="list-style-type: none"> • Frequently sing familiar songs, rhymes, and finger plays • Frequently mimic environmental sounds through play • Use intonation when reading • Read to children individually and in groups • Begin to read more story books
<p>2. Start to understand and use common rules of speech</p>	<ul style="list-style-type: none"> • Say “hello,” “bye-bye,” and other common words in appropriate context • Recognizes and repeats names of objects • Begin to use short sentences “I go.” • Use different tones or sounds when talking 	<ul style="list-style-type: none"> • Speak clearly and directly to her • Explain what you are doing • Point out the names of objects • Repeat what she says, “That’s right, this is a bag.”
<p>3. Communicate using consistent sounds, words, and gestures</p>	<ul style="list-style-type: none"> • Repeat familiar words and phrases • Put words together in two-word sentences • Wave “hello” and “bye-bye” 	<ul style="list-style-type: none"> • Use body language and hand gestures to communicate • Speak clearly and directly to her • Repeat what she says and ask questions
<p>4. Begin to develop imitative reading</p>	<ul style="list-style-type: none"> • Show familiarity with text by repeating songs or stories • Fill in words in a familiar text • Show interest in books and other written materials • Show preference for a favorite page in a book by searching for it 	<ul style="list-style-type: none"> • Repeatedly read texts with repetitive and rhyming words. • Explore photo albums and identify people • Have a variety of child-appropriate written material available
<p>5. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding</p>	<ul style="list-style-type: none"> • Spontaneously turn pages and tell the story • Follow simple directions • Perform an action shown in a book • Answer simple questions based on a story • Show empathy for characters in a book; for example, says “oh no,” when a character falls • Verbally label pictures in a familiar book • Look at and name pictures 	<ul style="list-style-type: none"> • Respond to a child who shows interest in a book by reading aloud • Ask simple “what,” “where,” and “why” questions while reading • Talk about events and characters in story books by asking questions like “What did the bunny eat?” • Name pictures and describe actions when looking at books
<p>6. Explore drawing, painting and writing as a way of communicating</p>	<ul style="list-style-type: none"> • Scribble spontaneously • Explore using different writing materials • Intentionally make a mark on a piece of paper 	<ul style="list-style-type: none"> • Provide a variety of drawing, writing, and painting materials and opportunities for exploration • Model drawing and writing • Write the words she uses to describe her drawings • Display children’s drawings and writings, with names attached

EIGHTEEN TO TWENTY-FOUR MONTHS

Cognition and General Knowledge

PS Personal and Social

C Cognitive

L Language

P Physical



A. Mathematical Exploring and Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Begin to sort objects according to one criterion	<ul style="list-style-type: none"> Sort blocks by color Build a tower using blocks of only one color Pick out and match two identical cars Pick out and eat only the bananas from the fruit salad 	<ul style="list-style-type: none"> Praise the toddler's efforts to sort, and point out what she has done
2. Begin to explore concepts of number, size, and position	<ul style="list-style-type: none"> Nest several cups together accurately and discover how to hide a smaller cup under a larger one Turn one piece of a puzzle to fit it into a space the right way Build a tower of 4 or more blocks and enjoy watching it fall Show interest in quantity and number relationships, for example, recognize if another child has more crackers than she does 	<ul style="list-style-type: none"> Let the toddler work on her own to solve problems for herself, stepping in to assist and talking about what she is doing if she shows frustration Provide blocks in different sizes, shapes, and colors Model how to count and stack blocks Involve child in setting the table or putting out snacks

B. Scientific Exploring and Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Seek information through observation and exploration	<ul style="list-style-type: none"> Show interest in found objects, for example, twigs and leaves found outside Try to figure out how things work Spend extra time looking at familiar objects Ask many questions 	<ul style="list-style-type: none"> Take walks outside or explore new environments Provide an empty cardboard box for collecting items Model how to use a magnifying glass to look at objects more closely
2. Expect certain things to happen as a result of her actions	<ul style="list-style-type: none"> Put a doll on the roof of the dollhouse and watch it slide off over and over again Fill a bucket with sand and watch as it pours over the side when it is full Build a tower of blocks, and knock it down to see it fall 	<ul style="list-style-type: none"> Pretend play with the child and provide toys that can be used in pretend play. Follow the child's lead in pretend play, adding your enthusiasm and more choices Provide sand or water, rice, sidewalk chalk, etc. and something to fill, dump, and pour

chart continued on next page



EIGHTEEN TO TWENTY-FOUR MONTHS

Cognition and General Knowledge

PS Personal and Social

C Cognitive

L Language

P Physical



B. Scientific Exploring and Learning *continued*

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>3. Improve memory for details</p>	<ul style="list-style-type: none"> • Sing songs and say nursery rhymes after hearing them many times • Help her caregiver retell a favorite story after hearing it many times • Show fear of a bee after having been stung by one • Look for items from previous day 	<ul style="list-style-type: none"> • Sing favorite songs and say nursery rhymes often • Read a favorite book many times • Read and discuss factual books as well as fiction
<p>4. Explore and solve problems</p>	<ul style="list-style-type: none"> • Try new activities and materials • Increase attention span when exploring something interesting, especially with an interested adult • Explore new ways to do things 	<ul style="list-style-type: none"> • Get down on the child's level to explore and talk about the natural world • Let the toddler try to solve problems for herself before jumping in to tell her how to do something • Provide a variety of materials and activities

C. Exploring Social Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Begin to understand rules and routines</p>	<ul style="list-style-type: none"> • Go to her hook to hang up her coat when she comes in from outside without a reminder • Get down from a standing position on a chair when you remind her that chairs are for sitting, because she might fall • Tell when an activity is finished 	<ul style="list-style-type: none"> • Maintain simple routines that the child can follow • Talk to the child about the reasons behind the rules • Enforce rules consistently by recognizing responsible behavior with smiles, hugs, and encouragement • Use signs and words to indicate "all done" when an activity is completed
<p>2. Have beginning awareness of the order of her environment</p>	<ul style="list-style-type: none"> • Notice when a new toy is introduced or is in the wrong place • If asked, will tell you when she is finished eating or playing 	<ul style="list-style-type: none"> • Have specific places for toys and books • Help the toddler to put items back where they belong after play • Maintain a print-rich environment by labeling centers, materials, and spaces in the room



EIGHTEEN TO TWENTY-FOUR MONTHS

Physical Development

PS Personal and Social

C Cognitive

L Language

P Physical



A. Coordinating Movements

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show increased balance and coordination in play activities</p>	<ul style="list-style-type: none"> • Enjoy pulling or pushing a toy that makes noise as she walks with it • Walk backward pulling a wagon • Climb up the ladder on the slide and slide down • Turn backwards and sit on the rocking chair • Go up the stairs putting both feet on each step • Throw a ball and put hands together to try to catch it • May begin to use one hand more than the other 	<ul style="list-style-type: none"> • Give the child outside times each day and let her experiment with climbing, ball throwing and catching, pulling and pushing toys and riding simple riding toys • Provide tunnel play and encourage the child to crawl through toward you
<p>2. Have increased eye-hand coordination</p>	<ul style="list-style-type: none"> • String beads on a string or some fish tank tubing • Pour water through a funnel, then a sieve and back and forth from cup to cup in the bathtub • Use hands for simple finger plays such as “The Itsy Bitsy Spider” • Attempt to put together large pop beads after pulling them apart, sometimes succeeding • Put the correct shapes through the holes in the shape sorter • Still have some trouble with fine motions of wrists and fingers 	<ul style="list-style-type: none"> • Provide a funnel, sieve and many cups of various sizes for water play • Give the child some kind of hammering toy • Sing songs with hand motions, or do simple finger plays with the child • Provide appropriate materials such as large pop beads, pegboards, string or popsicle sticks and large beads, shape sorter and puzzles
<p>3. Be able to do more things for herself</p>	<ul style="list-style-type: none"> • Pull off her own clothes at bedtime • Drink from a cup with few spills • Use a spoon for eating most of the time • Attempt to brush her own hair and teeth • Attempt to put on her own shirt and help you with her pants by picking up one leg at a time • Attempt to help put away the toys, putting the blocks with the blocks, and the cars and trucks in another basket 	<ul style="list-style-type: none"> • Encourage the child to do as many things for herself as she can • Let the child help with simple chores after you have shown her how to do them, for example, putting clothes in a basket or smoothing towels

LIMIT THE AMOUNT OF EXPOSURE TO TELEVISION AND OTHER MEDIA FOR INFANTS AND YOUNG CHILDREN. THE AMERICAN ACADEMY OF PEDIATRICS **RECOMMENDS NO** TELEVISION OR VIDEO VIEWING FOR CHILDREN UNDER THE AGE OF 2. READ, PLAY, OR SING WITH INFANTS AND YOUNG CHILDREN INSTEAD.



TWENTY-FOUR TO THIRTY MONTHS

Personal and Social Development

PS Personal and Social

C Cognitive

L Language

P Physical



A. Learning about Self

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show increasing self-awareness</p>	<ul style="list-style-type: none"> • Need additional reassurance about his attempts to try something new • Put on his own coat, but get it upside down and refuse help to fix it • Get on a new riding toy and refuse to get off when asked to come to breakfast • Put together a several piece puzzle, not wanting help and then ask for it when he has trouble • Identifies self in mirror 	<ul style="list-style-type: none"> • Encourage his effort, even if he is unsuccessful in what he is trying to do • Be ready to help, but not too quickly, encourage him to try for himself first • Ask the child if he wants to try to do something himself before offering to do it for him • Clearly and slowly show how to do a new task, and let the child do it himself the next time • Ask him to help you in some way
<p>2. Show increasing self-regulation</p>	<ul style="list-style-type: none"> • Show more awareness of expectations • Start to be interested in toilet training • Cry when left with caregivers, but quickly comfort himself by playing with toys or friends • Gain control of emotions with help of trusted adult or comfort item • Begin to wait turn for juice or snack 	<ul style="list-style-type: none"> • Be clear and consistent about limits and expectations • Communicate with parents about childcare expectations and how they may be alike or different from home • Communicate with parents about toilet training strategies and expectations • Support toilet training efforts with encouragement, praise and accessibility
<p>3. Use coping skills with tasks and interactions with peers and adults</p>	<ul style="list-style-type: none"> • Ask for help if needed • May display occasional outbursts of temper when frustrated with an activity or engaged in a conflict • Withdraw from activities for a short time • Want the same things to happen day after day • Soothe himself when stressed, perhaps with a thumb, blanket, favorite toy, or photo of parent 	<ul style="list-style-type: none"> • Maintain consistent limits and routines, especially for separations and rest times • Provide privacy and time, under adult supervision, for the child to gain control • Model appropriate coping and problem solving skills • Give names to his feelings and coach him in using words to solve conflicts • Minimize the time that children wait during routines • Create and post a daily schedule
<p>4. Share his feelings through talking and pretend play</p>	<ul style="list-style-type: none"> • Say “No, I not sleepy,” when told it is time for a nap • Have an imaginary friend with whom he talks regularly • Act out going to the doctor with the dolls • Substitute one object for another, for example, using a block as “food” in the dramatic play area. 	<ul style="list-style-type: none"> • Label feelings and provide appropriate choices • Accept and welcome the imaginary friend, listening for clues about the child’s feelings and needs • Sit with the child, rub his back, and provide a soothing environment • Ask open ended questions • Make time for one to one conversations regularly • Support his pretend play by acting out the roles he gives you

TWENTY-FOUR TO THIRTY MONTHS

Personal and Social Development



PS Personal and Social

C Cognitive

L Language

P Physical

B. Relating to Adults

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Continue to need adult support but show more independence</p>	<ul style="list-style-type: none"> • Climb to the top of the climber and then call for you to watch before he slides down • Get up from the lunch table after a few bites, following mom as she leaves the room, then return when he knows what she is doing 	<ul style="list-style-type: none"> • Let the child know when you are leaving and where you are going • Encourage and allow sufficient time for independent activities • Allow the child to do more things on his own, such as climb to the top of the climber while you watch • Make direct eye contact with the child • Let the child know when she does something good
<p>2. Be more interested in unfamiliar adults, but still cautious</p>	<ul style="list-style-type: none"> • Go to mom for a hug before accepting the ball from a new person • Let Grandma help him with his shoe, even though he hasn't seen her for a while • Rush to answer the door when the postal worker knocks, but act shy when he speaks to him • Not speak to an unfamiliar adult when he is spoken to 	<ul style="list-style-type: none"> • Encourage the child to speak for himself, but if he is unwilling, speak for the child sometimes • Understand, and share with other adults, that caution with unfamiliar adults is normal • Allow children to approach new people and situations at their own rate, and with your support

C. Relating to Other Children

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Play alongside other children</p>	<ul style="list-style-type: none"> • Have short periods of play with other children, but mostly play beside them • Need adult help to resolve conflicts • Begin to demonstrate preference for friends • Become aware of gender differences 	<ul style="list-style-type: none"> • Engage in pretend scenarios with a few children, helping them to take on roles • Model for the child words to help him resolve his conflicts, such as, "May I have a turn?" or "I'm sorry" • Encourage cooperative play by structuring turn-taking • Play small group games, for example, "Ring Around the Rosy"
<p>2. Show more awareness of the feelings of another child</p>	<ul style="list-style-type: none"> • Ask for help when another child takes something that belongs to him • Help another child to pick up the beads after he dumped them out of the container • Feel and express remorse by saying "I'm sorry" after accidentally knocking another child down • Comfort another child who may be upset by patting or hugging him 	<ul style="list-style-type: none"> • Comment about what a good thing it is to be kind to others • Help the child to identify his feelings and verbalize them • Model empathetic behavior, such as comforting a child who is sad, and then let the child practice • Use puppets and stories to teach kindness to others

TWENTY-FOUR TO THIRTY MONTHS

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical



L

A. Listening and Speaking

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Understand questions and simple directions	<ul style="list-style-type: none"> • Get his coat, and put it on when asked by a teacher • Answer when asked, "Do you want a cracker or a piece of cheese?" • Ask another child to sit next to him • Understand and use some positional words, for example, under, over, in, around 	<ul style="list-style-type: none"> • Ask simple questions and give two-step directions, checking for comprehension • Build multi-step tasks into the daily routines • Listen to and answer the child's questions • Model the directions before expecting them to be followed • Use, practice and play games like "Simon Says", involving positional words, such as behind, in front of, beside and under • Sing along with songs like the "Hokey Pokey"
2. Demonstrate active listening strategies	<ul style="list-style-type: none"> • Listen for short periods of time • Retell and relate what has been heard • Begin to ask questions 	<ul style="list-style-type: none"> • Ask the child about what he has heard • Ask open ended questions
3. Enter into a conversation	<ul style="list-style-type: none"> • Interrupt or talk over other people's conversations • Ask questions about concepts he doesn't understand • Try to initiate conversations with others about objects • Repeat what has just been said, or make up a story to be part of the conversation 	<ul style="list-style-type: none"> • Remember not to talk about the child as if he isn't there • Include the child in the conversation as often as possible with peers and adults • Remember that children are listening to adult conversations • Ask open ended questions to encourage and extend the conversation • Repeat what the child says, and extend • Use family/group mealtime for conversation
4. Use words and some common rules of speech to express his ideas and thoughts	<ul style="list-style-type: none"> • Sing simple songs with the teacher and later sing parts of them to himself • Ask questions about the story as well as naming objects • Use descriptive language to tell you what he wants • Use action words to describe what he is doing • Put together three or four word sentences • Use the words I, we, he, and she in sentences • Use some uncommon plurals such as "foots" instead of "feet" • Speak clearly enough to be understood without mumbling or running sounds together 	<ul style="list-style-type: none"> • Sing with the child, use nursery rhymes • Engage in conversation throughout the day, using clear adult language • Ask, "What is he doing?" when looking at pictures with the toddler • Describe your actions out loud as you do them • Encourage the child to use words • Listen and restate using clear language when speaking to children • Use the child's primary language when possible

TWENTY-FOUR TO THIRTY MONTHS

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical



B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Become aware of the sounds of spoken language</p>	<ul style="list-style-type: none"> • Sing simple songs that he has heard many times with a group or on his own • Say a simple rhyme that he has heard frequently, with a group or alone • Know that his name starts with an M sound, like mom • Know how to identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running 	<ul style="list-style-type: none"> • Sing the same simple songs repeatedly • Say rhymes and finger plays frequently • Point out the sound at the beginning of his first name and other words starting with the same sound • Play listening games that include animal or environmental sounds • Make reading part of bedtime and naptime routines
<p>2. Recognize that symbols have corresponding meaning</p>	<ul style="list-style-type: none"> • Recognize familiar symbols (e.g., hospital, library) • Find his favorite cereal by the picture on the box • Use the stop sign in play with his car set • Put toys away in correctly labeled bins or shelves 	<ul style="list-style-type: none"> • Point out the symbols that naturally occur in the environment, and symbols that designate some of his favorite places, foods or toys • Talk about some of the signs adults need to know when driving • Label the places where toys belong with simple signs that also have pictures drawn or cut from catalogues
<p>3. Begin to develop fluency by imitative reading</p>	<ul style="list-style-type: none"> • Turn the pages of a favorite book • Ask for the same favorite book over and over again • Listen to engaging stories • Recite a familiar nursery rhyme, poem or finger play with expression 	<ul style="list-style-type: none"> • Encourage the child to sit with you while you read to him at least once a day • Read with each child individually or in groups • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading • Reread a child's favorite book over and over again and introduce different versions, including rhyming and repetitive books • Connect examples from the story to his everyday life • Make books from real life sequences • Have a variety of age appropriate books for children to select • Use concept and positional words in daily conversation • Model fluent reading



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TWENTY-FOUR TO THIRTY MONTHS

Language Development

PS Personal and Social

C Cognitive

L Language

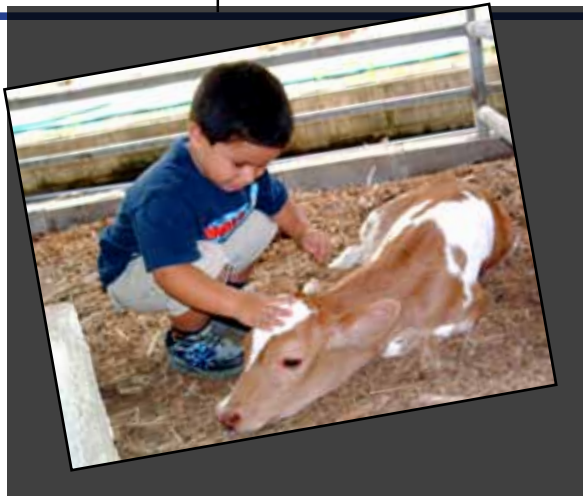
P Physical



L

B. Early Literacy: Pre-Reading and Pre-Writing *continued*

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>4. Recognize that drawings, paintings and writing are meaningful representations</p>	<ul style="list-style-type: none"> • Pretend to write a letter by scribbling on a paper and “reading” it out loud • Make a picture with lines coming out of the bottom and sides of a circle and tell you that it is him • Paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow 	<ul style="list-style-type: none"> • Enter into pretend play with the child, modeling writing for real purposes • Ask the child to tell you about his drawing, and ask if you can write his words on his paper • Have plenty of large paper and large crayons, paintbrushes and pencils available • Display the child’s writing and drawings with his name attached
<p>5. Use writing tools for scribbles and drawings</p>	<ul style="list-style-type: none"> • Hold a crayon, marker or pencil with a whole fist grasp, and scribble with little control 	<ul style="list-style-type: none"> • Make paper and large crayons and pencils available throughout all of the centers • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with • Provide opportunities for writing and drawing throughout the day • Encourage appropriate use of materials
<p>6. Develop vocabulary, language usage and some conventions of speech</p>	<ul style="list-style-type: none"> • Use words to describe the purpose and function of objects, such as “go,” “stop,” and “play” • Learn the names of objects new to him • Repeat words heard in the environment • Name an increasing number of objects in the books you read, and describe actions 	<ul style="list-style-type: none"> • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words • Use exclamations to express emotion • Engage in conversation on a regular basis • Name objects and describe actions
<p>7. Show comprehension by demonstrating understanding of text during and after reading</p>	<ul style="list-style-type: none"> • Listen to fiction and nonfiction materials • Ask and/or answer questions about the story while you are reading • Answer simple questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” 	<ul style="list-style-type: none"> • Give opportunities to respond, retell, and/or reenact the story • Ask about connections to the child’s experiences • Provide and use a variety of fiction and nonfiction materials



TWENTY-FOUR TO THIRTY MONTHS

Cognition and General Knowledge

PS Personal and Social

C Cognitive

L Language

P Physical



A. Exploring and Learning Math Concepts

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show interest in concepts, such as matching and sorting according to color, shape and size</p>	<ul style="list-style-type: none"> Name at least one color Compare the color of his toy car to that of another child Can match the colors and shapes in a matching puzzle Help to put away the toys, putting the blocks away with the blocks and the vehicles away together Group items of similar colors Try to get all of the big blocks to make his tower Put toys away correctly in bins labeled with pictures 	<ul style="list-style-type: none"> Play with the color names of objects as you pick the objects up to put them away. "I will pick up all of the green ones, you pick up the red ones". Give the toddler matching and sorting chores such as putting toys away with similar toys Use comparative words such as more, less, longer, smaller, in every day conversation Model and describe sorting methods
<p>2. Show interest in quantity and number relationships</p>	<ul style="list-style-type: none"> Complain that a friend has more orange slices than he does Fill a balance scale with beads, making one side go down, then the other Fill large and small containers with sand or water Can show two objects when asked. For example, will give two crackers when asked, "Can I have two crackers?" 	<ul style="list-style-type: none"> Count and use numbers when talking about objects Use words such as more and less when talking about comparisons of quantity Provide appropriate materials that allow children to experiment with numbers and quantity such as large beads, blocks, and sand and water table

B. Exploring and Learning Science Concepts

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Seek information through observation, exploration and investigations</p>	<ul style="list-style-type: none"> Want to pick up and bring home interesting things he finds on a walk Use senses to observe and gather information Use tools for investigation 	<ul style="list-style-type: none"> Model a sense of exploration and wonder Provide a variety of open ended materials such as leaves, magnifying glasses, and sticks
<p>2. Improve memory for details</p>	<ul style="list-style-type: none"> Sing songs and say nursery rhymes after hearing them many times Help you retell a favorite story after hearing it many times Ask to be picked up saying "Uh-oh, doggie" when he sees the same dog that knocked him down and licked him the day before 	<ul style="list-style-type: none"> Encourage exploration of the environment Sing favorite songs and say nursery rhymes often Read a favorite book many times Read and discuss factual books as well as fiction

chart continued on next page

TWENTY-FOUR TO THIRTY MONTHS

Cognition and General Knowledge

PS Personal and Social

C Cognitive

L Language

P Physical



B. Exploring and Learning Science Concepts *continued*

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>3. Explore new ways to do things</p>	<ul style="list-style-type: none"> • Get a stool and try to reach something put up on a high shelf • Try to put on his own coat, but get frustrated when his sleeve is inside out, and finally ask a teacher for help • Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead • Use a spoon to dig in the garden 	<ul style="list-style-type: none"> • Talk about what he is seeing, hearing, and touching • Talk about trying new ways to do things himself • Encourage use of items in a new way • Respect the child's creative use of materials

C. Exploring Social Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use imagination, memory and reasoning to plan and make things happen</p>	<ul style="list-style-type: none"> • Put a cushion sideways on the couch and pretend to be daddy driving to work • Pretend to feed a baby doll • Put on dress-ups, and pretend to be a dad • Tell his caregiver that he is going to be a firefighter before going to the dramatic play area 	<ul style="list-style-type: none"> • Look for opportunities to encourage and observe pretend play scenarios by joining in the play • Ask the child what he plans to play • Provide costumes and props for pretend play and role playing
<p>2. Have beginning understanding of consequences when following routines and recreating familiar events</p>	<ul style="list-style-type: none"> • Express opinions (negative or positive) about any change in his routine • Use the toy mixer the way he has seen mom do it • Bring a play dough cake with pretend candles to his caregiver • Participate in creating class rules • Accept the consequences of his actions, and say, "I'm sorry" when prompted • Want to make choices 	<ul style="list-style-type: none"> • Provide predictable routines for the child's sense of security and comfort • Point out and describe cause and effect in daily routines • Keep routines consistent and communicate changes in advance • Expect the child to follow routines that you establish • Make picture schedule of the daily routines and explain changes in advance • Talk to the child about the reasons behind the rules • Enforce rules consistently, rewarding with smiles and praise for good choices and consequences that fit the situation



USE A GENTLE, PLEASING TONE OF VOICE WHEN TALKING TO INFANTS AND CHILDREN. INFANTS AND CHILDREN MAY REACT NEGATIVELY TO HARSH, IMPATIENT, OR SARCASTIC VOICES.

TWENTY-FOUR TO THIRTY MONTHS

Physical Development

PS Personal and Social

C Cognitive

L Language

P Physical



A. Coordinating Large and Small Muscle Groups

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Perform more complex movements with his arms and legs</p>	<ul style="list-style-type: none"> • March around the room, walk on tiptoe, and jump off the bottom of the slide • Try to throw the ball to you • Jump in and out of a hula hoop • Walk on a wide balance beam sideways at first, but forward when you hold his hand 	<ul style="list-style-type: none"> • Incorporate gross motor activities during transitions between less active experiences • Provide a variety of interesting activities and equipment such as balls or a balance beam • Provide space for movement both indoors and outdoors • Provide guidance and modeling for purposeful movement
<p>2. Use his whole body to develop spatial awareness</p>	<ul style="list-style-type: none"> • Move through a simple obstacle course after teacher models actions • Walk around in a circle holding hands with other children • Dance to music, including songs that direct movement • Push himself on riding toys 	<ul style="list-style-type: none"> • Put words such as up, down, over, under, around and through with the movements he is performing • Provide a variety of activities and materials that support awareness of space, such as scarves or streamers, hula hoops, climbers
<p>3. Use improved eye-hand coordination to explore and manipulate objects</p>	<ul style="list-style-type: none"> • Continue to use both hands together • Put together a several piece puzzle • Use his hands to pound, poke and build with the play dough • Do finger plays that require hand-eye coordination, such as “The Itsy Bitsy Spider” • Zip a large coat zipper 	<ul style="list-style-type: none"> • Provide a variety of materials such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk, and puppets • Do finger plays • Provide play dough first without tools, then add a few items • Provide sand and water table activities • Provide small pieces of snack served family style

B. Improving Self-Help Abilities

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Enjoy doing for himself whatever he thinks he can do</p>	<ul style="list-style-type: none"> • Hang up his coat on a hook after taking it off himself • Feed himself with a spoon • Drink using both hands, spilling little • Pick up toys after playing • Try to brush his own teeth and comb his hair • Perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards • Wash his hands and use a towel to dry them • Take off his clothes 	<ul style="list-style-type: none"> • Encourage the child’s independence and be patient with his efforts • Offer assistance if he becomes overly frustrated and truly cannot do it for himself • Set up the environment so the child can reach items • Provide stepstools and coat hooks • Praise his efforts to do things for himself • Support toilet training efforts with encouragement, praise, and by identifying available bathrooms

THIRTY MONTHS TO THREE YEARS

Personal and Social Development

PS Personal and Social

C Cognitive

L Language

P Physical



A. Increasing Self-Awareness

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Express feelings more freely, showing independence and competence</p>	<ul style="list-style-type: none"> • Protest when a friend grabs a toy away from her, but share the toy when the friend asks for it • Raise her hand and say “I do!” with enthusiasm when you ask who wants to have a turn to water the plants • Get out the paper for the easel from the cabinet where it is kept and ask for help to put it up • Show great excitement about finding a ladybug on the playground • Ask for a favorite song as the class waits for everyone to wash hands • Talk more frequently to other children • Show more versatility in play behavior 	<ul style="list-style-type: none"> • Recognize the child’s efforts in addition to her success • Talk about what the child did • Encourage the child to try new activities and skills • Ask for the child’s assistance • Share in the child’s excitement about trying new skills and activities • Encourage her to help others • Provide opportunities and time to explore and practice independence • Provide simple chores for the child to do, such as putting napkins on the table
<p>2. Show increased self-regulation</p>	<ul style="list-style-type: none"> • Take turns when provided with assistance from an adult • Share one of the several dolls that she has with a friend who has none in the pretend play center • Attend at circle time for longer periods of time • Demonstrate positive coping strategies such as using her words or asking for help • Have difficulty transitioning from one activity to another • Tell you if she is sad or mad if you ask 	<ul style="list-style-type: none"> • Encourage the child for showing self control • Have enough materials for all of the children present • Minimize the time that children wait during routines • Be clear and consistent about limits and expectations • Communicate with parents about childcare expectations and how they may be alike or different from home • Talk about how her friends feel, and coach her in how to solve conflicts • Give a five minute warning before the end of play time • Have the consequences for inappropriate behavior fit the situation
<p>3. Share feelings through talking and pretend play</p>	<ul style="list-style-type: none"> • Say “No, I not sleepy”, when told it is time for a nap • Have an imaginary friend with whom he talks regularly • Say, “Mommy is coming back,” when playing with a doll 	<ul style="list-style-type: none"> • Acknowledge feelings • Accept and welcome the imaginary friend, listening for clues about the child’s feelings and needs • Sit with the child, rub his back, and provide a soothing environment • Ask open ended questions • Make time for one to one conversations regularly • Use puppets or dolls to help the child “act out” her feelings

THIRTY MONTHS TO THREE YEARS

Personal and Social Development



PS Personal and Social

C Cognitive

L Language

P Physical

B. Relating to Adults

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Imitate and attempt to please familiar adults</p>	<ul style="list-style-type: none"> • Continue to need reassurance from you after mom has left, but be easily calmed and comforted • Repeat words she has heard you using to tell another child to take her shoes off of the table • Imitate both courteous and non-courteous words in her pretend play that she has heard from adults • Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves • Pretend play a series of familiar activities, like giving a doll a bath and then putting the doll down for a nap 	<ul style="list-style-type: none"> • Give reassurance and quickly get the child involved in an activity when mom leaves • Provide a consistent routine for separating from parent that helps the child to make smooth transitions • Say, “It is not okay to use those words,” or “At school we say,” when inappropriate words are used
<p>2. Demonstrate cautious curiosity about unfamiliar adults</p>	<ul style="list-style-type: none"> • Ask a new caregiver to help her play with the puzzle she has selected • Ask the custodian what he is doing when he comes in to fix the broken sink faucet • Show the greeter in the store her new shoes from the safety of the shopping cart 	<ul style="list-style-type: none"> • Talk with the child about new situations before and after they happen, for example, “Today the custodian will be coming in to fix the sink faucet.”

C. Relating to Other Children

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Play cooperatively with other children</p>	<ul style="list-style-type: none"> • Talk to another child as they pretend to clean the house • Watch other children play with the ball, then join in doing the same actions • Look for her special friend to play with at center time • Choose to participate in simple group activities 	<ul style="list-style-type: none"> • Provide ample time and materials for children to play together • Encourage and model cooperative play
<p>2. Begin to understand the feelings of other children</p>	<ul style="list-style-type: none"> • Continue to have a hard time sharing, but look to an adult for help • Have a concerned look on her face when another child falls and gets hurt on the playground • Give a hug to another child after hitting • Attempt to problem-solve when another child takes something that belongs to her • Help another child to pick up the blocks after he dumped them out of the container • Feel and express remorse after accidentally knocking another child down in a rush to the door to go out 	<ul style="list-style-type: none"> • Coach the child to use words to resolve conflicts about sharing and taking turns • Help the child recognize when she’s hurt someone else’s feelings, and model offering an apology • Use puppets and stories to be proactive in teaching and modeling friendships and relationships

THIRTY MONTHS TO THREE YEARS

Language Development

PS Personal and Social

C Cognitive

L Language

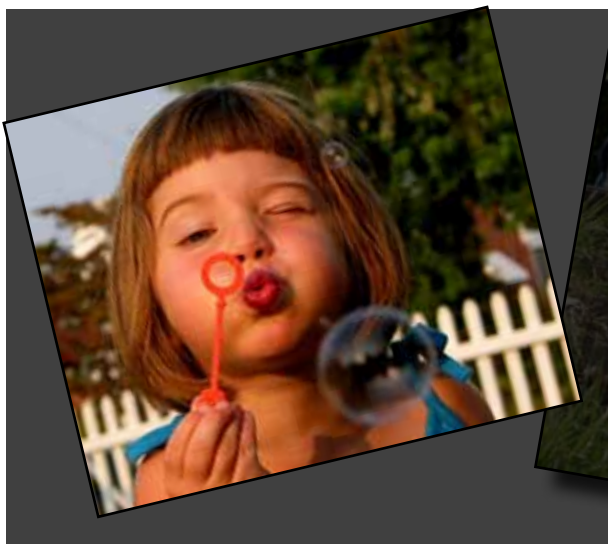
P Physical



L

A. Listening and Understanding

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Understand and respond to simple directions and requests</p>	<ul style="list-style-type: none"> • Go to wet a paper towel and bring it to an injured friend after you ask her to • Take a napkin from the pile and pass the pile to the next person at the table after being asked to • Follow simple directions, especially if they are part of a familiar routine, or have been demonstrated • Try to control others with direct commands 	<ul style="list-style-type: none"> • Give simple, clear instructions, with no more than two steps • Give real responsibilities, such as feeding the fish, setting up for snack, putting away laundry or silverware at home • Set up consistent routines that children can easily follow • Give a few minutes warning before a transition
<p>2. Begin to understand some abstract concepts, such as time, order, and positional words</p>	<ul style="list-style-type: none"> • Be very confident about the order of the daily routine, but not want it to change at all • Settle down to listen to the story when she knows she will get to play after the story • Sit next to a certain friend when asked • Know the motions, in order, to a familiar finger play 	<ul style="list-style-type: none"> • Provide a predictable schedule, and consistent routines • Provide graphic organizers for schedule and class jobs • Ask questions about the schedule using time words, such as “first,” “next,” “last,” “after,” “before,” “then” • Frequently use words that describe the relative positions of objects and people, such as “next to,” “behind,” “under,” “over” • Routinely tell the child that you will change activities in five minutes, and then do
<p>3. Demonstrate active listening skills</p>	<ul style="list-style-type: none"> • Attend to someone who is speaking for a longer period of time • Retell and understand simple verbal directions • Ask questions about what has been heard 	<ul style="list-style-type: none"> • Model good listening skills • Ask the child to retell what she has just heard • Ask about real life experiences • Make eye contact when listening and talking to her



THIRTY MONTHS TO THREE YEARS

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical



B. Expressing Ideas

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Expand her vocabulary with many more connecting and describing words</p>	<ul style="list-style-type: none"> • Use many words to express her feelings, tell about her ideas and respond to the ideas of others • Use personal pronouns such as “he,” “she,” “we” and “they” more easily • Continue to use some familiar “shorthand” expressions such as “we go” or “all gone” • Tell about what is happening in a book using action words • Describe how the pumpkin feels after putting her hands inside of it • Tell if she is mad or sad when asked 	<ul style="list-style-type: none"> • Use and model correct grammar • Ask about the actions the child sees being performed in a book • Provide describing words if the child does not come up with any

C. Entering Into Conversations

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Have more meaningful conversations with peers and adults</p>	<ul style="list-style-type: none"> • Use the same tone of voice she hears you using when talking to a younger child • Repeat adult questions that she has heard you ask to start discussions, such as “What do you think will happen next?” • Tell about getting a new kitten at home • Talks rapidly when trying to get out new ideas • Ask or answer a question, for example, “Do you want to sit here?” 	<ul style="list-style-type: none"> • Repeat what the child says • Ask open ended questions to extend the conversation • Include the child in as many conversations as possible • Remember that the child is listening to adult conversations • Give children many opportunities to have conversations with each other
<p>2. Use more conventions of speech as she speaks</p>	<ul style="list-style-type: none"> • Use “I” and “me,” although not always correctly • Talk in a different tone or pitch when playing pretend • Talk in short sentences • Begin to use plurals 	<ul style="list-style-type: none"> • Read frequently • Point out how your tone or pitch changes as you read • Talk to and answer questions the child asks
<p>3. Ask “why” and other questions frequently to keep a conversation going</p>	<ul style="list-style-type: none"> • Ask you what they are having for snack and if they can have milk to go with it • Ask the other children at the snack table questions about different unrelated topics 	<ul style="list-style-type: none"> • Answer the child’s questions, and ask, “What do you think?” in return • Tell stories about the past, and talk about the future

THIRTY MONTHS TO THREE YEARS

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical



L

D. Early Literacy: Pre-Reading and Pre-Writing

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Develop phonological awareness by becoming aware of the sounds of spoken language</p>	<ul style="list-style-type: none"> • Sing simple songs that she has heard many times with a group or on her own • Say a simple rhyme that she has heard many times, with a group or alone • Know how to identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running • Draw attention to parts of words such as syllables by moving to the beat 	<ul style="list-style-type: none"> • Sing the same simple songs over and over • Frequently say rhymes and finger plays with the child • Point out the sound at the beginning of her first name and other words starting with the same sound • Play listening games that include animal or environmental sounds
<p>2. Recognize that symbols have corresponding meaning</p>	<ul style="list-style-type: none"> • Recognize familiar symbols and road signs • Find her favorite cereal by the picture on the box • Use the stop sign in play with the car set • Put toys away in correctly labeled bins or shelves • Show awareness of gender differences, for example, pretend she is “Mommy” fixing dinner • Recognize her name in print 	<ul style="list-style-type: none"> • Point out the symbols that naturally occur in the environment, and symbols that designate some of her favorite places, foods or toys • Talk about some of the signs adults need to know when driving or playing • Label the places where toys belong with simple signs with pictures • Point out letters as they are encountered in real situations, especially those in her name • Trace and make letters in sand or out of play dough
<p>3. Begin to develop fluency by imitative reading</p>	<ul style="list-style-type: none"> • Correctly turn the pages of a favorite book • Ask for the same favorite book over and over again • Listen to you, other adults, or older child model fluent reading • Recite a familiar nursery rhyme, poem or finger play with expression • Want you to read the story the way she has heard it many times before, not leaving any parts out • Choose to look at a favorite book at rest time, retelling parts of the story softly to herself 	<ul style="list-style-type: none"> • Read with the child at least once, and preferably several times each day • Reread a child’s favorite book and introduce different versions, including rhyming and repetitive books • Connect examples from the story to real life • Help her find objects of interest in books • Have a variety of age appropriate books for children to select • Model, and point out concepts of print, such as reading top to bottom, left to right, front to back

chart continued on next page



THIRTY MONTHS TO THREE YEARS

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical



D. Early Literacy: Pre-Reading and Pre-Writing *continued*

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>4. Develop vocabulary and language usage</p>	<ul style="list-style-type: none"> • Use words to describe the purpose and function of objects • Learn the names of objects new to her • Point to the pictures associated with what you are reading to her • Ask and answer questions such as “What is this?” when reading a book with you • Guess the meaning of new words from the context or the pictures 	<ul style="list-style-type: none"> • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words • Use exclamations to express emotion • Engage in conversation on a regular basis • Name objects and describe actions
<p>5. Develop comprehension by demonstrating understanding of text during and after reading</p>	<ul style="list-style-type: none"> • Listen to fiction and nonfiction materials • Ask and answer questions about the story while you are reading • Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” • Tell you what will happen next in a story that has been read before • Answer questions about the story that has just been read • Enjoy looking at a nonfiction book about butterflies, talking about the similarities and differences 	<ul style="list-style-type: none"> • Give opportunities to respond, retell, reenact the story • Provide a variety of nonfiction and fiction materials • Follow up on children’s interests with more books, pictures and magazines about a given topic
<p>6. Begin to develop writing skills</p>	<ul style="list-style-type: none"> • Use a large crayon on a large piece of paper and scribble, telling you that it is her • Take your pen and scribble, saying that she is writing • Find her name card on a table with several others • Point to the rule sign about using “listening ears” when asked what we do at circle time 	<ul style="list-style-type: none"> • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about her drawing, and if she would like you to write what she says on her paper • Have plenty of large paper and large crayons, paintbrushes and pencils available • Fill the room with signs on the children’s eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make the signs with the children
<p>7. Use writing tools for scribbles and drawings</p>	<ul style="list-style-type: none"> • Hold a crayon with a whole fist grasp, or a correct or incorrect pincer grasp, and scribble with greater control • Draw a closed circle, may add eyes, nose, or mouth, and identify the picture as a person 	<ul style="list-style-type: none"> • Make paper and large crayons and pencils available • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with • Display the child’s writing and drawings • Gently correct the child’s grasp if it is awkward • Give her the opportunity to write on her drawing

THIRTY MONTHS TO THREE YEARS

Cognition and General Knowledge

PS Personal and Social

C Cognitive

L Language

P Physical



C

A. Exploring and Learning Math Concepts

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use mathematical thinking in daily situations</p>	<ul style="list-style-type: none"> • Hold up three fingers when asked how old she is soon after her birthday • Ask you to help her see if there is room in the play dough center and count the name cards with the teacher, deciding that there is room for her • Complain to you that her sister has more crackers than she does • Tell a friend that she is bigger, so she should go first up the climber • Match and sort objects according to color, size, shape or use when playing or putting away toys • Take two crackers out of the snack basket when it is passed, after hearing you say, "Take two crackers" 	<ul style="list-style-type: none"> • Provide opportunities for mathematical thinking in everyday situations (e.g., numbering the calendar, graphing weather) • Allow the child to attempt to solve the math problem herself before giving the answer • Play games like "Hide and Seek" and "Memory" to encourage the child to problem solve • Provide objects to sort and classify • Count small quantities of items frequently
<p>2. Show interest in concepts such as matching and sorting according to a single criterion</p>	<ul style="list-style-type: none"> • Name at least one color • Compare the color of his toy car to that of another child • Easily match the colors and shapes in a matching puzzle • Help to put away the silverware, matching the large spoons with the other large spoons 	<ul style="list-style-type: none"> • Play with the color names of objects as you pick the objects up to put them away. "I will pick up all of the green ones and you pick up the red ones." • Give the toddler matching chores such as sorting socks and silverware • Use comparative words in play
<p>3. Show interest in quantity and number relationships</p>	<ul style="list-style-type: none"> • Complain that a friend has more pretzels than she does • Fill a balance scale with beads, making one side go down, then the other • Enjoy transferring water from one container to another • Ask for "more" fruit at lunch • Explore counting from 1-10 	<ul style="list-style-type: none"> • Use number words when talking about objects • Use words such as more and less when talking about comparisons of quantity • Count small quantities of items often • Encourage children to collect materials, such as rocks or leaves, for counting and sorting

B. Exploring and Learning Science Concepts

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Think ahead and explore ideas</p>	<ul style="list-style-type: none"> • Identify what area of the room she wants to play in, but when asked what she wants to do say "play" • Stack up the nesting cups from large to small accurately, making a tower • Go to the math center for something to put in the cooking pot she is stirring on the play stove and come back with some beads in a sorting dish 	<ul style="list-style-type: none"> • Ask the child to make a plan, but let her explore and change her mind • Get down on the child's level and extend her thinking about what she is doing by asking open ended questions to get her to talk and think

chart continued on next page

THIRTY MONTHS TO THREE YEARS

Cognition and General Knowledge

PS Personal and Social

C Cognitive

L Language

P Physical



B. Exploring and Learning Science Concepts *continued*

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>2. Seek information through observation, exploration and investigations</p>	<ul style="list-style-type: none"> • Pick up and bring home interesting things she finds on a walk • Use senses to observe and gather information • Use tools for investigation (e.g., magnifying glass) 	<ul style="list-style-type: none"> • Model a sense of exploration and wonder • Provide a variety of open ended materials • Encourage exploration of the environment • Make a sensory box and let her guess what she is feeling before she looks at it
<p>3. Explore new ways to do things, showing more independence in problem solving</p>	<ul style="list-style-type: none"> • Put the dress over the doll's head, but struggle with the arms until an older child offers to help her • Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom • Try to make a mound out of the sand as it comes out of the container instead of just filling and dumping the container of sand • Move a stool to use to reach the sink or water fountain 	<ul style="list-style-type: none"> • Talk about what he is seeing, hearing, and touching • Talk about trying new ways to do things yourself • Encourage use of items in a new way • Respect the child's creative use of materials

C. Exploring Social Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use imagination, memory and reasoning to plan and make things happen</p>	<ul style="list-style-type: none"> • Get out a bag and fill it with papers in imitation of an adult leaving for work • Put a cushion sideways on the couch and pretend to be "Daddy" driving to work • Line up some dolls and read a book to them 	<ul style="list-style-type: none"> • Look for opportunities, and observe pretend play scenarios by joining in the play • Ask the children where they will play, and what they will do there • Provide a large cardboard box for children to decorate as a play house.
<p>2. Have beginning understanding of consequences when following routines and recreating familiar events</p>	<ul style="list-style-type: none"> • Have strong feelings about any change in the routine, for example, getting excited when going outside earlier than usual • Try to follow the rules of a simple board game and become frustrated when she doesn't understand why something has changed • Use the toy mixer the way she has seen you do it and say "I making a cake" 	<ul style="list-style-type: none"> • Provide predictable routines for the child's sense of security and comfort • Point out and describe cause and effect in daily routines • Keep routines consistent and communicate changes in advance



HELP YOUR CHILD TO LEARN ABOUT NUMBERS AND PATTERNS

Let your toddler play with safe objects of different shapes, colors and sizes. Help him place plastic mixing bowls inside one another, wash plastic dishes, or stack cans, boxes or blocks.

THIRTY MONTHS TO THREE YEARS

Physical Development

PS Personal and Social

C Cognitive

L Language

P Physical



A. Using Large Muscle Groups

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use riding toys easily</p>	<ul style="list-style-type: none"> • Pedal and steer on a low three wheeled toy, going with the traffic around and around the circle • Climb on the rocking horse and push her feet to make it go 	<ul style="list-style-type: none"> • Provide different kinds of riding toys, and a safe, supervised, place to ride them
<p>2. Move her body through space with more balance and control</p>	<ul style="list-style-type: none"> • Run, jump up with both feet, gallop, walk on tiptoe, walk backward and sideways, crawl under an object, twirl, roll over, balance on one foot • Walk sideways and forward on a wide balance beam • Perform dance motions with the circle of friends • Run across the playground, starting and stopping easily • Play rhythm sticks in time to the music • Easily handle a cup or fork effectively • Initiates using the toilet on her own with increasing success 	<ul style="list-style-type: none"> • Provide opportunities for dancing, marching and moving around the room, as well as running, climbing and swinging outside • Use rhythm instruments from time to time • Encourage children to feed themselves, even when it's messy • Walk up steps alternating feet

B. Using Small Muscle Groups

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Explore art materials</p>	<ul style="list-style-type: none"> • Enjoy swirling and squishing finger paint • Tear paper to make a collage • Start to use tools with the play dough such as a rolling pin or a cookie cutter • Use markers and crayons to “color” a picture sometimes going over the edge of the paper 	<ul style="list-style-type: none"> • Provide finger paint, collage materials, play dough and tools, markers, crayons, chalk, scissors, and paper • Provide opportunities to play with different play dough tools and materials
<p>2. Use smaller manipulatives and finger plays to develop small muscle strength and coordination</p>	<ul style="list-style-type: none"> • Use one inch cubes and Duplo® blocks to build with • String large beads on a shoelace with a knot at the bottom • Wind the jumping mouse with a pincer grasp on the small key • Arrange the counting bears in a line on the table • Use tweezers to pick up cotton balls and put them in a beaker • Put a hand in each puppet and make it talk by moving hands inside • Enjoy moving different fingers for the “Five Little Pumpkins” finger play 	<ul style="list-style-type: none"> • Provide small cubes, Duplo® blocks, large beads and a shoelace, counters, puppets, tweezers and cotton balls • Do finger plays often • Provide a sand and water table, and tools to squeeze and pinch

THIRTY MONTHS TO THREE YEARS

Physical Development

PS Personal and Social

C Cognitive

L Language

P Physical



C. Building Self-Help Skills

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Depend on routines to practice self-help skills and feel confident</p>	<ul style="list-style-type: none"> • Feed herself even using a fork and a cup with one hand until she becomes too tired • Help with simple chores such as setting the table with a napkin and plate for each person • Insist on bathing herself • Dress herself, except for finding the right hole for her first leg 	<ul style="list-style-type: none"> • Encourage the child to do anything for herself that she is able to do • Get her started with a difficult task, and let her finish herself, for example, zipping her coat

THREE YEARS

Personal and Social Development



A. Building Self-Concept

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Be more confident, self directed, purposeful and inventive in play</p>	<ul style="list-style-type: none"> • Enthusiastically try new activities and delight when he learns something new • Wait patiently for a short time, knowing that he will get a turn • Laugh easily at any silly words or ideas • Follow older children around and try to enter into their conversations • Attempt to build a bridge out of the unit blocks after watching another child do it • Ask you to watch as he walks on a wide balance beam and jumps off • Make choices about which activities are of interest • Use the box that a new car came in as a garage for it • Play cooperatively with other children • Play with an imaginary friend 	<ul style="list-style-type: none"> • Give support and encouragement as he tries new skills, praising the effort rather than the success • Give opportunities for exercising more independence in a supervised setting • Allow some risk taking as long as the child will be safe • Encourage the child to try new tasks, or to work with you to do them together at first • Give mini-lessons to child in some self help tasks, such as zipping a coat • Provide games or activities that require cooperation • Accept and welcome the imaginary friend, listening for clues about the child's feelings and needs
<p>2. Relate his needs, wants and feelings to others</p>	<ul style="list-style-type: none"> • Tell you what he likes and doesn't like • Solve a conflict using his words rather than hitting • Tell you how he feels after he has been noticed looking sad or angry because of someone else's actions • Proudly show the finger play he learned in school • Ask for help with putting the paper on the easel • Choose another center when his first choice is full 	<ul style="list-style-type: none"> • Remember that you are the role model for how to deal with stressful or disappointing situations • Encourage the child to use his words to express his needs, wants and feelings • Actively listen to the child, repeating and extending some of what he has said • Give the child choices of activities

chart continued on next page

THREE YEARS

Personal and Social Development



A. Building Self-Concept *continued*

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>3. Have increased self-regulation, following classroom rules and routines with guidance</p>	<ul style="list-style-type: none"> • Get help from you when another child grabs the ball away from him • Proudly tell you that he used the toilet all by himself • Tell another child, “We go down the slide only” as the child starts to go up the slide • Sit at circle time listening to a story for 5-10 minutes before needing to get up and do something more active • Sometimes remember to raise his hand as he asks the teacher a question at circle time • Manage transitions between activities with a few reminders • Use classroom materials respectfully • Express interest in her friends’ feelings • Remember what he liked in the past and make the same choice again 	<ul style="list-style-type: none"> • Keep circle time between 5-15 minutes long • Remind children of the posted rules, and give consistent consequences • Remind children to use their words or get help from an adult if they can’t resolve a conflict • Acknowledge when children are using self-regulation • Let children know that they are in charge of their hands, bodies and voices, and need to make good choices • Give five minute warning and reminders to help with transitions • Model and remind children about how to treat books, toys and pets with respect

B. Relating to Adults

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Imitate and try to please familiar adults</p>	<ul style="list-style-type: none"> • Separate from his parents with limited anxiety • Pick up his trash after seeing the task modeled by a caregiver • Listen to spoken directions • Come to you to show each new addition to his tinker toy construction • Pretend to wash the dishes and put them away in places where the teacher has shown him they belong • Use an order pad to pretend to take a “customer’s order” 	<ul style="list-style-type: none"> • Encourage parents to prepare the child for leave-taking • Have a consistent routine for arrival time • Have clear rules with picture clues that have been created with the children, frequently discussed and posted • Model appropriate speech, tone of voice, and behaviors • Respect the child’s need for attention, and his attempts to please, listening sincerely
<p>2. Be more comfortable around unfamiliar adults</p>	<ul style="list-style-type: none"> • Show the cashier at the store his new book and say “thank you” after she rings it up and hands it back to him • Not cry when left with a babysitter who engages him with a toy that she brought to share • Go willingly with a neighbor or family to the park even though mom is not going 	<ul style="list-style-type: none"> • Bring something interesting to share with the child • Understand the child’s caution, and give space and time to adjust • Talk about visitors before they arrive • Read stories about different community helpers • Make a picture book of occasional visitors

THREE YEARS

Personal and Social Development



PS Personal and Social

C Cognitive

L Language

P Physical

C. Relating to Other Children

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Begin to play cooperatively for brief periods with other children</p>	<ul style="list-style-type: none"> • Look for a favorite friend to play with on the playground • Offer to share the markers with another child who comes to the art center • Show his play dough monster to the child sitting next to him • Decide with two other children that they will play “Hide-and-Seek” on the playground • Need adult help to resolve a conflict over which song he and a friend will listen to in the Listening Center and agree to take turns • Work with a friend to find the flannel board pieces to go with the story they have just heard 	<ul style="list-style-type: none"> • Provide support when it seems apparent that the children cannot resolve the conflict themselves and offer a suggestion if they can’t think of ways to cooperate • Model cooperative play, entering in and helping to choose roles in pretend play, for example • Remind him that his friends like to hear “please” and “thank you” rather than being bossed around.
<p>2. Be able to better understand the feelings of other children</p>	<ul style="list-style-type: none"> • Watch other children to see how they react • Begin to use some simple techniques for preventing or resolving his own conflicts • Share a toy car with a child who cries because he has none • Say he is sorry when he has accidentally knocked another child down in a rush up the steps of the climber • Agree to let a friend help him feed the fish even though it is his job • Show concern when another child has fallen and is crying 	<ul style="list-style-type: none"> • Let the child try to resolve conflicts himself before intervening • Coach the child with appropriate words to use to resolve conflicts if he needs help • Draw attention to the face and emotions of the other child • Use puppets, role play and stories to teach empathy and conflict resolution • Model respect for the feelings of others
<p>3. Participate, with help, in the group life of the class</p>	<ul style="list-style-type: none"> • Join in group games such as playing “Farmer in the Dell” • Help to clean up after hearing the signal and being encouraged by you • Answer the question that you are asking everyone at circle time 	<ul style="list-style-type: none"> • Have a system, such as using a stack of name cards, to give everyone a chance to participate in a discussion • Play simple games that involve group cooperation • Encourage everyone to help clean up everywhere, being “a team”

HELP YOUR CHILD TO LEARN ABOUT PEOPLE

Make sure that people of different backgrounds and cultures are in your child’s life: neighbors, friends, and playmates. When you choose books, dolls, toys and coloring books, include ones with characters from different cultures or backgrounds. You’ll help your child understand from the start that everyone is different.



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THREE YEARS

Language and Literacy



A. Listening and Understanding

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Show understanding and respond to simple directions and requests	<ul style="list-style-type: none"> Follow multi-step directions, especially if they are part of a familiar routine or have been demonstrated Get his coat and start putting it on when told it is time to get ready to go outside Go to wet a paper towel and bring it to a hurt friend after being asked by her caregiver Take a napkin from the pile and pass the pile to the next person at the table after being asked to Listen more easily in a one-on-one conversation than in a group setting Begin to ask “how” and “why” questions 	<ul style="list-style-type: none"> Give simple, clear multi-step directions Establish daily routines which include doing two things in a row, such as, “Hang up your coat and find your name card” Have many one on one conversations with the child, and limit group discussions to brief periods
2. Understand abstract concepts	<ul style="list-style-type: none"> Remember events from the past, as well as where objects have been put Stop pushing anxiously to see, when he hears that the caterpillars will be there tomorrow and for “many days” Use and understand directional words such as around, backward and forward Understand and start to use some positional words such as behind, in front of, next to, under and over Name or point to many body parts Tell his name Match the picture cards in a simple game of concentration Recognize his name in print and the first letter out of context 	<ul style="list-style-type: none"> Talk about what happened in the past, and prepare the child for future events by talking about what will happen Frequently use the words that tell about the time something will happen, or has happened Frequently use and play with the words that tell the position of an object or person Play games that name body parts, such as “Simon Says” Use the child’s name in written form for many uses throughout the day Play matching games such as Lotto® and Concentration®

B. Expressing Thoughts and Ideas

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Use more conventions of speech as he speaks	<ul style="list-style-type: none"> Use some positional words such as “in front of,” “behind,” and “next to” Not pronounce all of his words correctly, but be easily understood most of the time Use longer sentences and more grown up words Use ‘s’ at the end of plurals and ‘ed’ for past tense Use plurals, pronouns and possessive words such as “my” and “his” Use contractions such as “won’t” and “can’t” Use words that describe the size and function of objects Use words that tell about time such as after and before Tell a story with many details about a trip to the zoo 	<ul style="list-style-type: none"> Model correct grammar, correctly repeating what the child says Have lengthy conversations with the child, listening and repeating correctly some of what the child has said Ask questions that call for answering with describing words, and provide some if necessary

THREE YEARS

Language and Literacy



PS Personal and Social

C Cognitive

L Language

P Physical

C. Entering Into Conversations

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Have more meaningful conversations with peers and adults	<ul style="list-style-type: none"> • Sing or chant nursery rhymes • Talk to a friend or caregiver, an imaginary friend, or the dolls and toys he is playing with • Tell what he did in the past, what he is doing currently, and what he will do in the future • Offer his own information in a group story or discussion about a visit by the firefighters • Talk with the boy he is building with about a new toy he has at home • Talk with a friend on the playground about what they are each going to do over the weekend 	<ul style="list-style-type: none"> • Enter into many conversations with the preschooler; ask him to join you in your conversations and play pretend together, both of you talking to the dolls • Ask open ended questions such as “What did you do this morning?” or “What will you do after school?” • Write group stories after a field trip or visit from interesting people • Understand that reality and fantasy are constantly blurring, resulting in wishful thinking, rather than lying
2. Ask “why” and other questions to keep a conversation going	<ul style="list-style-type: none"> • Ask questions to participate in a conversation • Repeat a question that another child has asked • Ask about how a caterpillar hangs from the top of the jar 	<ul style="list-style-type: none"> • Model asking questions • Answer the child’s questions simply and directly • Talk about the past, and speculate about the future
3. Demonstrate active listening skills	<ul style="list-style-type: none"> • Attend to the speaker for a longer period of time • Retell, and relate to what has been heard • Ask questions about what has been heard 	<ul style="list-style-type: none"> • Model good listening skills • Ask the child to retell what he has just heard • Ask about real life experiences

D. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Develop phonological awareness by becoming aware of the sounds of spoken language	<ul style="list-style-type: none"> • Sing simple songs that he has heard many times with a group or on his own • Say a simple rhyme that he has heard many times, with a group or alone • Begin to identify rhyming words when he hears them • Begin to supply the rhyming words in a familiar poem or song • Know how to identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running • Draw attention to parts of words such as syllables by moving or clapping 	<ul style="list-style-type: none"> • Sing the same simple songs over and over • Say rhymes and finger plays frequently with the child • Point out the sound at the beginning of his first name and other words starting with the same sound • Play listening games that include animal or environmental sounds • Play with words, changing the beginning or ending to make a word sound silly

chart continued on next page

THREE YEARS

Language and Literacy



PS Personal and Social

C Cognitive

L Language

P Physical

L

D. Early Literacy: Pre-Reading and Pre-Writing *continued*

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>2. Recognize that symbols have corresponding meaning</p>	<ul style="list-style-type: none"> • Look for and identify familiar logos or signs • Find his favorite cereal by the picture on the box • Use the stop sign in play with the car set • Put toys away in correctly labeled bins or shelves • Find his name card on his carpet square and sit there • See a letter from his name on a sign and point it out to you • Ask what a card says after receiving it in the mail • Sing the alphabet song, pointing to the letters 	<ul style="list-style-type: none"> • Point out the symbols that naturally occur in the environment, and symbols that designate some of her favorite places, foods or toys • Talk about some of the signs adults need to know to drive when driving or playing • Label the places where toys belong with simple signs with pictures • Point out the letters that are in his name when seeing them in the environment • Use the children's names in written form many times during the day • Sing the alphabet song, pointing to the letters as you sing
<p>3. Begin to develop fluency by engaging in imitative reading</p>	<ul style="list-style-type: none"> • Correctly turn the pages of a favorite book • Ask for the same favorite book over and over again • Listen to models of fluent reading • Recite a familiar nursery rhyme, poem or finger play with expression • Ask to reread a favorite story, remembering the funny ending and telling it as you start to read • Sing along with a song after hearing it several times • Retell a story he has heard a few times recently using some of the actual phrases such as "I'll huff and I'll puff and blow your house down!" 	<ul style="list-style-type: none"> • Read with the child at least once, and preferably several times each day, individually or in small groups • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading • Reread a child's favorite book over and over again and introduce different versions, including rhyming and repetitive books • Connect examples from the story to real life • Help children make books from real life sequences of events • Have a variety of age appropriate books for children to select • Model, and point out concepts of print, such as reading front to back, top to bottom, left to right, sweeping back for the next line
<p>4. Expand his vocabulary and language usage</p>	<ul style="list-style-type: none"> • Use words to describe the purpose and function of objects • Learn the names of objects new to him • Use words learned through reading in his own conversation • Discover the meaning of new words from the context or the pictures • Make up a story to go with the clothes he is wearing in the dramatic play center • Begin to use plurals and more verbs acted out 	<ul style="list-style-type: none"> • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words • Use exclamations to express emotion • Engage in conversation on a regular basis • Name objects and describe actions • Encourage children to figure out what new words mean

THREE YEARS

Language and Literacy



PS Personal and Social

C Cognitive

L Language

P Physical

D. Early Literacy: Pre-Reading and Pre-Writing *continued*

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>5. Develop comprehension by demonstrating understanding of text during and after reading</p>	<ul style="list-style-type: none"> • Make guesses about what a story is about • Point out familiar concepts by looking at pictures in the text • Listen to a variety of fiction and non-fiction materials, including poetry, nursery rhymes, stories, fairy tales and realistic fiction • Ask and answer questions about the story while you are reading • Answer questions after the story, such as, “Who was in the story?” “Where did he go?” “What did he do next?” and “Why was he sad?” • Listen to and discuss a variety of books and stories representing diverse cultures, perspectives and ethnicities • Begin to understand that stories can be acted out • Begin to listen for rhyming words, clap out rhythm, and chant along with repetitive phrases in poetry or other books • Point to, and name, the numbers that he knows in a counting book, and count along with you • Make up a story about a book 	<ul style="list-style-type: none"> • Give opportunities to respond, retell, draw about, and reenact the story • Provide a variety of non-fiction and fiction materials, including poetry, wordless books, fairy tales and realistic fiction • Provide materials that represent diverse cultures, perspectives and ethnicities • Follow up on children’s interests with more books, pictures, magazines about a given topic • Start to use words such as beginning and end of the story • Model, discuss and demonstrate the proper use of books • Point out letters, shapes and numbers where appropriate
<p>6. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</p>	<ul style="list-style-type: none"> • Pretend to take your order while playing restaurant by scribbling on a pad with a pencil • Make a picture with lines coming out of the bottom and sides of a circle and tell you that it is him • Paint some broad strokes across the paper with a few different colors, and tell you that it is a rainbow • Begin to control scribbles, perhaps telling his caregiver what they say • Find his name card on a carpet square and sit there • Show a friend his work on the wall • Dictate a thank you note to go with his picture for the firefighters after their visit 	<ul style="list-style-type: none"> • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about his drawing, and if he would like you to write what he says on his paper • Have plenty of large paper and various crayons, paintbrushes and pencils available • Fill the room with signs on the children’s eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make the signs with the children • Use sign-up sheets, and sign-in sheets for attendance • Display the child’s writing and drawings with his name attached
<p>7. Use writing utensils for scribbles and drawings</p>	<ul style="list-style-type: none"> • Hold a crayon with a pincer grasp, although perhaps resting on the ring finger, or start to hold it correctly, and scribble with increasing control • Begin to draw representations of people and objects 	<ul style="list-style-type: none"> • Make paper and large crayons and pencils available • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with • Assist the child in holding a pencil correctly

THREE YEARS

Cognition and General Knowledge



PS Personal and Social

C Cognitive

L Language

P Physical

A. Using Mathematical Thinking

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use mathematical thinking to solve real problems</p>	<ul style="list-style-type: none"> Count out three crackers from the snack basket when it is passed to him Tell on a friend who has come into the block center when it is already full Tell you that his cup is full of sand and hers is empty Build a tall tower and stand next to it to see if it is as tall as he is Sort objects by color or shape 	<ul style="list-style-type: none"> Use vocabulary of quantity and spatial relations, including “behind,” “more,” “less,” and “above” naturally rather than in structured lessons Model using mathematical thinking to solve real problems, such as, “Are there enough apple slices for everyone to have another one?” Use comparative words, and ask him to help you to compare objects Have specific, labeled places where materials belong to encourage sorting as the children clean up
<p>2. Show interest in concepts such as matching and sorting according to a single criteria</p>	<ul style="list-style-type: none"> Name several colors Compare the color of his toy car to that of another child Easily match the colors and shapes in a matching puzzle Help to put away the utensils, matching the large spoons with the other large spoons 	<ul style="list-style-type: none"> Play with the color names of objects as you pick the objects up to put them away, such as, “I will pick up all of the green ones, you pick up the red ones”. Give the child matching chores such as sorting socks and silverware Use comparative words in play
<p>3. Show interest in quantity, measuring and number relationships</p>	<ul style="list-style-type: none"> Complain that a friend has more pretzels than he does, then answer “yes” when he is given another and asked if they now have the same Fill a balance scale with beads, making one side go down, then the other Sing “Five Little Monkeys Jumping on the Bed” and know that the next number is one less than the one before Tell a friend that he is taller than the tower he has built 	<ul style="list-style-type: none"> Use numbers when talking about the quantity of objects Use words such as “more,” “less” and “the same” when talking about comparisons of quantity Start to use words such as “heavier,” “lighter,” “bigger,” “smaller,” “taller,” “shorter” Ask questions about comparisons when appropriate Provide measuring cups and spoons, balance scale, and measure the children a few times during the year
<p>4. Show beginning interest in geometry</p>	<ul style="list-style-type: none"> Name the circle and triangle Find examples of shapes in the environment Play a shape matching game Draw and name a circle for his head Make symmetrical designs with shape blocks 	<ul style="list-style-type: none"> Provide materials with various shapes Use the names of shapes when cleaning up the blocks or other shape toys Use shape names when describing how to draw people, animals, or write the letters in his name
<p>5. Show beginning interest in numerals and counting</p>	<ul style="list-style-type: none"> Proudly show that he can count three objects Recognize and name the numerals in a counting book 1-5 Easily count out the four cookies that the snack menu says he can take Count the name cards to see if there is room for him in a given play center where only four children may play at a time 	<ul style="list-style-type: none"> Count with the child when pushing on the swing, taking cookies from the snack basket, or figuring out how many napkins needed are for himself and a friend Use the numeral when writing the snack menu to tell the children how many items they may take

THREE YEARS

Cognition and General Knowledge



PS Personal and Social

C Cognitive

L Language

P Physical

B. Using Scientific Thinking

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects</p>	<ul style="list-style-type: none"> • Ask questions about everything he sees, watching carefully • Enthusiastically check his seed cup to see if there have been any changes overnight since his first seed started to sprout • Put the modeling clay in water to see what happens • Watch the fish and tell that he likes the biggest one best 	<ul style="list-style-type: none"> • Provide many opportunities for exploration and experimentation with the natural world and other science materials • Encourage the child to find out for himself rather than give answers immediately • Model using your senses to find out answers to questions
<p>2. Seek information through observation, exploration and descriptive investigations with simple science tools</p>	<ul style="list-style-type: none"> • Want to pick up and bring home interesting things he finds on a walk • Use senses to observe and gather information • Use tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons, and sorting trays for investigation • Have an improved memory for details • Guess that a nut is inside an acorn, and confirm that prediction by breaking the acorn to find out (with assistance) • Asks lots of “why” questions 	<ul style="list-style-type: none"> • Model a sense of exploration and wonder • Provide a variety of open ended materials • Encourage supervised exploration of the environment • Ask the child to make and check predictions before and after an investigation
<p>3. Use more advanced problem solving skills, testing his understanding and ideas in real situations</p>	<ul style="list-style-type: none"> • Offer to bring a screwdriver from home to fix a broken toy • Get a toy broom and use the handle to get a ball out from under a shelf where it has rolled • Get a ruler from the art center to use as a pointer to play teacher with and point to the ABC’s • Ask for some flour for his hands when the gingerbread is sticking to them • Suggest using the fish net to put the fallen fish tank cave upright 	<ul style="list-style-type: none"> • Talk about what he is seeing hearing, and touching • Talk about trying new ways to do things yourself • Provide a large cardboard box and have him plan where to make windows and doors for a play house • Respect the child’s creative use of materials • Resist the urge to jump in and provide solutions to problems too quickly



HELP YOUR CHILD TO GROW HEALTHY & STRONG!

Make eating healthy foods fun. Offer your child fruit as a snack. You can freeze fruit juice cubes for a summer treat, or make cookies sweetened with honey rather than sugar. Children who eat too many sugars and fats are likelier to develop health problems later.



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THREE YEARS

Cognition and General Knowledge



PS Personal and Social

C Cognitive

L Language

P Physical

C

C. Exploring Social Learning

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment</p>	<ul style="list-style-type: none"> • Tell a friend that he wants to be a daddy when he grows up and that only boys can be the daddies • Pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out • Show a finger play that he learned to a friend, then make up hand motions to go with a new song • Wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos • Pick up trash on the playground and bring it to you 	<ul style="list-style-type: none"> • Enter into the children's pretend play when children need help extending the scenario • Provide props and an area for him to act out roles he sees, for example, doctors • Set up more complex situations for the children to participate in • Talk about and model caring for the classroom materials and the playground • Participate in field trips, visitors, and books to extend the child's knowledge about what people say and do
<p>2. Use prior knowledge and imagination to think through what he wants to play</p>	<ul style="list-style-type: none"> • Plan with a friend and pull many chairs together to make a train • Use the blocks as garages and houses that the cars and trucks drive to • Use the Unifix Cubes® with several friends to try to make a rod that reaches across the room • Decide in advance who will be the dad and who will be the son in the dramatic play area • Take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do 	<ul style="list-style-type: none"> • Have a daily routine to ask the children before they go to centers where they will go, and what they will do there • Ask children to review what their plan was and whether they did what they planned • Model cooperative play, and acting out of familiar scenarios
<p>3. Have beginning understanding of consequences when following routines and recreating familiar events</p>	<ul style="list-style-type: none"> • Have strong feelings about any change in the routine • Try to follow the rules of a simple board game and become frustrated when he doesn't understand why something has changed • Participate in creating rules for the class • Help to clean up, saying, "We are a team" 	<ul style="list-style-type: none"> • Provide predictable routines for the child's sense of security and comfort • Point out and describe cause and effect in daily routines • Keep routines consistent and communicate changes in advance • Refer to the few class rules often, and have consistent consequences for not following them
<p>4. Begin to recognize his own physical and family characteristics and those of others</p>	<ul style="list-style-type: none"> • Count how many boys are in the group he is playing with • Go to the table when the teacher says that everyone who has brown hair may go • Draw a picture of his dad with very long legs 	<ul style="list-style-type: none"> • Discuss physical differences as well as similarities • Let children describe their families and compare them with others

THREE YEARS

Physical Development



PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Large Muscle Groups

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Move with confidence and stability, coordinating movements to accomplish simple tasks</p>	<ul style="list-style-type: none"> • Climb the stairs on the climber with alternating feet, without holding on • Push his feet and bend his knees to make the see saw work • Walk forward on the wide balance beam • Hop across to the other side when playing “Red Rover” • Make the Big Wheels® toy spin around fast by turning the handle bar far to one side and pedaling fast • Go over, under, around and through on an obstacle course • Begin to “pump” on the swings after someone has gotten him started • Stand and hop on one foot for a few seconds • Want you to check and respond to even minor bumps or scrapes • Easily use riding toys, such as tricycles and Big Wheels® 	<ul style="list-style-type: none"> • Provide daily outdoor play opportunities with appropriate supervision • Encourage large muscle play by providing riding toys, climbers and balance beam, swings, balls, obstacle course, and hula hoops • Acknowledge minor bumps or bruises, for example, “I’m sorry you are hurt.” • Provide appropriate safety equipment such as helmets and kneepads

B. Controlling Small Muscle Groups

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Develop finger skills through many forms of play</p>	<ul style="list-style-type: none"> • Begin to grasp with a finger grasp, but revert to a whole fist grasp at times • Use connecting blocks to build more recognizable objects such as cars, airplanes and houses, and take them apart • Stack the blocks or building materials to make a house after watching someone else do it • Fill and dump several cups in the sand table using a shovel, then a smaller spoon • Make a snowman out of play dough after watching an older child make balls and put them together • Enjoy using a variety of art supplies, including markers, finger paints, crayons • Practice using scissors to cut out shapes, but be unable to stay on the lines 	<ul style="list-style-type: none"> • Provide time daily for small muscle play to develop the pincer grasp, and gain strength and control • Correct an awkward pencil grasp • Provide materials for small muscle play and practice such as: smaller blocks and beads, other manipulatives, play dough, paint brushes, markers, large pencils and crayons, as well as smaller ones, and blunt scissors and paper • Provide puppets • Frequently do more complex finger plays • Provide small snack items to pick up and eat • Put cotton balls in a cup, and let him take them out with tweezers



THREE YEARS

Physical Development



PS Personal and Social

C Cognitive

L Language

P Physical

C. Caring for Self and Others

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders</p>	<ul style="list-style-type: none"> • Spread icing on his gingerbread man with a craft stick • Pick up the puzzle he was working on and put it where it belongs • Sort socks, putting together the ones that match • Take care of his own toileting needs • Put on his own coat, hat and mittens, but need help with gloves and getting a zipper started • Brush his own teeth and hair • Dress himself up to the point of tying shoes • Wash and dry his own hands 	<ul style="list-style-type: none"> • Let the child do for himself anything that he is able to do • Encourage the child to try self-help skills • Praise the child's effort rather than just the results • Remind the child of the health and safety rules, giving reasons behind them if appropriate • Identify and label available bathrooms • Provide a quiet time and space, even if he has given up napping in the afternoon



HEALTHY BEGINNINGS:

Supporting Development and Learning from Birth through Three Years of Age

Glossary of Terms Used

Acknowledge: To show positive recognition or interest through facial expressions or words

Appropriate: What is properly expected for the child's age and ability

Autonomy: The sense of being self-directed

Cognition: The aspect of development dealing with thinking, problem solving, intelligence and language

Comprehension: The act of understanding, and making meaning out of what has been heard or read

Concept: Thought, notion, or idea

Consequences: The results of an action

Consistent: Behavior which is always the same

Context: The words surrounding a word or group of words that help give meaning to the word, also the circumstances surrounding an act or event

Cooing: Production of vowel sounds, often in response to a human face or voice, usually beginning around the second month of life

Criteria: A standard on which a judgment may be based

Demonstrate: To show clearly, or to explain with many examples

Empathy: Caring or concern for others

Empty calorie foods: Foods with little or no nutritional value and high sugar content

Environment: The area in which the baby/child is, inside or outside

Expose: To bring to light, or to give an experience to a child

Expressive language: Language that is spoken or communicated through gestures and signs, rather than merely heard and understood

Extend: To make a longer sentence, or add a thought to what the child has said

Frequently: Quite often

Indicate: To show

Intervene: To step in to a situation to help

Interact: To have meaningful contact with another person

Initiate: To start or begin

Intonation: The rise and fall in pitch of the voice in speech

Label: To attach a word to a picture, object, or activity, either verbally or in writing

Minimize: To make as small as possible

Model: To show or give an example; or a copy of an object

Non-verbal: Without words

Phonemic Awareness: A special kind of phonological awareness involving the smallest units of oral language, phonemes or sounds

Phonological Awareness: The knowledge of the sound structure of language

Phonetic: Having to do with the systematic association between letters and the sounds in spelling words

Positive reinforcement: The practice of giving some type of physical, emotional, or verbal reward for behavior that is desired

Prompted: Asked a question or given a reminder

Prosocial behavior: Behavior intended to enhance the welfare of another person

Reassurance: Comfort, usually with words that the child understands

Receptive language: Accurately understanding the meaning of words or phrases spoken or signed by others

Re-direct: To turn the child's attention to something different from what they are attending to

Reinforce: To strengthen the response with some type of reward, physical, emotional or verbal

Repetitions: Doing the same activity over and over again

Repetitive Books: Books having the same words or phrases over and over again

Resources: The objects available for the child to use or play with and the materials available for you to support their work with the child

Rhymes: Words that sound alike at the end, such as cat and bat

Rhythms: A regular rise and fall in the sound of speech; or the repetitive beat of a song

Secure Base: Parents/Caregivers provide child with a "home base," giving the child a feeling of security, support, and self-confidence

Self-regulation: The ability to control one's own behavior

Separation Anxiety: The stress experienced by a child when separated from his parent or primary caregiver

Show a preference: Like one object, song or story more than others

Social/Emotional Development: The child's capacity to experience, regulate, and express emotion; form close and secure interpersonal relationships, and explore the environment and learn.

Stimulating: To excite or arouse the senses

Text: The written words that are read in a book

Transitioning: Moving and changing activities

Universal Design for Learning: Providing multiple approaches to learning to meet the needs of diverse learners

Vocabulary: The collection of words that a child understands and/ or can speak

Wariness: The act of being very cautious or untrusting of unfamiliar people or situations

Resource List

The resources listed below are a sampling of helpful programs, services, books, and websites.

Programs and Services

Child & Adult Care Food Program: Provides recipes, resources, and information on preparing nutritious meals and food safety. www.nal.usda.gov/childcare

Consumer Product Safety Commission: Committed to protecting consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard or can injure children. Phone: (800) 638-2772, www.cpsc.gov

Friends of the Family: Sponsors seminars and workshops that feature experts in various aspects of family or infant development; provides a toll-free help-line service for child care providers; and operates a lending library for early childhood practitioners and those working with young families. Phone: (410) 659-7701, www.friendsof-thefamily.org

Kennedy-Krieger Institute: Provides evaluation, rehabilitation, educational services and cutting edge research on behalf of children with brain related disabilities, also provides professional training by renowned experts dedicated to increasing the number of qualified specialists in the United States and abroad. Phone: 443-923-9200, Toll Free: 800-873-3377, www.kennedykrieger.org

Maryland Cooperative Extension Service (MCE): A statewide, non-formal education system within the college of Agriculture and Natural Resources and the University of Maryland Eastern Shore. MCE educational programs and problem-solving assistance are available to citizens and are based on the research and experience of land grant universities such as the University of Maryland, College Park. Phone: (301) 405-8339, www.agnr.umd.edu/MCE

Maryland Infant and Toddlers Program: A system of early intervention and supports, offered by public and private agencies throughout the state to young children with developmental delays and their families. Phone: 1-800-535-0182 (MD Relay for persons with hearing impairments 1-800-735-2258), www.msde.state.md.us/programs/infant-sandtoddlers

Maryland State Department of Health and Mental Hygiene: Provides a wide range of information and services for the citizens of Maryland, including immunizations, communicable diseases, nutrition, environmental issues, and maternal and child health. Children's Health Resource Line 1-800-638-8864, www.dhmh.state.md.us

Project ACT: Assists individuals of all abilities and their families in achieving their personal goals and in reaching their maximum potential. Provides one-on-one, individually tailored services to people throughout Maryland and Washington D.C., Phone: 410-828-7700, 1-800-492-2523, www.abilitiesnetwork.org

Ready at Five: Focused on school readiness for all Maryland children, Ready at Five provides professional development to early education professionals (School Readiness Symposia; Institutes for Early Educators and curricula training); Learning Parties and Parent Tips for parents and analyzes and reports the annual Maryland Model for School Readiness (MMSR) data across Maryland. Phone: (410) 788-5725, www.readyatfive.org

Zero to Three: A national organization whose goal is to provide families, providers and communities with support and to promote the healthy development of babies and toddlers. Provides information, resources, and publications for both parents and providers. Phone: (202) 638-1144, www.zerotothree.org

Books:

Acredolo, L. & Goodwyn, S. *Baby Minds: Brain Building Games Your Baby Will Love*. New York: Bantam Books, 2000

American Academy of Child and Adolescent Psychiatry. *Your Child: What Every Parent Needs to Know about Child Development*. William Morrow, 1998

Beyer, M. *Teach Your Baby to Sign*. Fair Winds Press, 2007.

Briant, M. *Baby Sign Language Basics*. Hay House, 2009.

Dombro, A.L., Colker, L.J., Trister Dodge, D. *The Creative Curriculum® for Infants & Toddlers, Second Edition*. Teaching Strategies, Inc., 2000

Herr, J. & Swim, T. *Creative Resources for Infants and Toddlers*. New York: Delmar-Thompson Learning, Inc., 2002

Isbell, R. *The Complete Learning Spaces Book for Infants and Toddlers*. Gryphon House, 2003

Schiller, P. *The Complete Resource Book for Toddlers and Twos*. Gryphon House, 2003

Silberg, J. *Baby Smarts: Games for Playing and Learning*. Gryphon House, 2009

Trister Dodge, D. & Heroman, C. *Building Your Baby's Brain: A Parent's Guide to the First Five Years*. Wadsworth Publishing, 1999

Websites:

Act Early: Learn the Signs: Provides normal developmental milestones for each age group with a "developmental health watch" listing red flags for each group. www.cdc.gov/actearly

American Academy of Pediatrics: Healthy Children: Provides information from members of the American Academy of Pediatrics about health, development, safety, and awareness for parents and caregivers. www.healthychildren.org

Countdown to Kindergarten: Provides information on the concept of school readiness, alerts parents to the existence of the kindergarten assessment and gives caregivers activity ideas build skills in the seven domains of learning. www.countdownMD.org

Family Education Network: A consumer network of learning and information resources, personalized to help parents, teachers, and students of all ages take control of their learning and make it part of their everyday lives. www.familyeducation.com

Maryland Committee for Children: Works with parents, child care providers, advocates, employers, and policymakers to expand and enhance the early childhood education and child care available to Maryland's children. www.mdchildcare.org

Maryland Public Libraries: It's never too early for active learning for young children. Free resources and services are available to children, families, child care providers and educators. To connect with your public library, click on your county from this link http://directory.sailor.lib.md.us/pub_use/county_map.cfm or call 410-767-0346.

Maryland State Department of Education/Division of Early Childhood Development: Responsible for improving early care and education in Maryland so that young children are well prepared for school. The Division website contains helpful information for families and child care providers. http://www.marylandpublicschools.org/MSDE/divisions/child_care/

National Association of the Education of Young Children: An organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. www.naeyc.org

National Child Care Information Center (NCCIC): A service of the Child Care Bureau, a national clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information. www.nccic.org

Maryland State Department of Education: A resource for providers and families with young children with disabilities, birth through five. <http://www.mdegateway.org>

The Council for Exceptional Children, Division for Early Childhood: Provides information for families and caregivers to support the needs of children with developmental delays and disabilities. www.dec-spced.org

The National Institute for Literacy: Provides information about research and practices for reading instruction. www.nifl.gov

Way to Go, Weigh to Grow: A guide to healthy weight in infants, toddlers and preschoolers information and activities. www.healthyweightforkids.org

Resources Used

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