



State of Maryland
Department of Human Resources
Child Care Administration

Guidelines for Healthy Child Development and Care for Young Children (Birth – Three Years of Age)



Good Start, Grow Smart Workgroup

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Philosophy Statement

All children are learning before they are born. Within their brain a foundation has been built not only to develop them physically, but cognitively, emotionally and socially as well. They have heard their mother's voice, and the connections have been made to allow them to speak her language. Good pre-natal care of mother and baby are essential for brain growth and development. However, it is what we can all do after birth that is the reason for this set of guidelines.

What the adults who care for them do for children from the very beginning plays an important role in building the foundation for all later learning. Knowing what to do, and what to expect from babies, toddlers and pre-schoolers, are the essential goals of these guidelines. There is a wide range of normal in terms of timing for reaching certain developmental milestones. If a baby doesn't turn over by the time she is six months old, or walk by the time he is fourteen months, or talk by the time she is two, remember that all children develop at slightly different rates. Consult with your pediatrician if the delay is excessive. All of the child's caregivers should be involved in guiding one toward the appropriate infant/ toddler program.

This set of guidelines has been compiled by a workgroup composed of early childhood professionals to be compatible with the Maryland Model for School Readiness, which includes the Voluntary State Curriculum, making the guidelines part of a birth to grade 12 learning continuum. The guidelines also strive to meet the expectations of the No Child Left Behind Act, the 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 are stated in their joint position paper of November 2002. It states, "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."

It is our hope that the families, early care and educational professionals who use these guidelines will confidently embrace their role as a child's earliest teachers. They will strive to do all that they can to meet needs of the children in their care and support and encourage them along the continuum of learning.

Birth to Four Months

I. Personal and Social Development		
A. Have feelings about self and others		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Express comfort and discomfort, enjoyment and unhappiness in her environment</i>	<ul style="list-style-type: none"> • Cry, smile, wiggle, gurgle and use facial expressions to let people know how she feels 	<ul style="list-style-type: none"> • Follow her lead and respond when she cries • Give hugs and other warm physical contact to help baby feel secure, parents can also give skin to skin contact
2. <i>Calm herself</i>	<ul style="list-style-type: none"> • Learn to close eyes, suck on fist, or turn head away from distractions • Begin to follow regular patterns of eating and sleeping • Calm when adults intervene with swaddling, rocking, or dimming lights • Indicate when she needs rest 	<ul style="list-style-type: none"> • Swaddle, rock the baby or dim the lights • Follow the baby's patterns (when and amount) of eating • Follow the baby's patterns (when and amount) of sleeping • Give the baby consistent loving care, respecting individual needs • Sing or hum to the baby • Rub the baby's back or stomach gently
3. <i>Show interest in familiar adults</i>	<ul style="list-style-type: none"> • Initiate interactions with adults • Know her caregivers and adults who respond to her socially • Smile when seeing or hearing them 	<ul style="list-style-type: none"> • Ensure that the baby has a primary caregiver • Respond to the baby with facial expressions, actions and words. • Establish eye contact regularly
4. <i>Show awareness of other children</i>	<ul style="list-style-type: none"> • Begin to show recognition of familiar children with facial expressions, noises or body language and facial expressions 	<ul style="list-style-type: none"> • Place babies near each other, when awake • Let the baby interact with children of all ages in a supervised setting
5. <i>Show awareness of unfamiliar people</i>	<ul style="list-style-type: none"> • Begin to show wariness, hesitancy or even distress when approached by an unfamiliar person 	<ul style="list-style-type: none"> • Provide comfort to the baby if unfamiliar people stress her
II. Language Development		
A. Understand and Communicate		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Listen and express herself</i>	<ul style="list-style-type: none"> • Be either frightened or soothed by noises • Use vocal, body and facial expressions to express pleasure or displeasure • Cry to communicate hunger, pain or discomfort • Make a noise when hearing a voice • Imitate some facial expressions and movements • Imitate sounds from the environment 	<ul style="list-style-type: none"> • Talk to the baby directly and face-to-face using a combination of adult and "baby talk" • 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

B. Pre- Reading and Pre-Writing		
The baby may:	For example the baby might:	The caregiver can:
2. <i>Begin to demonstrate phonemic awareness, recognizing and reacting to the sounds of language</i>	<ul style="list-style-type: none"> Suck hard on her pacifier when she hears a new nursery rhyme, and more slowly when she hears one that her caregiver has used daily 	<ul style="list-style-type: none"> Use nursery rhymes, chants and repetitive language
3. <i>Begin to build a receptive vocabulary</i>	<ul style="list-style-type: none"> Show momentary attention to board books with bright colors and simple shapes, especially faces 	<ul style="list-style-type: none"> Use simple books and name objects Expose the baby to multiple languages Use the baby's primary language, when possible
III. Cognitive Development		
A. Discover and Learn		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Explore cause and effect</i>	<ul style="list-style-type: none"> Play with her hands Turn her head to follow objects when removed from sight Begin to understand that she can make things happen 	<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 peek a boo in a variety of ways Limit exposure to television
IV. Physical Development		
A. Coordinate Movements		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Use many repetitions to move various body parts</i>	<ul style="list-style-type: none"> Grasp and shake hand toys Grasp and release things that she touches accidentally Begin to gain control over her eye, hand and leg muscles and movements 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 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 Never leave a baby unattended

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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Sing, talk and read to the baby.

Buy or make a play mat for the baby to lie on that has scraps of brightly colored and different textured materials sewn together.

Five to Eight Months

I. Personal and Social Development		
A. Express feelings about self and others		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Express comfort and discomfort, enjoyment and unhappiness</i>	<ul style="list-style-type: none"> • Show displeasure or pleasure by crying, cooing, or making other loud noises • Enjoy social play • Smile at a smiling face 	<ul style="list-style-type: none"> • Respond when the baby cries, to reassure and comfort • Encourage the baby's play in a variety of ways
2. <i>Calm himself</i>	<ul style="list-style-type: none"> • Suck thumb or fingers • Rock himself • Coo or babble 	<ul style="list-style-type: none"> • Modify an over stimulating environment • Allow the baby to calm himself; respond if needed • Initiate interactions with the baby
3. <i>Show interest in familiar adults</i>	<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 • Make loud noises like talking, even from another room • Pretend to cough and know he's cute 	<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
4. <i>Show awareness of other children</i>	<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
5. <i>Show awareness of unfamiliar people</i>	<ul style="list-style-type: none"> • Reach out to the familiar adult when approached by an unfamiliar adult • Hold tightly to, or hide his face in the shoulder of the familiar adult when an unfamiliar adult tries to talk to him 	<ul style="list-style-type: none"> • Help the baby if he is feeling stressed by limiting time with unfamiliar people and gradually introducing him to others

II. Language Development		
A. Understand and Communicate		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Respond to sounds and words heard often</i>	<ul style="list-style-type: none"> • Respond to his own name • Begin to respond to the word “no” • Tell how the speaker is feeling by the tone of their voice 	<ul style="list-style-type: none"> • Respond to the baby • Use repetitive words and phrases • Talk to the baby throughout the day, describing what each of you is doing
2. <i>Use various sounds and movements to communicate</i>	<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 	<ul style="list-style-type: none"> • Follow his lead and use his sounds in real words, phrases and sentences • Speak to the baby in his native language, if possible
B. Pre-Reading and Pre-Writing		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Demonstrate phonemic awareness, recognizing and reacting to the sounds of language</i>	<ul style="list-style-type: none"> • Make sounds when he hears sounds • Attend to the sounds and repetitive or rhyming words • Attend and react to colorful pictures of books with bright pictures 	<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 such as “This Little Piggy” when changing, putting down to a nap, riding in the car and other times
2. <i>Begin to respond to some of the vocabulary associated with picture books</i>	<ul style="list-style-type: none"> • Look intently at the pictures in a book, and show a preference for some pictures 	<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

Your Child is Learning To Discover!

- Let your baby play with pull toys, “touch and feel” books, and other toys that he can examine and interact with.
- 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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Resources for Reading and Singing Activities

Cole, Joanna. *Pat-a-Cake and Other Play Rhymes.* Mulberry, 1992. - Interactive play rhymes with babies and toddlers.

Kapp, Richard, ed. *Lullabies: An Illustrated Songbook.* Gulliver Books, 1997. - Words and music to accompany traditional lullabies.

Schickendanz, Judith. *Much More Than the ABC's: The Early Stages of Reading and Writing.* NAEYC, 1999. - Literacy begins at birth, and Schickendanz offers books and practical advice to stimulate a baby's early learning.

Silberg, Jackie. *125 Brain Games For Babies.* Consortium Book Sales and Dist., 1999. - Packed with everyday games, songs and other opportunities to contribute to the brain development of children from birth through 12 months.

III. Cognitive Development		
A. Discover and Learn		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Show awareness of happenings in his surroundings</i>	<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
2. <i>Remember what has happened recently</i>	<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 such as "round and round the garden" 	<ul style="list-style-type: none"> • Play repetitive games such as "pat-a-cake" and "how big is the baby?...soooo big" holding his arms out wide • Use finger play, combining words and actions, for example: trace a circle on baby's hand as you say "round and round the garden, like a teddy bear", then walk your fingers up his outstretched arm while you say, "one step, two steps," and tickle him under the arm as you say, "tickle him under there!" • Limit exposure to television
3. <i>Cause things to happen</i>	<ul style="list-style-type: none"> • Bang on his tray with a spoon to hear the different sounds it makes • Put small blocks into a bowl, dump them out and do it again • 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 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
IV. Physical Development		
A. Coordinate Movements		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Change the position of his body</i>	<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 	<ul style="list-style-type: none"> • Give the baby safe places to move around in and 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 • Help the baby practice sitting up, when

	<ul style="list-style-type: none"> • Pull to a stand, while holding on to something 	<p>supervised, supporting his back appropriately</p> <ul style="list-style-type: none"> • Give the baby toys just out of reach and encourage him to reach for them
2. <i>Use his hands in more coordinated movements</i>	<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 thawed frozen pea 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 to feed himself. • 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

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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The Nesting Hour

ROBIN-FRIEND has gone to bed,
 Little wing to hide his head;
 Mother bird must slumber too,
 Just like baby robins do.
 When the stars begin to rise
 Birds and babies close their eyes.

A Round The Garden

Round and round the garden,
 Like a teddy bear.
 One step, two step,
 Tickle you under there!

How Many Days Has Baby

How many days has my baby to play?
 Saturday, Sunday, Monday,
 Tuesday, Wednesday,
 Thursday, Friday,
 Hop away, skip away,
 My baby wants to play,
 My baby wants to play every day!

Nine to Twelve Months

I. Personal and Social Development		
A. Express feelings about self and others		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Start to show more independence</i>	<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 • Give her the wash cloth for a few tries before you finish up • 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
2. <i>Relate to familiar adults</i>	<ul style="list-style-type: none"> • Show a stronger preference for the adults who are her consistent caregivers • Test caregivers to see their reactions in different situations 	<ul style="list-style-type: none"> • Be consistent in your responses • Communicate with other caregivers to encourage consistent responses
3. <i>Relate to other children</i>	<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
4. <i>Relate to unfamiliar adults</i>	<ul style="list-style-type: none"> • Show strong separation anxiety • Show fear 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 caregiver gradually, spending a few extra minutes to let her play and adjust • Reassure the baby that you will be back later • Always come back and greet the baby when you say you will • Understand, and share with other adults, that caution with unfamiliar adults is normal

II. Language Development		
A. Understand and Communicate		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Show more interest in speech</i>	<ul style="list-style-type: none"> • Respond to simple requests • Respond to one step directions • Point to the cat in a book when you say, “Where is the cat?” 	<ul style="list-style-type: none"> • Talk to the baby as much as possible • Ask open-ended questions • Ask simple choice questions, (Do you want the doll or the ball?) • Put words to the baby’s actions • Use a few new words every day • Let baby see your face when talking
2. <i>Start to understand and use conventions of communication</i>	<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 “oh oh” when dropping something • Say “mama” and “dada” • Try to imitate words 	<ul style="list-style-type: none"> • Change pitch, tone and inflections 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 by using descriptive words
B. Pre-Reading and Pre-Writing		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Begin to demonstrate phonemic awareness, recognizing and reacting to the sounds of language</i>	<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) 	<ul style="list-style-type: none"> • Build a routine of reading to baby several times a day, using books with simple words and pictures, rhyme and/or repetition • Sing and say nursery rhymes such as “This Little Piggy” 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, touch and mouth books
2. <i>Demonstrate increasing vocabulary and comprehension by using words, and phrases to express herself</i>	<ul style="list-style-type: none"> • Begin to use specific sounds to identify objects and people • Begin to participate in songs and rhymes • Respond to a simple gesture or request • 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. <i>Explore writing and drawing as a way of communicating</i>	<ul style="list-style-type: none"> • Mark with crayons or markers, scribbling randomly 	<ul style="list-style-type: none"> • Provide large sheets of paper and large crayons or washable markers

III. Cognitive Development		
A. Discover and Learn		
The baby may:	For example the baby might:	The caregiver can:
1. <i>Explore objects in various ways</i>	<ul style="list-style-type: none"> • Shake, bang, throw, drop, push or pull everything she touches • Try to put a square peg into a round space, and keep trying even when it doesn't fit • Enjoy trying to put together nesting cups and take 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
2. <i>Remember what has happened recently, and find hidden objects</i>	<ul style="list-style-type: none"> • Understand that things exist even if not physically present • 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 • Hold out her hand for you to play "round and round the garden" • 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: Trace a circle on baby's hand as you say "round and round the garden, like a teddy bear", then walk your fingers up her outstretched arm while you say, "one step, two steps," and tickle her under the arm as you say, "tickle her under there!" • Limit exposure to television • Play hiding games with the baby
3. <i>Look at the correct picture or object when it is named</i>	<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 cookies are kept when asked if she would like a cookie • 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 • 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
4. <i>Imitate gestures and use of objects</i>	<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
5. <i>Make expected things happen</i>	<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 	<ul style="list-style-type: none"> • Play the game saying, "uh oh! You dropped the spoon." • Give the baby a busy box and quiet time to explore it • Respond to baby's success in making something happen

IV. Physical Development

A. Coordinate Movements

The baby may:	For example the baby might:	The caregiver can:
1. <i>Coordinate eyes and hands while exploring or holding objects</i>	<ul style="list-style-type: none"> • Drop 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 • Pick up small bits of lint and give them to you • 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 • Play catch sitting on the floor across from the baby and roll the ball back and forth
2. <i>Change position and begin to move from place to place</i>	<ul style="list-style-type: none"> • Balance and sit alone for long periods of time • Walk with someone holding both of her hands • Pull up on a table and “cruise” around it • Roll from lying on her stomach to sitting up • Move from a crawl to sitting and back again • Crawl easily, gaining speed from month to month • Climb on to low objects, such as a couch or table • Stand alone without help for a few seconds then minutes • Take her first few steps without help • Go from standing to sitting easily 	<ul style="list-style-type: none"> • Secure sturdy baby gates at the top and bottom of stairs • Never leave the baby unattended once she is mobile • Applaud the baby’s efforts and celebrate her accomplishments • Stay close behind the baby when she starts to climb • Come to the baby’s aid if she gets stuck standing and show her how to bend her knees to get down • Provide safe areas for climbing and movement

Support Your Child’s Physical Changes

- Play finger and toe games such as “This Little Piggy” to help your baby feel his body and react to you. Sing the “Hokey Pokey” while you move your baby’s arms, legs, fingers and toes.
- Give your baby toys that he can interact with: soft hanging mobiles, squeeze toys, rattles.
- Put your baby in different positions during the day: sitting, in a swing, lying down for tummy time. But never put a baby to sleep on her stomach – always on her back.

Build Your Child’s Brainpower!

- Cuddle your baby even when she is not crying. Soothe an unhappy baby by rocking and softly speaking or singing.
- Be on the lookout for good times to talk and play: the best times are when your baby is alert, but not cranky.



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My Head

Action Poem

This is the circle that is my head
make large circle with both hands
This is my mouth with which words are said
point to mouth
These are my eyes with which I see
point to eyes
This is my nose that's a part of me
point to nose
This is the hair that grows on my head
point to hair
And this is my hat all pretty and red
place hands on head, fingers pointing up and touching

Thirteen to Eighteen Months

I. Personal and Social Development		
A Have Feelings About Self		
The toddler may:	For example the toddler might:	The caregiver can:
1. <i>Show self-awareness and likes and dislikes</i>	<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 	<ul style="list-style-type: none"> • Let the toddler help with chores even though it takes longer • Let the toddler 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 or dangerous for the toddler, offer assistance and alternatives
2. <i>Gain in self-regulation</i>	<ul style="list-style-type: none"> • Stop hitting another child when his caregiver says his name • Come when his name is called • Say “no no” as he throws Cheerios on the floor • Stop stomping his feet in a puddle when asked 	<ul style="list-style-type: none"> • Intervene when the toddler is doing something dangerous or inappropriate • Set clear and firm limits and enforce them consistently, without shaming the child
3. <i>Begin to show some defiant behavior</i>	<ul style="list-style-type: none"> • Cry and refuse to eat if it isn’t what he wants • Refuse to come when called • Hit, kick or bite other children if he doesn’t get what he wants • Be overly shy with anyone other than familiar people 	<ul style="list-style-type: none"> • Try to avoid conflicts over food at mealtimes • Give choices between nutritious foods • Limit empty calorie foods • Provide choices, but refrain from giving into a tantrum • Remove the child from a conflict situation, and talk about what happened • Allow the toddler to move at his own pace with unfamiliar adults
B. Relate to others		
The toddler may:	For example the toddler might:	The caregiver can:
1. <i>Rely on his personal connections to feel safe trying new activities</i>	<ul style="list-style-type: none"> • Venture out when a trusted adult is near • Look to a caregiver for reassurance, for example, a word, a smile or a gesture • Experiment with and explore new materials when the caregiver is near • Stop playing when the trusted adult leaves the playground 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 and venture away from you a bit • Be alert to the toddler’s need for reassurance and give it in a matter of fact way, encouraging his independence

2. <i>Show awareness of unfamiliar adults</i>	<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 caregiver, gradually calming with help 	<ul style="list-style-type: none"> • Give support and time for the toddler to get to know someone new • 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
3. <i>Interact with other children</i>	<ul style="list-style-type: none"> • Touch other children, even pulling their 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 	<ul style="list-style-type: none"> • Have plenty of toys for everyone and be prepared to help solve disputes over them • Select a few prized toys to put aside for the toddler to play with alone
4. <i>Begin to be aware of the feelings of other children</i>	<ul style="list-style-type: none"> • Think that everyone thinks as he does • Look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy • Hit without being aware that he is hurting the other 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 • Encourage the toddler to demonstrate empathy through words or actions

II. Language Development

A Understand and Communicate

The toddler may:	For example the toddler might:	The caregiver can:
1. <i>Understand the meaning of many words and gestures</i>	<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 most baby talk (bye bye and such are ok) • Get down on the floor and play • Correct behavior face to face on the child’s level if possible • Ask questions and extend the toddler’s vocabulary by naming objects and describing objects and actions
2. <i>Start to understand and use conventions of speech</i>	<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 “oh 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 correct conventions of speech

<p>3. <i>Communicate using consistent sounds, words and gestures</i></p>	<ul style="list-style-type: none"> • Try to say basketball by stringing together “ba-kih-ba” 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 	<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 • Show your delight when the toddler starts to use words
<p>B. Pre Reading and Pre-Writing</p>		
<p>The toddler may:</p>	<p>For example the toddler might:</p>	<p>The caregiver can:</p>
<p>1. <i>Demonstrate phonemic awareness, recognizing and reacting to the sounds of language</i></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) • Label pictures in familiar books • Point or make sounds when looking at books • Show a preference for a favorite book 	<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. <i>Demonstrate increasing vocabulary and comprehension by using words, and phrases to express himself</i></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 • Read repetitive books multiple times • Re-read favorite stories when asked • Ask 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. <i>Explore drawing, painting and writing as a way of communicating</i></p> <p><i>(See physical development)</i></p>	<ul style="list-style-type: none"> • Scribble spontaneously • Explore using different writing materials 	<ul style="list-style-type: none"> • Give the toddler drawing, painting and writing materials to explore • Praise and display the toddler’s drawings, paintings and writing • Use your writing to label pictures that the toddler tells you about

III. Cognition and General Knowledge		
A. Explore and Discover		
The toddler may:	For example the toddler might:	The caregiver can:
1. <i>Use his senses to investigate the world around him</i>	<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 	<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 his experiences, such as, "How does the bug feel?" • Show a sense of wonder and provide time and opportunities to explore the natural world
2. <i>Show an improved memory</i>	<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 • Limit exposure to television
3. <i>Use objects and toys more purposefully</i>	<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 • Bounce the ball and try to catch it after watching an older child do it 	<ul style="list-style-type: none"> • Give the toddler access to and choices about books and toys • Talk about the shapes, colors and attributes of toys as you play with the toddler
IV. Physical Development		
A. Coordinate Movements		
The toddler may:	For example the toddler might:	The caregiver can:
1. <i>Move constantly, showing increasing large muscle control</i>	<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 the stairs on his hands and knees or standing and holding on 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 • Kick a ball 	<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. <i>Use hands in various ways</i></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
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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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ABC Apron with Pockets

Attach pockets to a plain bib-type apron, label the pockets with letters and insert small toys, objects or pictures that represent the letters. Have children take turns to choosing a pocket. Pull out the object, say or sing the rhyme. For difficult letters, use a rhyme that has a high frequency count for the sound (X - Sing a Song of Sixpence and Z - Sneezing).

A List of Rhymes that can be used:

- | | |
|---|--|
| A - The A lphabet Song | N - A N eedle and Thread |
| B - B ow, Wow, Says the Dog | O - O ne Two Buckle My Shoe |
| C - C ock a Doodle Doo | P - P ussy Cat, P ussy Cat |
| D - Hey D iddle Diddle | Q - Q ueen of Hearts |
| E - E encey W eencey Spider | R - R ub a Dub Dub |
| F - The F armer in the Dell | S - The S easons |
| G - G oosey, G oosey Gander | T - T eddy Bear, T eddy Bear |
| H - H umpty Dumpty | U - The Lion and the U nicorn |
| I - I See the Moon | V - One I L ove |
| J - J ack and J ill | W - W ee W illie W inkie |
| K - K nick, K nack, Paddy Whack | X - Sing a Song of S ixpence |
| L - L ittle Bo Peep | Y - Y ou Shall Have an Apple (for baby) |
| M - Little M iss M uffet | Z - S neezing |

Sources: *The Real Mother Goose*, Rand McNally & Co., *Let Loose on Mother Goose*, Book Activities to Teach Math, Science, Art, Music, Life Skills and Language Development, by Terry Graham; *Nursery Rhymes*, Reproducible Stand-ups, by Carole Charters, Judy/Instructo; *My Favorite Nursery Rhymes - 8 Adorable Little Books*, The Five Mile Press Pty, Ltd.; *MacMillan Seasonal Activity Packs*

Nineteen to Twenty Four Months

I. Personal and Social Development		
A. Learn More About Self		
The child may:	For example the child might:	The caregiver can:
1. <i>Show more awareness of herself and her abilities</i>	<ul style="list-style-type: none"> • Angrily refuse help with putting on her coat, then cry and ask for help when she can't do it herself • Try to climb higher than you are comfortable with on the climber • Show awareness of differences between her and others 	<ul style="list-style-type: none"> • Understand and encourage her autonomy but help when needed • Say "yes" instead of "no" whenever possible, providing choices that are both acceptable to you • Encourage her attempts to try somewhat risky moves, but be there as a safety net • Celebrate her culture and model and talk about acceptance of people who are look and dress differently • Expose her to the culture of others
2. <i>Know resources available in the room, and how to use some of them</i>	<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 	<ul style="list-style-type: none"> • Have consistently organized materials in the room to promote the child's autonomy
3. <i>Ask for help, if needed, in verbal and non-verbal ways</i>	<ul style="list-style-type: none"> • Come to the caregiver and point to where the ball has rolled under the shelf, saying, "ball" • Bring her coat with the sleeve inside out to her caregiver for help 	<ul style="list-style-type: none"> • Help the child to attempt to solve the problem herself • Help if needed
4. <i>Show more, but still limited self regulation</i>	<ul style="list-style-type: none"> • Cry and cling to her parent before she leaves, but calm down immediately when they have left • Play calmly near another child, but cry and hit if that child tries to use something she is playing with • Take a toy from another child, and not return it when asked to by an adult • Begin to understand the concept of taking turns in a game • Begin to understand the concept of "his" and "mine" • Stop what she is doing and come when her caregiver calls her name and starts to move away • Cry, yell, hit, kick her feet and refuse to stop when she is 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 • Practice sharing with the child, using the word and praising her for sharing with you or another child • Play simple games with the child where you practice taking turns • Expect the child to follow your directions and reward her with praise and extra fun time together, rather than material rewards

		<ul style="list-style-type: none"> • Give 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
B. Relate to others		
The child may:	For example the child might:	The caregiver can:
1. <i>Continue to need the security of a trusted adult as she explores</i>	<ul style="list-style-type: none"> • Start across the playground to where other children are, but return to the caregiver several times before playing there • Sit in the sandbox playing with several other children, but get up frequently to show the caregiver what she is making • Look up at the caregiver 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
2. <i>Continue to show caution around unfamiliar adults</i>	<ul style="list-style-type: none"> • Stop playing and come to the caregiver when a new adult enters the room • Go over to watch an adult making cookies, but not want to talk or help • Say "hi" to the greeter at the store, from the safety of her shopping cart seat • Hold the caregiver's 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, without shaming her
3. <i>Show increased interest as well as frustration with other children</i>	<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 	<ul style="list-style-type: none"> • Allow the child to enter in to play at her own speed • Give the child words to use such as, "Ask them, can I play with you?"
4. <i>Show inconsistent responses to other children's feelings</i>	<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 • Coach the child to resolve conflicts using words, and teach about saying "I'm sorry", and "I forgive you"

II. Language Development		
A. Understand and Communicate		
The child may:	For example the child might:	The caregiver can:
1. <i>Be able to follow simple suggestions and directions with increasing consistency</i>	<ul style="list-style-type: none"> • Answer a simple question with a nod of her head • Go to get the towel, bring it back and clean up the spill when asked by her caregiver • Understand the names of several body parts and point to them when asked • Go to wash her hands when her caregiver says, “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 and praise the child when she follows directions
2. <i>Use an increasing number of words and put words together into phrases and simple sentences</i>	<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 the story you read, such as when you ask, “What did the wolf do?” (In The Three Little Pigs) she responds with “blow house down” • Ask for what she wants using increasingly specific words • Repeat some of the funny sounding words she hears in conversations • Participate in group discussions 	<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 in context, such as “please”, and “thank you” • Identify pictures with the child • Use positive reinforcement when the child uses appropriate language • Include each child in group discussions • Participate and guide children in pretend play
B. Pre-Reading and Language Awareness		
The child may:	For example the child might:	The caregiver can:
1. <i>Develop phonemic awareness by recognizing and reacting to the sounds of language</i>	<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 • Point, make sounds or name pictures when looking at books 	<ul style="list-style-type: none"> • Frequently sing familiar songs • Frequently say rhymes and finger plays • Frequently name environmental sounds through play • Use intonation when reading • Read to children individually and in groups • Begin to read more story books
2. <i>Begin to develop fluency by listening and recognizing the sequence of familiar rhymes and stories</i>	<ul style="list-style-type: none"> • Show familiarity with text by repeating familiar parts • 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 good quality children’s literature, especially those with repetitive text and rhyming words. • Have photo albums available • Have other written materials available

<p>3. <i>Demonstrate vocabulary and comprehension by listening with interest and displaying understanding</i></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 situations shown in a book • Verbally label pictures in a familiar book 	<ul style="list-style-type: none"> • Respond to a child who shows interest in a book by reading aloud • Ask simple questions while reading • Talk about events and characters in story books • Name pictures and describe actions when looking at books
<p>4. <i>Explore drawing, painting and writing as a way of communicating</i></p> <p><i>(See physical development)</i></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 and writing materials, and opportunities for exploration • Model drawing and writing • Label the pictures that the child draws with your writing • Display children's drawings and writings, with names attached

III. Cognition and General Knowledge

A. Mathematical Exploration and Learning

The child may:	For example the child might:	The caregiver can:
<p>1. <i>Begin to sort objects according to one criteria</i></p>	<ul style="list-style-type: none"> • Build a tower with the red blocks only, leaving the blue and yellow ones to the side • Pick out and eat only the whole animal crackers 	<ul style="list-style-type: none"> • Praise the toddler's efforts to sort, and point out what she has done
<p>2. <i>Begin to explore concepts of size and position</i></p>	<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 	<ul style="list-style-type: none"> • Let the toddler struggle to solve size and position problems for herself, stepping in and talking about what you are doing if she shows frustration

B. Scientific Exploration and Learning

The child may:	For example the child might:	The caregiver can:
<p>1. <i>Expect certain things to happen as a result of her actions</i></p>	<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 • Use a hammer to knock the balls through the holes in a knocky block toy, and put them back on the top after they roll down 	<ul style="list-style-type: none"> • Pretend play with the child and provide toys that can be used in pretend play • Provide sand or water, rice, etc. and something to fill, dump and pour
<p>2. <i>Improve memory for details</i></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 	<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 • Limit exposure to television

3. <i>Explore and solve problems</i>	<ul style="list-style-type: none"> • Try new activities and materials • Increase attention span when exploring something interesting, especially with an interested adult 	<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
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C. Social Studies Exploration and Learning

The child may:	For example the child might:	The caregiver can:
1. <i>Begin to understand rules and routines</i>	<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 	<ul style="list-style-type: none"> • Expect the child to follow routines that you establish • Remind the child about the rules that have been established with her input • Talk to the child about the reasons behind the rules • Enforce rules consistently using rewards and praise for responsible behavior, and consequences that fit the situation
2. <i>Have beginning awareness of the order of her environment</i>	<ul style="list-style-type: none"> • Put the books back on the correct shelf 	<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

A. Coordinate Movements

The child may:	For example the child might:	The caregiver can:
1. <i>Show increased balance and coordination in play activities</i>	<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 	<ul style="list-style-type: none"> • Give the toddler outside times each day and let her experiment with climbing, ball throwing and catching, pulling and pushing toys and riding simple riding toys
2. <i>Have increased eye-hand coordination</i>	<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 pop beads after pulling them apart, sometimes succeeding • Put the correct shapes through the holes in the shape sorter 	<ul style="list-style-type: none"> • Get fish tank tubing from a pet supply store and tie a knot in one end for large beads to go on easily • 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 toddler • Provide appropriate materials such as pop beads, pegboards, string or chenille sticks

<p>3. <i>Be able to do more things for herself</i></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 	<p>and large beads, shape sorter and puzzles</p> <ul style="list-style-type: none"> • Encourage the child to do as many things for herself as she can • Let the toddler help with simple chores after you have shown her how to do them
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Your Child is Learning To Discover!

- Give your child a paper bag. Have a scavenger hunt. Say, for example, "Let's find something green" or "Let's find something soft."

Help Your Child To Learn About Numbers and Patterns

- Talk with her about the colors, textures, and shapes you see around you: an orange square of cheese, a white oval egg, a pear-shaped light bulb.

Help Your Child Learn To Communicate!

- Play games such as "I Spy with My Little Eye." You say, "I see something red" (or the color of whatever object you see), and have your toddler try to guess the object.

Support Your Child's Physical Changes

- Run! Jump! Toss a ball! Sand at the beach or in a playground sandbox is great; children love how it feels, and it's fun for wriggling fingers and toes. Let your child release his energy in an open space while you supervise.

Help Your Child Get Along with Others

- Whenever you can, give your toddler two things to choose between so that she can feel some control. For instance, instead of saying, "It's time to stop playing and have your snack," you could say, "You can keep playing with your toy, or you can have a snack. Which would you like?"



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Cooked Playdough

- 2 cups flour
- 1 cup salt
- 2 cups water
- 2 tablespoons vegetable oil
- 4 teaspoons cream of tartar

Cook until a ball forms. Knead on floured board till smooth. Extract may be added for a wonderful smell (almond, vanilla, peppermint, etc.) and add a few drops of food coloring to make different colors.

Store in an airtight container or plastic bag.

Give the toddler some playdough to smush, roll, ball, etc.

Provide plastic cookie cutters, rolling pins and safety scissors.

READ!!!

Eating the Alphabet, by Lois Ehlert

- Talk about the different fruits and vegetables. Have the children identify the fruits and vegetables as you read. Talk about color, smell, taste, shape. Talk about the letters, sounds, emphasize the beginning sound of the word as you read.
- Have the children 'draw' a favorite fruit or vegetable. Talk about their pictures. Write a little story of their own.

Twenty Four to Thirty Months

A. Learn More About Self		
The child may:	For example the child might:	The caregiver can:
1. <i>Show increasing self-awareness</i>	<ul style="list-style-type: none"> • Need 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 	<ul style="list-style-type: none"> • Praise 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 for his opinions when you are doing something “for” your toddler that he thinks he can’t do for himself • Give a little lesson in how to do a new task • Ask him to help you in some way
2. <i>Show increasing self-regulation</i>	<ul style="list-style-type: none"> • Show more awareness of expectations both at childcare and at home • Start to be interested in toilet training • Comfort himself quickly after being dropped off at childcare and a few initial tears 	<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
3. <i>Use coping skills with tasks, and interactions with peers and adults</i>	<ul style="list-style-type: none"> • Soothe himself when stressed, perhaps with a thumb, blanket or favorite toy • Ask for help if needed, and say “no” to peers • Occasionally engage in a fit of temper • Withdraw from activities for a short time 	<ul style="list-style-type: none"> • Set up consistent limits and routines • Provide privacy and time, under adult supervision, for the child to gain control • Model appropriate coping and problem solving skills • Allow children to attempt to solve their conflicts on their own before stepping in • Coach the toddlers with words to resolve conflicts • Minimize the time that children wait during routines
4. <i>Share his feelings through talking and pretend play</i>	<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 	<ul style="list-style-type: none"> • Acknowledge 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 <ul style="list-style-type: none"> • Ask open ended questions • Make time for one to one conversations regularly
B. Relate to Adults		
The child may:	For example the child might:	The caregiver can:
1. <i>Continue to need adult approval but show more independence</i>	<ul style="list-style-type: none"> • Climb to the top of the climber and then call for his caregiver 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 in the company of an attentive adult
2. <i>Be more interested in unfamiliar adults, but still cautious</i>	<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 toddler sometimes • Understand, and share with other adults, that caution with unfamiliar adults is normal • Refrain from pushing or shaming the child when meeting unfamiliar adults • Support toilet training efforts with encouragement, praise and accessibility
C. Relate to Other Children		
The child may:	For example the child might:	The caregiver can:
1. <i>Play along side other children</i>	<ul style="list-style-type: none"> • Have short periods of play with other children, but mostly play beside them • Need adult help, as appropriate, to resolve conflicts 	<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 and model cooperative play
2. <i>Show more awareness of the feelings of another child</i>	<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 after accidentally knocking another child down in a rush to the door to go out • Comfort another child who may be upset 	<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 • Use puppets and stories to teach kindness to others

II. Language and Literacy		
A. Listening and Speaking		
The toddler may:	For example the toddler might:	The caregiver can:
1. <i>Understand questions and simple directions</i>	<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 cookie?" • Ask another child to sit next to him • Understand and use some positional words 	<ul style="list-style-type: none"> • Ask simple questions and give two-step directions, checking for comprehension • Begin to 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 follow along with songs like the hokey pokey
2. <i>Demonstrate active listening strategies</i>	<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 has been heard • Ask open ended questions
3. <i>Enter into a conversation</i>	<ul style="list-style-type: none"> • Want to talk when the family is talking in the car, but is not on the topic • 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 to not 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

Build Your Child's Brainpower!

- Talk in full sentences to your toddler. Add words to his speech: If he says, "car," say, "That's a blue car." Use every chance you can to point things out to your child: "Look at that big tree! Its leaves are so green!"

Help Your Child To Learn Every Day!

- Let your toddler safely use his imagination with things around the house: cardboard boxes, a set of nesting plastic bowls, empty plastic containers. He can pretend they're anything!
- Play with your toddler. Walk, run, play catch, or kick a ball. Let your child have fun with play clay, finger paints or building blocks.



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Magic Touching Bag

Combine in a zip-type plastic bag: $\frac{1}{2}$ cup water, 5 tablespoons corn starch, 2 drops food coloring add $\frac{1}{2}$ cup vegetable oil. Express the air from the bag and seal. Lay bag flat on a table. Allow the toddler to press the bag with their fingers. Ask open-ended questions such as "What colors do you see?"

<p>4. <i>Use words and some conventions of speech to express his ideas and thoughts</i></p>	<ul style="list-style-type: none"> • Sing simple songs with the teacher and later sing parts of them to himself • While reading a book, 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
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B. Pre-Reading

The child may:	For example the child might:	The caregiver can:
<p>1. <i>Develop phonemic awareness by becoming aware of the sounds of spoken language</i></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 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
<p>2. <i>Develop phonological awareness by recognizing that symbols have corresponding meaning</i></p>	<ul style="list-style-type: none"> • Know that the McDonalds sign means that a McDonalds is near • 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 • Draw attention to parts of words such as syllables by moving to the beat 	<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 or playing • Label the places where toys belong with simple signs that also have pictures cut from catalogues
<p>3. <i>Begin to develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories</i></p>	<ul style="list-style-type: none"> • Correctly turn the pages of a favorite book • Understand several positional words such as under or beside • Point to the pictures associated with what you are reading to him • Ask and answer questions such as “What is this?” when 	<ul style="list-style-type: none"> • Read with the child at least once, and preferably several times each day • 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

	<p>reading a book with his caregiver</p> <ul style="list-style-type: none"> • Ask for the same favorite book over and over again • Point out some differences and similarities between different versions of the same favorite story • Understand the concepts of time such as soon, after, and right now • Listen to engaging stories • Recite a familiar nursery rhyme, poem or finger play with expression 	<p>again and introduce different versions, including rhyming and repetitive books</p> <ul style="list-style-type: none"> • Connect examples from the story to real 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 concepts of print • Model fluent reading
<p>4. <i>Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</i></p>	<ul style="list-style-type: none"> • Pretend to take the caregivers 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 the caregiver that it is him • Paint some lines across the paper with broad strokes and movements, using a few different colors, and tell the caregiver 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. <i>Use writing utensils for scribbles and drawings</i></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 expressive writing and drawing throughout the day • Encourage appropriate use of materials
<p>6. <i>Develop vocabulary, language usage and some conventions of speech</i></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 read with his caregiver, 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. <i>Develop comprehension by demonstrating understanding of text during and after reading</i></p>	<ul style="list-style-type: none"> • Listen to fiction and non-fiction materials • Ask and answer questions about the story while his caregiver is reading • Answer questions about the story, such as, "Who was in the story?" "Where did he go?" "What did he do?" and 	<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 non

	"Why was he sad?"	fiction materials
III. Cognition and General Knowledge		
A. Explore and Learn Math Concepts		
The child may:	For example the child might:	The caregiver can:
1. <i>Show interest in concepts, such as matching and sorting according to color, shape and size</i>	<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 Confuse similar colors Try to get all of the big blocks to make his tower 	<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 in every day conversation Model and describe sorting methods
2. <i>Show interest in quantity and number relationships</i>	<ul style="list-style-type: none"> Complain that a friend has more animal crackers 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 	<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 such as large beads, blocks, and sand and water table
B. Explore and Learn Science Concepts		
The child may:	For example the child might:	The caregiver can:
1. <i>Seek information through observation, exploration and descriptive investigations</i>	<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 Encourage exploration of the environment
2. <i>Improve memory for details</i>	<ul style="list-style-type: none"> Sing songs and say nursery rhymes after hearing them many times Help his caregiver retell a favorite story after hearing it many times Ask to be picked up saying "dog no eat" when he sees the same dog that knocked him down and licked him the day before 	<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 Limit exposure to television
3. <i>Explore new ways to do things</i>	<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 	<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

	pushing it, but then decide to try pulling it instead • Use a spoon to dig in the garden	• Respect the child's creative use of materials
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C. Explore and Learn Social Studies Concepts

The child may:	For example the child might:	The caregiver can:
1. <i>Use imagination, memory and reasoning to plan and make things happen</i>	<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 Pretend Play Center 	<ul style="list-style-type: none"> • Look for opportunities to encourage and observe pretend play scenarios by joining in the play • Ask the child about his plan before he goes to play • Provide costumes and props for pretend play and role playing
2. <i>Have beginning understanding of consequences when following routines and recreating familiar events</i>	<ul style="list-style-type: none"> • Have strong feelings 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, understanding the reasons behind the basic rules • Accept the consequences of his actions, and say, "I'm sorry" when prompted 	<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 • Remind the child about the rules that have been established with her input • Talk to the child about the reasons behind the rules • Enforce rules consistently using rewards and praise for responsible behavior, and consequences that fit the situation

IV. Physical Development

A. Coordinate Large and Small Muscles to Move and Play

The child may:	For example the child might:	The caregiver can:
1. <i>Perform more complex movements with his arms and legs</i>	<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 quieter activities • Provide a variety of interesting activities and equipment such as balls, balance beam • Provide space for movement • Provide both indoor and outdoor activities • Provide guidance and modeling for more purposeful movement
2. <i>Use his whole body to develop spatial awareness</i>	<ul style="list-style-type: none"> • Move through a simple obstacle course after teacher modeling 	<ul style="list-style-type: none"> • Put words such as up, down, over, under, around and through with the movements he

	<ul style="list-style-type: none"> • Walk around the circle playing ring around the rosy • Dance to music, including songs that direct movement 	<p>is performing</p> <ul style="list-style-type: none"> • Provide a variety of activities and materials that support awareness of space, such as scarves or streamers, hula hoops, climbers
<p>3. <i>Use improved eye-hand coordination to explore and manipulate objects</i></p>	<ul style="list-style-type: none"> • Continue to use both hands together and show no strong preference for a dominant hand • Put together a several piece puzzle • Use his hands to pound, poke and build with the play dough • Do more complex finger plays, such as “The Itsy Bitsy Spider” 	<ul style="list-style-type: none"> • Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk, and puppets • Do finger plays • Provide play dough without tools at first • Provide sand and water table activities • Provide small pieces of snack served family style

B. Have Improved Self-help Abilities

The child may:	For example the child might:	The caregiver can:
<p>1. <i>Enjoy doing for himself whatever he thinks he can do</i></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 • Be working towards being toilet trained, proudly pulling up his own pants after toileting • 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

Thirty Months to Three Years

I. Personal and Social Development		
A. Have Increased Self-Awareness		
The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Express feelings more freely, showing independence and competence</i>	<ul style="list-style-type: none"> • Protest when a friend grabs a toy away from her, but give the toy when the friend is helped by a teacher to ask for a turn with it • Raise her hand and say "I do!" with enthusiasm when her caregiver asks who wants to have a turn to hold the flag • Show alarm when the Gingerbread Boy is eaten at the end of the story, but agree that cookies are for eating • 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 their hands 	<ul style="list-style-type: none"> • Praise the child for her effort in addition to her success • Encourage the child to try new activities • 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
2. <i>Show increased self-regulation</i>	<ul style="list-style-type: none"> • Have difficulty taking turns on her own, but willingly do it when a teacher helps her to talk about it with another child • 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 	<ul style="list-style-type: none"> • Praise and 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 • Coach the child with words to use to resolve conflicts • Give a five minute warning before the end of play time • Have the consequences for inappropriate behavior fit the situation
3. <i>Share feelings through talking and pretend play</i>	<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 	<ul style="list-style-type: none"> • Recognize that children this age are more fearful

	<ul style="list-style-type: none"> • Say, “Mommy is coming back,” when playing with a doll 	<ul style="list-style-type: none"> • Acknowledge 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
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B. Relate to Adults

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Imitate and attempt to please familiar adults</i>	<ul style="list-style-type: none"> • Continue to need reassurance from her caregiver after mom has left for a few minutes, but be easily calmed and distracted • Repeat words she has heard adults using to tell another child to take her shoes off of the table • Imitate both courteous words and expletives that she has heard from adults in her pretend play • Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves 	<ul style="list-style-type: none"> • Give reassurance and quickly get the child involved in an activity • Provide a consistent routine for arrival time that helps the child make a smooth transition • Praise the child when she uses words appropriately • Say, “It is not ok to use those words,” when inappropriate words are used
2. <i>Demonstrate cautious curiosity about unfamiliar adults</i>	<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 if possible • Allow the child to interact with new people while supervising • Be observant, watch over children carefully

C. Relate to Other Children

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Play cooperatively with other children</i>	<ul style="list-style-type: none"> • Talk to another girl 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, like “London Bridge 	<ul style="list-style-type: none"> • Provide ample time and materials for children to play together • Encourage and model cooperative play
2. <i>Begin to understand the feelings of other children</i>	<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 	<ul style="list-style-type: none"> • Coach the preschooler to use words to resolve conflicts about sharing and taking turns • Show your preschooler the face of the child

	<ul style="list-style-type: none"> • Give a hug to another child after hitting • Ask for help 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 	<p>who is sad because of her behavior and help her to apologize</p> <ul style="list-style-type: none"> • Use puppets and stories to be proactive in teaching pro-social behavior
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II. Language and Literacy

A. Listen and Understand Directions, Requests, and Some Concept Words

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Understand and respond to simple directions and requests</i>	<ul style="list-style-type: none"> • 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 • Follow one-two step directions, especially if they are part of a familiar routine, or have been demonstrated 	<ul style="list-style-type: none"> • Give simple, clear instructions, with no more than two steps • Give your preschooler real responsibilities that matter, such as feeding the fish, setting up for the day or 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
2. <i>Understand some abstract concepts, such as time, order, and positional words</i>	<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
3. <i>Demonstrate active listening skills</i>	<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 she has just heard • Ask about real life experiences

B. Express Ideas Using the Conventions of Speech

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Expand her vocabulary with</i>	<ul style="list-style-type: none"> • Use many words to express her feelings, tell about her 	<ul style="list-style-type: none"> • Correct grammar without drawing attention

<p><i>many more connecting and describing words</i></p>	<p>ideas and respond to the ideas of others</p> <ul style="list-style-type: none"> • 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 	<p>to it for awhile, if that doesn’t work, talk about it, but don’t make fun of or shame your preschooler for mistakes</p> <ul style="list-style-type: none"> • Ask about the actions the child sees being performed in a book • Provide describing words if the child does not come up with any
<p>C. Enter Into Conversations</p>		
<p>The preschooler may:</p>	<p>For example the preschooler might:</p>	<p>The caregiver can:</p>
<p>1. <i>Have more meaningful conversations with peers and adults</i></p>	<ul style="list-style-type: none"> • Use the same tone of voice she hears mom using when talking to her little brother • Repeat adult questions that she has heard the teacher ask to start discussions, such as “What do you think will happen next?” • Tell about getting a new kitten at home 	<ul style="list-style-type: none"> • Repeat what the child says, and extend • 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. <i>Ask “why” and other questions frequently to keep a conversation going</i></p>	<ul style="list-style-type: none"> • Ask the caregiver what they are having for snack and why they can’t 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 some in return • Tell stories about the past, and talk about the future
<p>D. Pre- Reading</p>		
<p>The preschooler may:</p>	<p>For example the preschooler might:</p>	<p>The caregiver can:</p>
<p>1. <i>Develop phonemic awareness by becoming aware of the sounds of spoken language</i></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 that her name starts with a G sound, like green • 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 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. <i>Develop phonological awareness by recognizing that symbols have corresponding meaning</i></p>	<ul style="list-style-type: none"> • Know that the McDonalds sign means that a McDonalds is near • Find her favorite cereal by the picture on the box • Use the stop sign in play with the car set 	<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

	<ul style="list-style-type: none"> • Put toys away in correctly labeled bins or shelves • Draw attention to parts of words such as syllables by moving to the beat 	<ul style="list-style-type: none"> • 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
<p>3. <i>Begin to develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories</i></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 • Point out some differences and similarities between different versions of the same favorite story • Listen to models of 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 over and over again and introduce different versions, including rhyming and repetitive books • Connect examples from the story to real life • Make books from real life sequences, such as buying postcards and making them into a book after a zoo visit • 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
<p>4. <i>Develop vocabulary and language usage</i></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 her caregiver • 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. <i>Develop comprehension by demonstrating understanding of text during and after reading</i></p>	<ul style="list-style-type: none"> • Listen to fiction and non-fiction materials • Ask and answer questions about the story while her caregiver is 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 non-fiction 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 non-fiction and fiction materials • Follow up on children's interests with more books, pictures and magazines about a given topic

<p>6. <i>Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</i></p>	<ul style="list-style-type: none"> • Use a large crayon on a large piece of paper and scribble, telling the caretaker that it is her • Take the caretaker's 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. <i>Use writing utensils for scribbles and drawings</i></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 little control 	<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 • Correct the child's grasp if it is awkward

III. Cognition and General Knowledge

A. Explore Learn Math Concepts

The preschooler may:	For example the preschooler might:	The caregiver can:
<p>1. <i>Use mathematical thinking to figure out real problems</i></p>	<ul style="list-style-type: none"> • Hold up three fingers when asked how old she is soon after her birthday • Ask a teacher 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 mom that her sister has more cookies 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 the teacher say, "Take two crackers" 	<ul style="list-style-type: none"> • Set up the environment so that mathematical problem solving has to happen daily • Allow the child to attempt to solve the math problem herself before giving the answer
<p>2. <i>Show interest in concepts such as matching and sorting according to a single criteria</i></p>	<ul style="list-style-type: none"> • Name at least one color • Compare the color of his toy car to that of another child 	<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

	<ul style="list-style-type: none"> • 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"> • red ones”. • Give the toddler matching chores such as sorting socks and silverware • Use comparative words in play
3. <i>Show interest in quantity and number relationships</i>	<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 	<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

B. Explore and Learn Science Concepts

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Think ahead, but explore rather than focus on a specific outcome</i>	<ul style="list-style-type: none"> • Tell the teacher she is going to Pretend Play, but say “play” when asked what she is going to do there • 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
2. <i>Seek information through observation, exploration and descriptive investigations</i>	<ul style="list-style-type: none"> • Want to pick up and bring home interesting things she 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 • Encourage exploration of the environment • Limit exposure to television
3. <i>Explore new ways to do things, showing more independence in problem solving</i>	<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 • Get a stool and try to reach something put up on a high shelf. When that doesn’t work, get a box to put under the stool, then a stick to knock the object off of the shelf 	<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. Explore and Learn Social Studies Concepts

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Use imagination, memory and reasoning to plan and make things happen</i>	<ul style="list-style-type: none"> • Get out a bag and fill it with papers in imitation of mom and her stuffed briefcase • Put a cushion sideways on the couch and pretend to be daddy driving to work 	<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

	<ul style="list-style-type: none"> • Line up some dolls and read a book to them 	
2. <i>Have beginning understanding of consequences when following routines and recreating familiar events</i>	<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 she doesn't understand why something has changed • Use the toy mixer the way she has seen mom 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

IV. Physical Development

A. Combine Several Large Muscle Skills When Playing

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Use riding toys easily</i>	<ul style="list-style-type: none"> • Pedal and turn the handle bars 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
2. <i>Move her body through space with balance and control</i>	<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 and roll over • Walk sideways and forward on a wide balance beam • Perform the motions to the "Chicken Dance" with the circle of friends • Run across the playground, starting and stopping easily • Play rhythm sticks in time to the music 	<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

B. Use Eye Hand and Finger Coordination to Accomplish Many Small Muscle Tasks

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Explore art materials</i>	<ul style="list-style-type: none"> • Enjoy swirling and squishing the finger paint as she moves it around on her paper • 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 • Paint at the easel, not wanting to stop until the paper is filled with color, every white spot covered 	<ul style="list-style-type: none"> • Provide finger paint, collage materials, play dough and tools, markers, crayons, chalk, scissors, and paper • Wait to give tools for play dough until many chances to squeeze and mold with it are experienced
2. <i>Use smaller manipulatives and finger plays to develop small muscle strength and coordination</i>	<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 	<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

	<ul style="list-style-type: none"> • 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 	
C. Have a Larger Set of Self-Help Skills		
The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Depend on routines to practice self-help skills and feel confident</i>	<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"> • Allow 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

Help Your Child To Learn About Numbers and Patterns

- Have reading time at least once a day. Choose some stories that help your child to count or sort. Toddlers also like books with textures to feel and flaps to open.
- Choose a low, safe cabinet for your toddler to use as “his” cabinet. Fill it with safe kitchen objects he can play with: plastic containers, measuring cups, spoons, metal pots, bowls. Let your child take the objects out, play with them, and put them back in.

Build Your Child’s Brainpower!

- Have “pretend” conversations with a toy telephone, or a “concert” where your child sings into a make-believe microphone (a cardboard tube is good).
- Recite some rhymes, and see if your toddler can make some up.

Help Your Child To Learn Every Day!

- Hang interesting pictures at her eye level. Let her play a toy musical instrument or beat along to music on a box or a plastic bowl.
- Talk in character voices while reading a story. Or make up a story together. Or use a sock or a mitten as a puppet and have a show.



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READ!!!

Read to children every day!

Chicka Chicka Boom Boom, by Bill Martin
The Very Hungry Caterpillar, by Eric Carle
Over, Under and Through, by Tana Hoban
Goodnight Moon, by Margaret W. Brown

When you read:

- Ask open-ended questions
- Leave words out and encourage the children to fill them in
- Have the children supply repeating phrases
- Sing the words
- Use character voices and inflection
- Talk about the pictures and author
- Most of all ---- Have FUN!!!

Resource for using literature with young children – Nelson, M.J., Nelson-Parish, J. *Peak with Books: An Early Childhood Resource for Balanced Literacy*. New York: Delmar- Thompson Learning, 2002

Three Years

I. Personal and Social Development		
A. Have a Stronger Self-Concept		
The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Be more confident, self directed, purposeful and inventive in play</i>	<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 the big boys 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 the caregiver to watch as he walks on a wide balance beam and jumps off • Choose to go to the block area rather than the art center • Use the box that a new car came in as a garage for it 	<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 do them together at first • Give mini-lessons in some self help tasks, such as zipping a coat
2. <i>Relate his needs, wants and feelings to others</i>	<ul style="list-style-type: none"> • Tell his caregiver what he likes and doesn't like • Solve a conflict using his words rather than hitting • Tell his caregiver how he feels after he has been noticed looking sad because of someone else's actions • Proudly show the finger play he learned in school to mom • Ask for help with putting the paper on the easel • Express his disappointment, but 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 to ease a disappointment

Your Child is Learning To Discover!

- 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 People

- Read every day to your toddler. Talk about the characters in the stories and how they interact. Ask your child questions: Has she ever felt like that character? Who is her favorite person in the story?



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<p>3. <i>Have increased self-regulation, following classroom rules and routines with guidance</i></p>	<ul style="list-style-type: none"> • Get help from a teacher when another child grabs the ball away from him • Proudly tell the teacher that he used the toilet all by himself • Tell another child “We go down the slide only” as he 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 	<ul style="list-style-type: none"> • Give a movement break in the middle of circle time longer than 15 minutes • 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 • Notice and point out children who 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 a five minute warning and reminders to help with transitions • Model and remind children about how to treat books, toys and pets with respect
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B. Relate to Adults

The preschooler may:	For example the preschooler might:	The caregiver can:
<p>1. <i>Imitate and try to please familiar adults</i></p>	<ul style="list-style-type: none"> • Have an easier time separating from his parents • Continue to push the large jeep after his caregiver has said, “Those stay still” but pause and move to another toy after hearing his name • Pick up his trash and take it to the trash can after his teacher has reminded him that, “We do it just like inside” • Come to the caregiver 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 scribble the order of the teacher as they play restaurant 	<ul style="list-style-type: none"> • Encourage parents to prepare the child for leave-taking, and leave quickly • Have a consistent routine for arrival time • Have clear rules with picture clues that have been created with the children, frequently discussed and posted • Be cautious about what is said and done in front of impressionable children • Respect the child’s need for attention, and his attempts to please, listening sincerely

This Is The Way
 This is the way we wash our hands,
 Wash our hands, wash our hands.
 This is the way we wash our hands
 So early in the morning.
substitute:
 ...Brush our teeth ...Comb our hair ...Give a hug, etc.

Matching Activities
 Prepare easy to make matching activities using everyday items such as: Gloves or mittens; Plasticware (forks, spoons); Socks; pictures mounted on cardboard squares, etc.
 Place one type of item in a plastic container. For example place several sets of mittens in a container. Have the child pick one mitten out of the container then find the one the matches it. Praise the child when they find the mittens that match. Encourage him to make more matches.

<p>2. <i>Be more comfortable around unfamiliar adults</i></p>	<ul style="list-style-type: none"> • Look at the new person when asked his name, but not answer and not leave, but sit down after the new person asks about his watch • Come up to an unfamiliar person on the playground with his caregiver nearby and ask questions such as “I didn’t see you here before, what are you doing?” • 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 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
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C. Relate to Other Children		
The preschooler may:	For example the preschooler might:	The caregiver can:
<p>1. <i>Begin to play cooperatively for brief periods with other children</i></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 girl sitting next to him • Decide with two other boys that they will be batmen 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"> • Intervene when it seems apparent that the children can not resolve the conflict themselves and offer suggestions if they can’t think of ways to cooperate • Model cooperative play, entering in and helping to choose roles in pretend play, for example
<p>2. <i>Be able to better understand the feelings of other children</i></p>	<ul style="list-style-type: none"> • Begin to understand that his actions can cause feelings in other children • 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, and talk about what is right to do
<p>3. <i>Participate, with help, in the group life of the class</i></p>	<ul style="list-style-type: none"> • Join in group games such as the Farmer in the Dell • Help to clean up after hearing the signal and being encouraged by the teacher 	<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

	<ul style="list-style-type: none"> • Answer the question that the teacher is asking everyone at circle time 	<ul style="list-style-type: none"> • Play simple games that involve group cooperation • Encourage everyone to help clean up everywhere, being, “a team”
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II. Language and Literacy

A. Listen and Understand Directions, Requests, and Concept Words

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Show understanding and respond to simple directions and requests</i>	<ul style="list-style-type: none"> • Follow two-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 attentively to a story than to a group discussion • Listen more easily in a one on one conversation than in a group setting 	<ul style="list-style-type: none"> • Give simple, clear two 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. <i>Understand more abstract concepts</i>	<ul style="list-style-type: none"> • Remember events from the past, as well as where objects have been put • Stop pushing anxiously to see them, 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 points 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. Express Thoughts and Ideas Using Conventions of Speech

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Use more conventions of speech as he speaks</i>	<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 	<ul style="list-style-type: none"> • Use correct speech and repeat a misspoken word or phrase by your preschooler correctly without drawing a

	<p>understood most of the time</p> <ul style="list-style-type: none"> • 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 	<p>lot of attention to it, unless he is in speech therapy and working on specific speech goals</p> <ul style="list-style-type: none"> • 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
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C. Enter Into Conversations

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Have more meaningful conversations with peers and adults</i>	<ul style="list-style-type: none"> • Sing, chant nursery rhymes and 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 doing currently, and what he will do in the future • Offer his own information in a group story about a visit by the firefighters • Take his turn in a group discussion • 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 be for Halloween 	<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
2. <i>Ask "why" and other questions to keep a conversation going</i>	<ul style="list-style-type: none"> • Ask questions to participate in a conversation • Ask the same question he heard another child ask about the toy being shown at show and tell and ask "Why" when the child answers that he likes it • Ask about how a caterpillar hangs from the top of the jar 	<ul style="list-style-type: none"> • Model a sense of wonder and asking questions • Answer the child's questions simply and directly • Talk about the past, and speculate about the future
3. <i>Demonstrate active listening skills</i>	<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. Pre- Reading

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Develop phonemic awareness by becoming aware of the sounds of spoken language</i>	<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 	<ul style="list-style-type: none"> • Sing the same simple songs over and over • Say rhymes and finger plays frequently with the child

	<ul style="list-style-type: none"> • Begin to identify rhyming words when he hears them • Begin to supply the rhyming words in a familiar poem or song • 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"> • 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
<p>2. <i>Develop phonological awareness by recognizing that symbols have corresponding meaning</i></p>	<ul style="list-style-type: none"> • Know that the McDonalds sign means that a McDonalds is near • 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 • Draw attention to parts of words such as syllables by moving or clapping to the beat • 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 mom • Ask what a card says after receiving it in the mail • Sing the alphabet song 	<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. <i>Begin to develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories</i></p>	<ul style="list-style-type: none"> • Correctly turn the pages of a favorite book • Point to the pictures associated with what you are reading to him • Ask and answer questions such as "Why did he do that?" when reading a book with his caregiver • 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 • Understand simple story plots such as why everyone is running after the Gingerbread Boy • Ask to re-read a favorite story, remembering the funny ending and telling it as you start to read • Make personal connections with the story, such as, "I have a cat" when seeing a cat in the story • Sing along with the Gingerbread Boy's song after hearing it several times 	<ul style="list-style-type: none"> • Read with the child at least once, and preferably several times each day • 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 • Make books from real life sequences • 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

	<ul style="list-style-type: none"> • Compare two versions of a familiar story, telling if a character was in the other book or not • 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!” 	the next line, and that the print tells the story, not the pictures
4. <i>Expand his vocabulary and language usage</i>	<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 Pretend Play center 	<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
5. <i>Develop comprehension by demonstrating understanding of text during and after reading</i>	<ul style="list-style-type: none"> • Make and confirm predictions • Use illustrations to construct meaning • 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 the caregiver is 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 literary texts 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 • Use books properly • Point to and name the numbers that he knows in a counting book, and count along with the caregiver • Choose to look at books at Center time 	<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
6. <i>Develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</i>	<ul style="list-style-type: none"> • Pretend to take the caregiver’s 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 the caregiver that it is him 	<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

	<ul style="list-style-type: none"> • Paint some broad strokes across the paper with a few different colors, and tell the caregiver 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, and “read” the teacher writing about it • Dictate a thank you note to go with his picture for the firefighters after their visit 	<p>write what he says on his paper</p> <ul style="list-style-type: none"> • 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 • Use sign up sheets, and sign in sheets for attendance • Display the child’s writing and drawings with his name attached
7. <i>Use writing utensils for scribbles and drawings</i>	<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 • Correct the child’s pencil grasp if it is awkward

III. Cognition and General Knowledge

A. Mathematical Thinking

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Use mathematical thinking to solve real problems</i>	<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 the teacher 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 size, shape and color words as they come up naturally rather than in structured lessons • Model using mathematical thinking to solve real problems, such as, “are there enough cookies 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
2. <i>Show interest in concepts such as matching and sorting according to a single criteria</i>	<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 silverware, matching the large 	<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

	spoons with the other large spoons	sorting socks and silverware <ul style="list-style-type: none"> • Use comparative words in play
3. <i>Show interest in quantity, measuring and number relationships</i>	<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
4. <i>Show beginning interest in geometry</i>	<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
5. <i>Show beginning interest in numerals and counting</i>	<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 for himself and a friend • Use the numeral when writing the snack menu to tell the children how many items they may take

B. Scientific Thinking

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects</i>	<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 and find out that it starts melting color all over his hands and arms, then paint up his arms and try different colors • 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. <i>Seek information through observation, exploration and descriptive investigations with simple science tools</i></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 • Make and check predictions before and after an investigation 	<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 • Limit exposure to television • Ask the child to make and check predictions before and after an investigation
<p>3. <i>Use more advanced problem solving skills, testing his understanding and ideas in real situations,</i></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 since the teacher has said no to his request for the long pointer • Ask for some flour for his hands when the gingerbread is sticking to them • Suggest that we use 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 • Encourage use of items in a new way • Respect the child's creative use of materials • Resist the urge to jump in and provide solutions to problems too quickly

C. Social Studies

The preschooler may:	For example the preschooler might:	The caregiver can:
<p>1. <i>Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment</i></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 Pretend 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 the teacher points 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 the teacher 	<ul style="list-style-type: none"> • Enter into the children's pretend play, extending the scenario • Provide time, a specific place, and props to encourage pretend play • Set up more complex situations for the children to participate in • Talk about and model caring for the classroom materials and the playground
<p>2. <i>Use prior knowledge and imagination to think through what he wants to play</i></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 Pretend Play Center 	<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

	<ul style="list-style-type: none"> • Take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do 	
3. <i>Have beginning understanding of consequences when following routines and recreating familiar events</i>	<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
4. <i>Begin to recognize his own physical and family characteristics and those of others</i>	<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 and preferences, as well as similarities • Let children describe their families and compare them with others

IV. Physical Development

A. Use Large Muscle Coordination to Move and Play

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Move with confidence and stability, coordinating movements to accomplish simple tasks</i>	<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 foreword on the wide balance beam • Hop across to the other side when playing Red Rover • Make the big wheel toy spin around fast by turning the handle bar far to one side and pedaling fast • Go over, under, around and through on a obstacle course • Begin to "pump" on the swings after someone has gotten him started • Stand and hop on one foot for a few seconds 	<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

B. Use Small Muscle Control to Accomplish Many Tasks

The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Develop finger skills through many forms of play</i>	<ul style="list-style-type: none"> • Begin to grasp with a finger grasp, but revert to a whole fist grasp at times • Use the Duplo blocks to build more recognizable objects such as cars, airplanes and houses, and take them apart • Stack the Lincoln Logs to make a house after being shown how by a teacher • Fill and dump several cups in the sand table using a 	<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

	shovel, then a smaller spoon <ul style="list-style-type: none"> • Make a snowman out of play dough after watching an older child make balls and put them together 	dough, paint brushes, markers, large pencils and crayons, as well as smaller ones, and blunt scissors and paper <ul style="list-style-type: none"> • 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
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C. Care For More of His Own Needs		
The preschooler may:	For example the preschooler might:	The caregiver can:
1. <i>Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders</i>	<ul style="list-style-type: none"> • Spread icing on his gingerbread man with a Popsicle stick • Pick up the puzzle he was working on and put it where it belongs • Sort the socks for mom, 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

Help Your Child Learn To Communicate!

- Sing! You can sing parts of stories, sing to the radio, or make up silly songs and sing them to make your toddler laugh. Then ask your child to sing to you!

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."

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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Sensory: Toddler Counting Fun

Encourages very young children to explore texture during this sensory counting experience.

Materials: Lunch paper bag and cotton balls.

Description: Place cotton balls in a lunch size bag. Ask the child to reach into the bag and grab a handful of cotton balls. Put the cotton balls on the floor and count them out loud as the child watches, or helps.

From www.preschoolrainbow.org/toddler-theme.htm
 Gayle's Preschool Rainbow lists activities for infants, toddlers and preschoolers categorized by theme, age, or subject.

Glossary of Terms Used

Acknowledge – To look at or speak to, and show positive recognition or interest with facial expressions or words

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

Attention Deficit Disorder – A condition with some or all of the following characteristics: high activity level, short attention span, inability to sit still or wait, impulsiveness, and distractibility

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 naturally occurring results of an action

Consistent – Behavior which is always the same

Context – The words surrounding a word or group of words that help 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

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, 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, 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 – Knowing that oral language has a structure that is separate from its meaning

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 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

“Rake” – The physical stage when babies cannot grasp objects, but reach for them, and with a raking grasp move the object closer to them

Reassurance – Comfort, usually with words that the child understands

Receptive language – Accurately understanding the meaning of words or phrases spoken to them

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

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

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

Stimulating – To excite or arouse the senses

Swaddling – To wrap a baby snugly to give comfort and security

Text – The written words that are read in a book

Transitioning – Moving and changing activities

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 only a sampling of programs, services, books and internet sites that you may find helpful and is not intended to be a complete list.

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.friendsofthefamily.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/infantsandtoddlers

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

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

Dombro, A.L., Colker, L.J., Trister Dodge, D. *The Creative Curriculum® for Infants & Toddlers, Rev. Edition*. Teaching Strategies, Inc., 1999

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. *125 Brain Games for Babies: Simple Games to Promote Early Brain Development*. MJF Books, 2001

Silberg, J. & D'Argo, L. *125 Brain Games for Toddlers and Twos*. Gryphon House, 2000

Trister Dodge, D. & Heroman, C. *Building Your Baby's Brain*. Teaching Strategies, Inc., 1999

Web-based Information and Links:

www.collingsm.freereserve.co.uk - **My Collection of Nursery Rhymes** - a collection of over 500 nursery rhymes

www.edpsych.com - **Early Childhood Educator** - news, information, and articles for parents and early childhood professionals

www.familyeducation.com - **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.healthyweightforkids.org - **Way to Go, Weigh to Grow** – a guide to healthy weight in infants, toddlers and preschoolers information and activities

www.mdchildcare.org - **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.naeyc.org - **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.nccic.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.preschoolrainbow.org/preschool-rhymes - **Gayle's Preschool Rainbow - Activity Central** – a variety of poems, rhymes and activities for young children

Resources Used

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