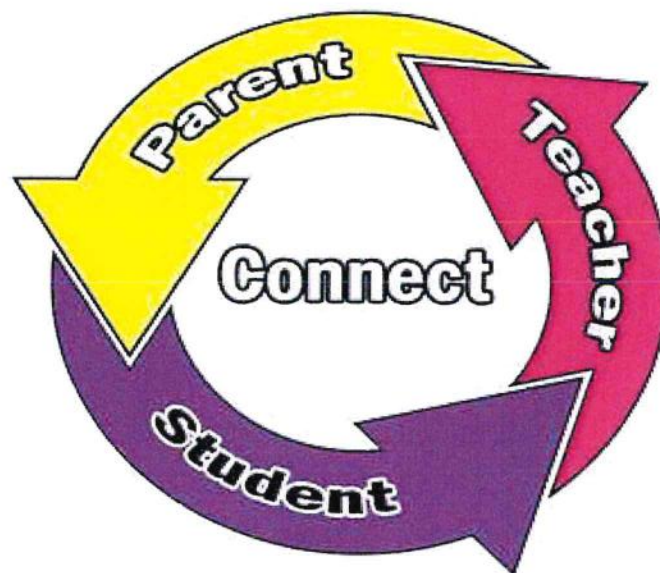




Home School Connection Packet



Infant & Toddlers

Dear Parents and Families,

The Leaguers Inc. Head Start/Early Head Start Program individualizes by providing children and families with prolonged absences with a variety of learning experiences in the home environment through our Home-School Connection.

As always, our first priority is your child's wellbeing and education. During this time that your child is out of school our education staff has provided hands-on learning activities directly from The Creative Curriculum to continue to support your child's learning and development.

This Home-School Connection packet is compiled to ensure learning is continued during your child's absence from school and is comprised of learning activities extended from the classroom into the home environment

Home-School Connection is how parents are able to reinforce what children are learning in the classroom at home through activities related to the Unit or Topic of study.

Included in this Home-School Connection Packet are activities for child's development and learning in the following areas:

- Language Development
- Literacy Development
- Mathematics Development
- Social-Emotional Development

*"Together may we give our children the roots to grow
and the wings to fly"*

Queridos padres y familias,

El Programa Head Start/Early Head Start de Leaguers Inc. se individualiza al proporcionar a los niños y las familias ausencias prolongadas una variedad de experiencias de aprendizaje en el entorno doméstico a través de nuestra conexión home-school.

Como siempre, nuestra primera prioridad es el bienestar y la educación de su hijo. Durante este tiempo que su hijo está fuera de la escuela, nuestro personal de educación ha proporcionado actividades de aprendizaje práctico directamente desde The Creative Curriculum para continuar apoyando el aprendizaje y el desarrollo de su hijo.

Este paquete de Conexión Hogar-Escuela se compila para asegurar que el aprendizaje continúe durante la ausencia de su hijo de la escuela y se compone de actividades de aprendizaje extendidas desde el salón de clases hasta el entorno familiar

La conexión hogar-escuela es la forma en que los padres son capaces de reforzar lo que los niños están aprendiendo en el salón de clases en casa a través de actividades relacionadas con la Unidad o Tema de estudio.

En este paquete de conexión hogar-escuela se incluyen actividades para el desarrollo y aprendizaje del niño en las siguientes áreas:

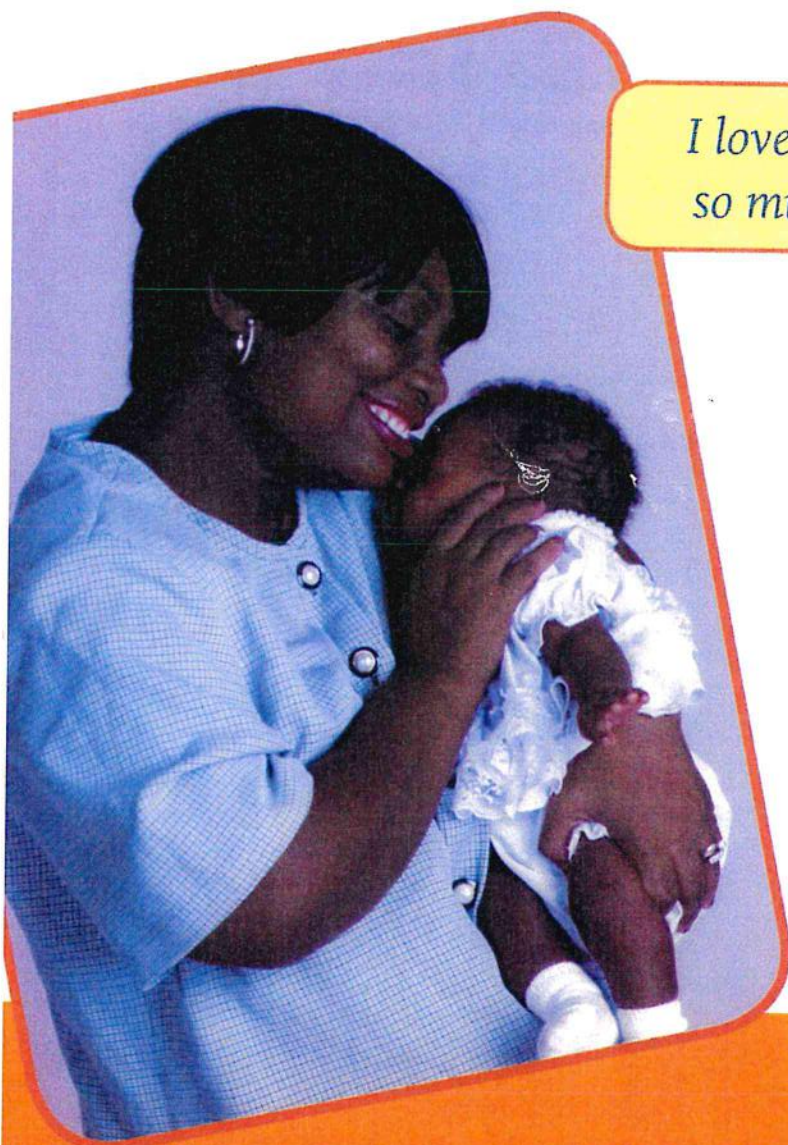
- Desarrollo del lenguaje
- Desarrollo de la alfabetización
- Desarrollo Matemático
- Desarrollo socioemocional

*"Juntos le demos a nuestros hijos las raíces para crecer
y las alas para volar"*

What Your Child May Be Doing Infants (Birth–12 Months)

| Social/Emotional Development | Cognitive Development |
|---|---|
| <p>Enjoy being held and cuddled</p> <p>Respond to familiar people by smiling, cooing, and babbling (You are their favorite toy.)</p> <p>Imitate people's actions</p> <p>Explore toys by using their senses</p> <p>Pay attention to sounds and movement</p> <p>Enjoy playing peek-a-boo</p> | <p>Learn about objects by using all of their senses</p> <p>Visually follow and respond to moving objects and faces</p> <p>Like objects with contrasting colors and patterns and those with gentle movement and sounds</p> <p>Watch their mirrored images appear and disappear</p> <p>Imitate adult movements and language sounds</p> <p>Enjoy activity boxes</p> |
| Physical Development | Language and Literacy Development |
| <p>Gain control of and move their heads from side to side</p> <p>Play with hands and feet</p> <p>Reach for, grasp, shake, mouth, and explore objects they can hold</p> <p>Move objects from one hand to the other; bang objects together</p> <p>Roll over</p> <p>Sit on a blanket, propped at first and then without external support</p> <p>Crawl to explore</p> <p>Pull themselves to standing and cruise by holding on to furniture</p> <p>Roll, hold, and throw balls</p> <p>Pick up finger foods</p> | <p>Ask for care and attention by crying, laughing, and smiling, and through other vocalizations</p> <p>Vocalize to themselves, other people, and toys</p> <p>Understand and respond to gestures, facial expressions, and changes in vocal tone</p> <p>Understand and respond to their names and to very simple, familiar requests</p> <p>Take turns babbling, talking, and singing with others</p> <p>Use gestures to communicate, such as pointing and head shaking</p> <p>Enjoy listening to simple stories, rhymes, and songs</p> <p>Use their senses to explore books</p> |

Building Trust



*I love you
so much.*

Communicate love through calm, warm body contact, and soothing words.

Responding to your baby in a loving way teaches her that she can trust you.



Why this is important

Your baby learns to love and trust from your loving words and actions. Responding to her in a positive way lets her know that she can trust you with her needs and feelings. When you hold her close while you feed her, the warmth of your body and the gentle sound of your voice help build her trust in you. When you respond to your baby's cries you are teaching her about communication. She is learning that her sounds cause something to happen that makes her feel comfortable again. Your baby's trust in one or two important people will give her the confidence and security she needs later to explore her world and build relationships with others.

What you do

- Go quickly to your baby when she expresses discomfort. This shows her that you care.
- Hold her close to you. Because she cannot yet understand your words, it is important to convey love with body language, facial expressions, and soothing sounds.
- Give her your full attention when taking care of her needs such as diapering, feeding, and bathing.
- Smile, cuddle, rock, and talk to her.
- Notice how your baby responds to you with sounds or movement. Let her know you understand she is communicating with you. *Oh, my sweet baby. I feel you snuggling into me. You are very sleepy.*

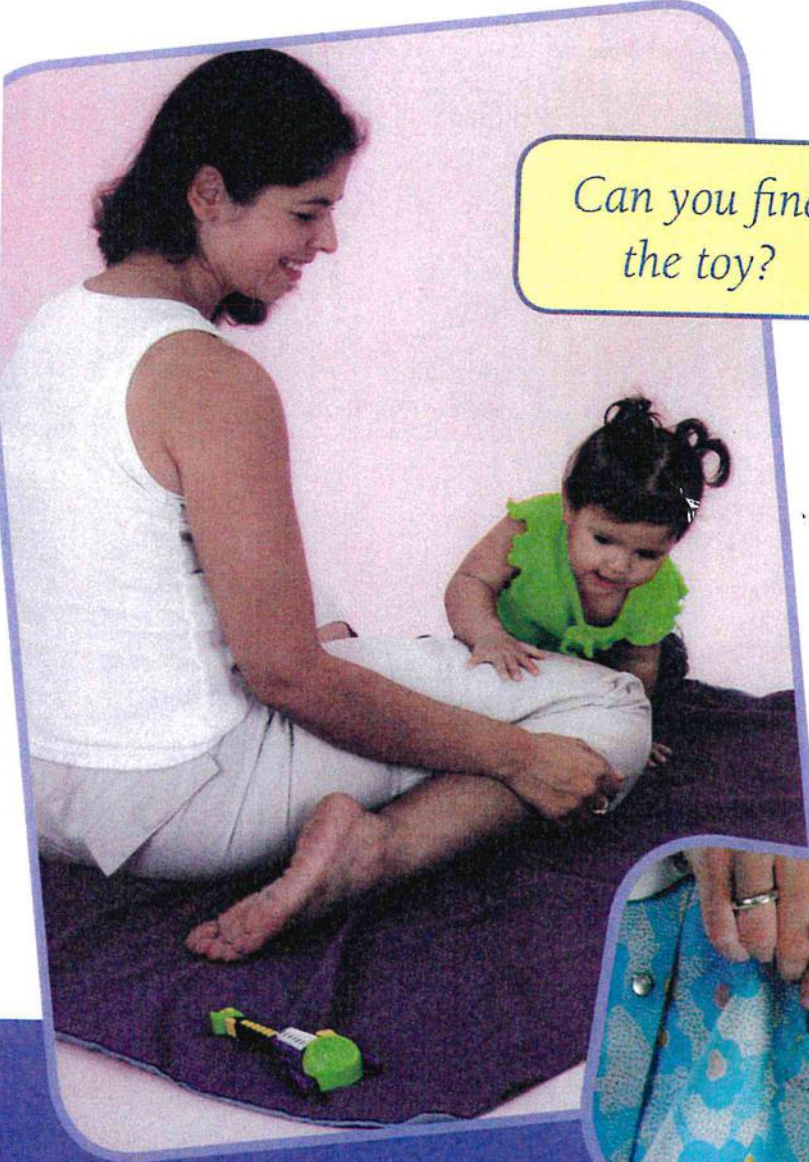
Let's read together!

Time for Bed
by Mem Fox

Another idea

Use this method of lovingly responding to her throughout the day. Your baby feels secure when you offer love consistently and confidently. If you feel like picking her up, do not wait until she cries. She will thrive on your attention and affection.

Hiding and Finding



*Can you find
the toy?*

Invite your baby to look for an object that she watches you hide.

Because she sees you hide the object, over time she will understand that objects that are hidden can be found.





Why this is important

By hiding something while your baby watches, you help her understand that objects she no longer sees can still exist. This understanding is called object permanence. It will give her confidence and security to know that people and things exist even when they are out of her sight.

What you do

- Show your baby a special toy.
- Talk about the toy and let her explore it while you keep it in your hand.
- Hide the toy behind your back or in your pocket making sure she watches. Ask about the toy. *Where did the doggie go? Where is it? Can you see it?* If she does not look for the toy or looks only at the place where the toy was, show it to her again before partially hiding it from view.
- Offer positive feedback when she finds it and bring it out for her to hold. *You found the dog! He was hiding behind Mommy's back!*
- Repeat the game by hiding the toy in a new place.

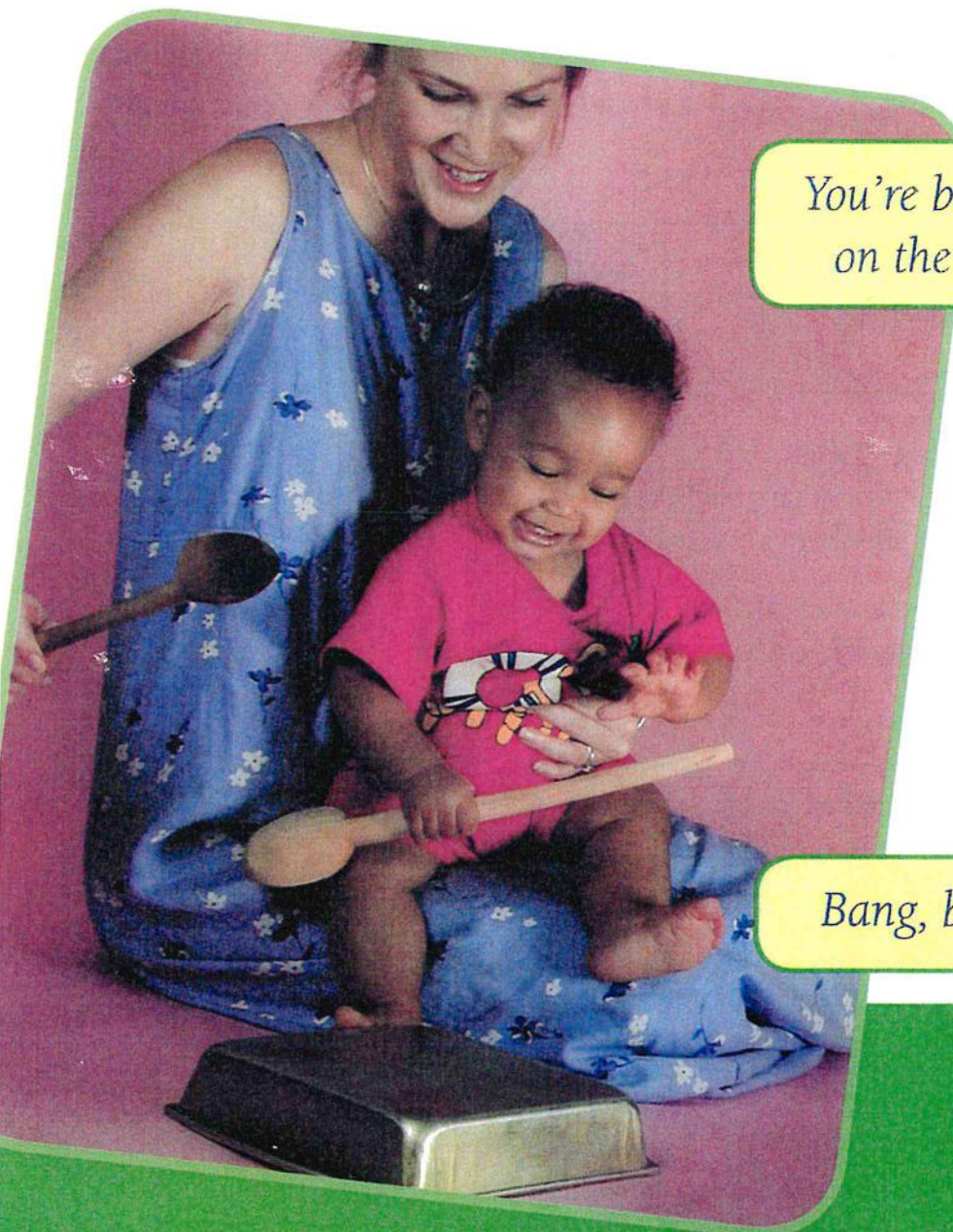
Another idea

Find other times to play this game. As you care for her throughout the day, hide something briefly for her to find. *Where is your shoe? Can you find it?*

Let's read together!

Where's Nicky?
by Cathryn Falwell

Imitating Actions



*You're banging
on the pan!*

Do some actions that
your baby can copy.

This helps him use
an important type of
learning: imitation.

Bang, bang!



Why this is important

You can take advantage of your baby's natural interest in what you do and encourage him to copy your actions. Providing many opportunities for your child to copy your actions helps him begin to use imitation as a way of learning. Many actions, such as talking, eating with a fork, or driving a car, depend—in some way—on good imitation.

What you do

- Sit down with your child. Hold a spoon and pan, and offer your baby a spoon to hold. Hit the pan with the spoon while saying *Bang, bang, bang!*
- Invite your baby to hit the pan, too. He may bang the pan right away, or he might spend more time watching you before he tries it.
- Offer positive feedback when he tries to bang with the spoon, even if his movements are incomplete. *You did what I did! You're banging with the spoon!*
- Repeat the game with other motions such as tapping the pan with your hands, or using a different object instead of a spoon. Keep the movements simple, and use slow, exaggerated motions that he can follow.
- Try copying your baby when he makes a movement different than yours.

Another idea

Try the game using songs and rhymes with hand motions such as "Pat-a-cake." You can clap your hands once while saying *clap*. You may also try spreading your arms wide and saying *big*. Think of other simple gestures your baby may want to imitate.

Let's read together!

Little Mister
by Randy Duburke

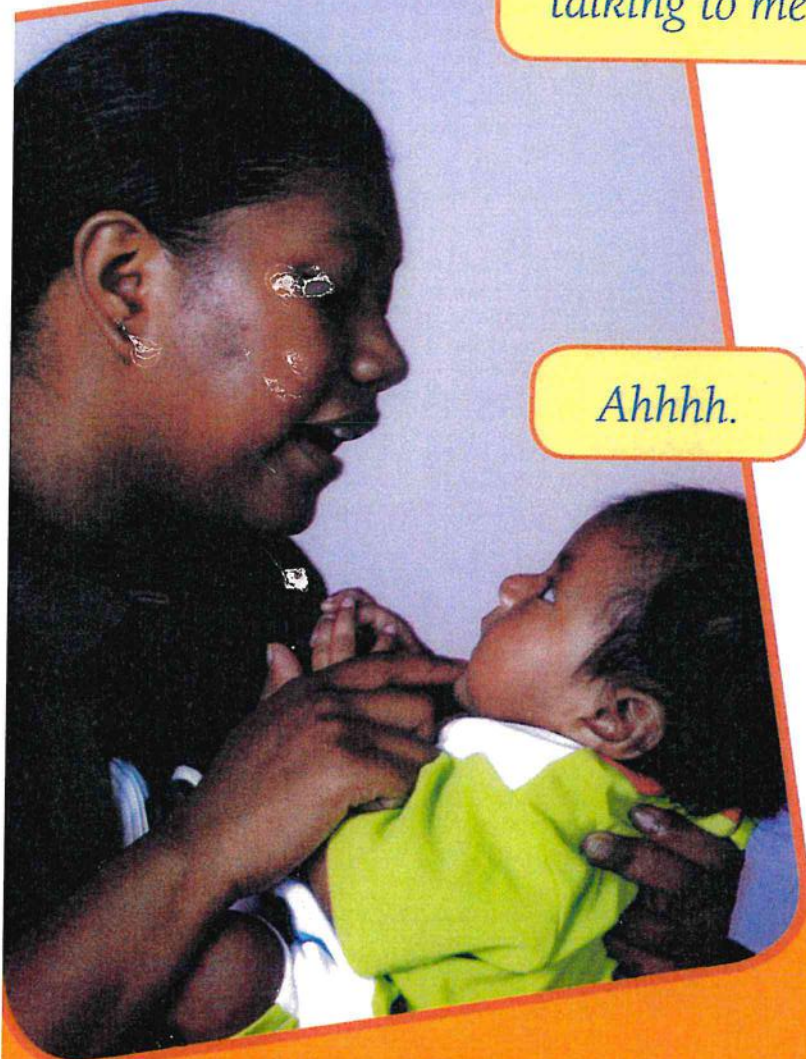
Talking to Your Baby

*I hear you
talking to me!*

Ahhhh.

Smile, hold your baby close so he can see your face and lips, and speak to him in a gentle voice.

Watching and listening to you speak helps your baby begin to connect the sound of a voice with mouth movement.





Why this is important

Back-and-forth vocal play helps your baby know that sounds and mouth movements usually go together. The pleasure of watching your face, combined with the sound of your voice, encourages him to practice making mouth noises. As your baby gets older, he will imitate the mouth movements he has seen and the sounds he has heard.

What you do

- Hold your baby close with his head cupped in your hands so that he can see your face and lips. Position him so that he is about 8 inches away from you. This is the distance that a young infant's eyes focus best on objects.
- Lean toward him and talk happily. Make sure he can see your lips move as he listens to the sounds: *I see your beautiful brown eyes. I feel your soft skin.*
- Pause to give your baby a chance to make sounds, though he may not try to make sounds right away. If he does not respond verbally, smile back at him and continue talking, pausing occasionally to give him time to respond.
- Smile and repeat back to him the sound he made when he makes any sound, accidentally or intentionally. This encourages him to continue making sounds.

Another idea

Try doing this back-and-forth vocal play during caregiving routines. Talk to your baby while you change his diaper, get him dressed, and give him a bath. Remember to pause to give him plenty of time to respond to your words. *Blue shirt ... Mommy is putting on your blue shirt.*

Let's read together!

Mommy Hugs
by Karen Katz

What's in the Picture?

LL12 Enjoying Stories and Books

Primary Objective: 9

Uses language to express thoughts and needs

Objectives for participating in language activities

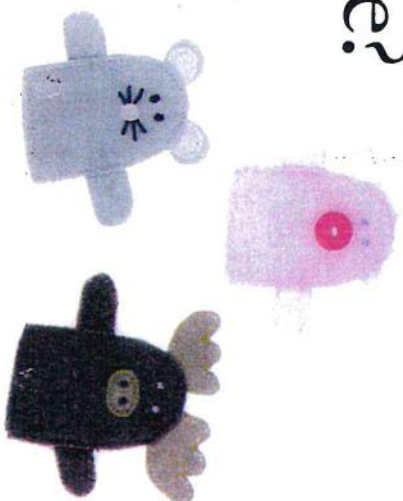
Related Objectives: 2a, 7a, 8a, 10a, 11a, 12a

What You Do

Background: Children enjoy looking at pictures of familiar people and things. In this activity, photos of people, animals, and everyday objects serve as conversation starters that allow you and the children to engage in a variety of discussions.

Materials: photos of people, animals, and everyday objects; self-adhesive laminating sheets (optional)

You can find photos on the Internet, take photos around your classroom, or ask families to bring in photos from home. You may want to laminate the photos to protect them from wear and tear. Make copies of families' photos for laminating.



1. While sitting with the children, show them the photos and discuss what you see. Ask the children about details in the photos.

"Here is a picture of a baby. The baby looks happy. I see the baby smiling. Cody, I see you smiling, too."

2. As you tell the children a story, refer to the photos.

"Would you like to hear a story about a big bear? Look, do you see a big bear in the picture? What color is the bear? Okay, I'll tell you the story of the big black bear."

3. Continue the activity for as long as it interests the children. Place the photos in a basket that is easily accessible so children can continue to explore them.

Including All Children

- Use large photos that are easy for children to see and grasp.
- Use high-contrast photos.
- Point to objects or demonstrate an action as you describe the photo.**
- Build on the child's language. Rephrase what the child says and then add more.**

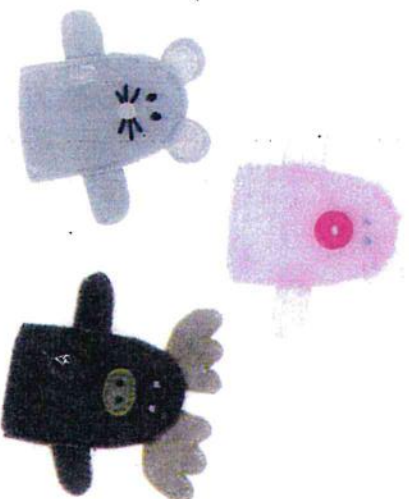
¿Qué hay en la imagen?

Qué hacer

Conocimiento básico: Los niños disfrutaban mirando fotos de personas y cosas conocidas. En esta actividad, las fotos de personas, animales y objetos cotidianos sirven como temas de conversación que permiten que usted y los niños participen en una variedad de discusiones.

Materiales: fotos de personas, animales y objetos cotidianos; hojas de laminación autoadhesivas (opcional)

Usted puede encontrar fotos en Internet, tomar fotos alrededor de su salón de clases o pedir a las familias que traigan fotos de casa. Es posible que desee laminar las fotos para protegerlas del desgaste. Haga copias de fotos de las familias para laminarlas.



LL12

Disfrutar los cuentos y los libros

Objetivo principal: 9

Usa el lenguaje para expresar lo que piensa y lo que necesita

• Usa un vocabulario cada vez más rico y expresivo

Objetivos relacionados: 2a, 7a, 8a, 10a, 11a, 12a

Para incluir a todos los niños

- Use fotografías grandes que los niños puedan ver y agarrar con facilidad.
- Use fotografías con mucho contraste.
- Señale los objetos o demuestre una acción a medida que usted describe la foto.**
- Desarrolle el lenguaje del niño. Repita con otras palabras lo que el niño dice y luego añada más.**

1. **Mientras se sienta con los niños, muéstreles fotos y hable de lo que ven. Comente a los niños los detalles de las fotos.**
"Aquí hay una foto de un bebé. El bebé se ve feliz. Veo al bebé sonriendo. Cody, veó que tú también sonríes."
2. **Mientras cuenta a los niños un cuento, refiérase a las fotos.**
"¿Les gustaría escuchar una historia acerca de un gran oso? Miren, éven un gran oso en la foto? ¿De qué color es el oso? Bueno, voy a contarles la historia del gran oso negro."
3. **Continúe la actividad durante el tiempo que interese a los niños. Coloque las fotos en una cesta para que los niños puedan seguir explorándolas.**

Let's Talk

What You Do

Background: Imitating infants' actions and vocalizations is as rich a conversation as a discussion with a 2-year-old. By slowing down and devoting time to observing, listening, imitating, and responding to a child, you are also communicating your respect and love for the child.

Materials: any classroom materials

1. Sit near a small group of children. Observe them quietly as they move and explore. For a few moments, simply observe without joining in.
2. Notice how individual children communicate their needs or preferences. Notice gestures and vocalizations or words.
3. Engage the children in conversations by watching and listening closely to try to understand a child's meanings and intentions. Engage in a conversation by imitating a child's vocalizations or responding to his words.



4. Invite the children to engage in back-and-forth exchanges. Notice whether a child is attending to your words or gestures. Follow the child's cues to maintain an engaging interaction and respond to his verbal and nonverbal communication.

"You're putting on the helmet, Bodie. I will put on a helmet, too. Now I am putting on a scarf. Can you put on a scarf, too? You did it! Let's see what we look like in the mirror. You are laughing! Do you think we look funny?"

5. Document what you learn about children to inform how you respond to cues in the future. Share your observations with other caregivers who work with the children and, if possible, include the child in the conversation.

"Lizzie, Ms. Sharon and I thought that you didn't like playing 'Peek-a-Boo,' but I noticed that when you say, 'Bye-bye!' and push us during 'Peek-a-Boo,' you actually want us to go hide again. Now we will know for next time."

LL11 All Routines and Experiences

Primary Objective: 10

Uses appropriate conversational and other communication skills

• Engage, Respond, Repeat

Related Objectives: 1c, 2a, 8a, 9a, 9b, 10b, 11a

Including All Children

- Work closely with the child's family to learn verbal and nonverbal cues the child uses to indicate needs and preferences.
- Record into a child's communication device various words that the child can use to share his needs and desires.
- Maintain eye contact (as appropriate) and allow the child time to understand your words and respond.**
- Use words in the child's home language to describe your actions.**
- Build on the child's language. Rephrase what the child says and then add more.**

Hablemos

Qué hacer

Conocimiento básico: El imitar las acciones y vocalizaciones de los bebés es una conversación tan rica como una discusión acerca de insectos con un niño de 2 años. Al disminuir el ritmo y dedicar el tiempo para observar, escuchar, imitar y responder a un niño, también está comunicando su respeto y amor por el niño.

Materiales: todos los materiales del salón de clase

1. Siéntese cerca de un grupo pequeño de niños. Obsérvelos tranquilamente mientras se mueven y exploran. Por unos momentos, simplemente observe sin participar.
2. Observe cómo cada niño presenta sus necesidades o preferencias. Observe los gestos y vocalizaciones o palabras.
3. Logre que los niños participen en conversaciones, observándolos y escuchándolos en detalle para tratar de entender los significados y las intenciones que presenta un niño. Participe en una conversación imitando las vocalizaciones de un niño o respondiendo a sus palabras.



4. Invite a los niños a participar en intercambios comunicativos. Observe si el niño está prestando atención a sus palabras o gestos. Siga las señales del niño para mantener una interacción interesante y responda a su comunicación verbal y no verbal.
"¿Te estás poniendo el casco, Berta. Me voy a poner también un casco. Ahora me estoy poniendo una pañoleta. ¿Te puedes poner también una pañoleta? ¡Muy bien! Mirémos cómo nos vemos en el espejo. ¡Te estás riendo! ¿Crees que nos vemos chistosos?"

5. Documente lo que aprenda acerca de los niños para informar cómo responder en el futuro a sus señales. Comparta sus observaciones con otros proveedores de cuidado que trabajen con los niños y, si es posible, incluya al niño en la conversación.
"Lizzie, la señora Sharon y yo pensamos que no te gustaba jugar a '¿Dónde está el bebé?', pero me di cuenta de que cuando dices, 'Adiós' y nos empujas cuando jugamos a '¿Dónde está el bebé?' realmente quieres que nos escondamos de nuevo. Ya sabemos esto para la próxima vez."

LL11

Todas las rutinas
y experiencias

Objetivo principal: 10

Usa destrezas apropiadas para
conversar y comunicarse

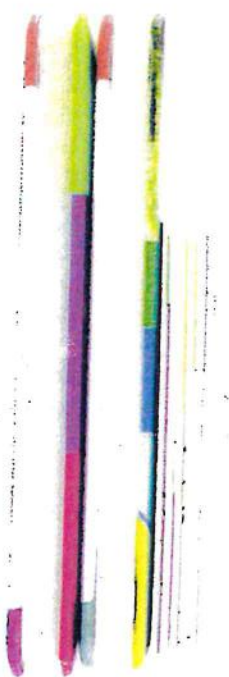
a. Participa en conversaciones

Objetivos relacionados: 1c, 2a, 8a, 9a, 9b, 10b, 11a

Para incluir a todos los niños

- Trabaje en estrecha colaboración con la familia del niño para aprender las señales verbales y no verbales que el niño utiliza para indicar sus necesidades y preferencias.
- Grabe en el dispositivo de comunicación del niño varias palabras que el niño pueda utilizar para compartir sus necesidades y deseos.
- Mantenga el contacto visual y permita que el niño tenga tiempo para entender sus palabras y responda.**
- Use palabras que describan sus acciones en la lengua que se habla en el hogar del niño.**
- Desarrolle el lenguaje del niño. Repita con otras palabras lo que el niño dice y luego añada más.**

Will You Read to Me?



IL21

Enjoying Stories and Books

Primary Objective: 18
Children pretend and respond to books and other texts.

Related Objectives: 2a, 9a, 9b, 11a, 17a, 17b, 18a, 18c

What You Do

Background: Inspiring children to interact with books, even before they are able to read, is an important step in promoting their early literacy development. Positive interactions with books help infants, toddlers, and twos learn how to correctly orient books (so that pages can be turned from the front to the back) and to identify some important features of books, such as the title, author, and illustrator. These positive interactions also enable children to recognize familiar books by their covers and connect specific books to their authors.

Materials: familiar, sturdy books that children enjoy exploring repeatedly

1. Sit with a child as she chooses a book to read. Engage with her as she looks at pictures, turns the pages, or pretends to read.
"Elena, I see you turning the pages of that colorful book about elephants. I know it's one of your favorites. Will you please read it to me?"
2. Talk about the book with the child and notice when she engages in reading behavior.
"Can you look at the pictures and tell me what's happening?"
3. Watch for cues that the child is no longer interested. When you sense that she is losing interest, thank her for reading to you and tell her how much you enjoyed it.
"Thank you for reading the story to me! I hope you'll read to me again another day."

Including All Children

- Select picture books with large, simple pictures.
- As children learn to produce letter sounds in English, accept their attempts without correcting errors. Model correct pronunciation. **
- Include books in a child's home language. **

¿Me lo lees?

LL21

Disfrutar los cuentos y los libros

Objetivo principal: 18

Comprende los libros y otros textos y responde a ellos

El niño que lee el libro o el cuento.

Objetivos relacionados: 2a, 9a, 9b, 11a, 17a, 17b, 18a, 18c

Qué hacer

Conocimiento básico: Inspirar a los niños a interactuar con los libros, incluso antes de que sean capaces de leer, es un paso importante para fomentar el desarrollo de la lectoescritura temprana. Las interacciones positivas con los libros ayudan a los bebés, niños en edad de caminar y niños de dos años a aprender a orientar correctamente los libros (de modo que las páginas se puedan pasar del principio al final) y para identificar algunas características importantes de los libros, tales como el título, el autor y el ilustrador. Estas interacciones positivas también permiten a los niños reconocer los libros conocidos por sus portadas y a relacionar libros específicos con sus autores.

1. Siéntese con un niño mientras él escoge un libro para leer. Interactúe con el niño a medida que mira las fotos, pasa las páginas o simula leer.

"Elena, veo que estás pasando las páginas de ese libro colorido sobre los elefantes. Sé que es uno de tus favoritos. ¿Puedes hacer el favor de leerme lo?"

2. Hable sobre el libro con el niño y note cuando se interesa en la lectura.

"¿Puedes mirar las fotos y decirme qué está pasando?"

3. Observe las señales de que el niño ya no está interesado. Cuando usted sienta que está perdiendo el interés, dele las gracias por leerse lo y dígame lo mucho que lo ha disfrutado.

"¡Gracias por leerme el cuento! Espero que me leas de nuevo otro día"

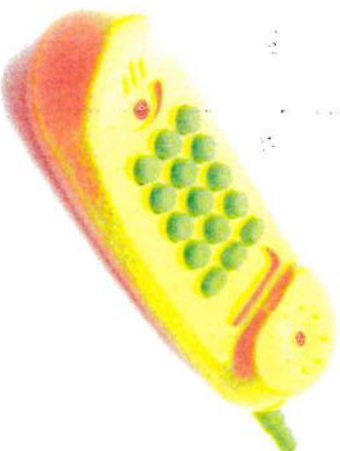
Materiales: libros conocidos y resistentes que los niños disfruten explorando repetidamente

Para incluir a todos los niños

- Seleccione libros ilustrados con imágenes grandes y sencillas.
- A medida que los niños aprenden a producir los sonidos de las letras en español, acepte sus intentos sin corregir los errores. Demuestre la pronunciación correcta.**
- Incluya libros en la lengua que se habla en el hogar del niño.**

What's the Problem?

What You Do



LL61

All Routines and Experiences

Primary Objective: 8

Goal: To and understand the meaning of various language

Language: Verbal and non-verbal

Related Objectives: 1a, 11b, 11c, 11d, 12b, 28

Including All Children

- Give children as much time as they need to think about and try new ideas.

Background: Encountering challenges and problems throughout the day gives children opportunities to develop problem-solving skills. Being able to solve problems independently gives children the confidence they need to experiment with ideas and become more creative in their play.

1. **When you notice the child encountering a problem, state the problem or have the child state the problem, as appropriate.**
"I see that the ball rolled under the bookshelf. Now you can't reach it."
2. **Restate the problem and talk with the child about ideas for how to solve it. Offer suggestions and model solutions as needed.**
"The ball is really far under the shelf. You really want that ball. Let's think about how we can reach it."
3. **Encourage the child to try new ideas and support her as needed.**
"You used the broom to reach the ball. Great idea! You got the ball out from under the shelf."

¿Cuál es el problema?



LL61

Todas las rutinas
y experiencias

Objetivo principal

Debería haber un juego que ayude a los niños a aprender a resolver problemas.

Objetivos secundarios

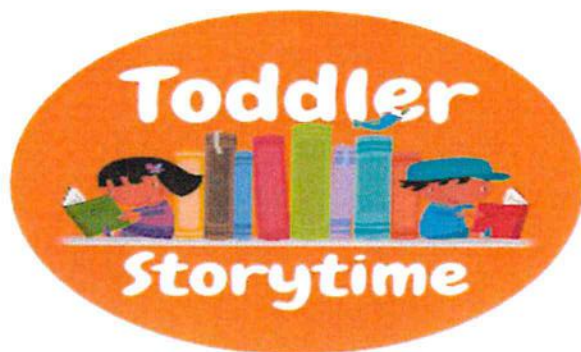
Objetivos relacionados: 1a, 11b, 11c, 11d, 12b, 28

Qué hacer

Conocimiento básico: Los desafíos y problemas que los niños experimentan a lo largo del día les da oportunidades para desarrollar sus destrezas para resolver problemas. La habilidad de resolver problemas por sí solos les da a los niños la confianza necesaria para experimentar con sus ideas y ser más creativos en sus juegos.

1. Cuando usted note que el niño está enfrentando un problema, hablele sobre el problema o pida al niño que hable sobre el problema, según el caso.
"Veo que la pelota rodó bajo el estante de libros. Ahora no la puedes alcanzar".
2. Plantee el problema nuevamente y hable con el niño sobre posibles soluciones. Ofrezca sugerencias y demuestre soluciones, según sea necesario.
"La pelota está muy lejos, debajo del estante. De verdad quieres tener la pelota. Vamos a pensar en cómo la podemos alcanzar".
3. Anime al niño a probar nuevas ideas y apóyelo, según sea necesario.
"Usaste la escoba para alcanzar la pelota. ¡Fue una gran idea! Sacaste la pelota de debajo del estante".

- Para incluir a todos los niños
- Dé a los niños todo el tiempo que necesitan para pensar y probar nuevas ideas.



Make reading fun for both you and your child. Check out this age-by-age guide of recommended books.

Five Little Monkeys Jumping on the Bed

By Eileen Christelow

Just like the song, they're bouncing around on the bed, of course!

Jesse Bear, What Will You Wear?

By Nancy White Carlstrom

A day in the life of a little bear in lilting verse.

Peek-A-Boo

By Janet and Allan Ahlberg

The favorite baby game.

The Little Engine That Could

By Watty Piper

A persistent train with a positive attitude ("I think I can") carries the day.

The Very Hungry Caterpillar

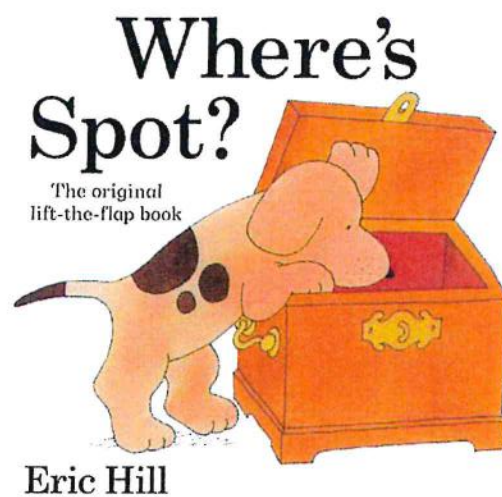
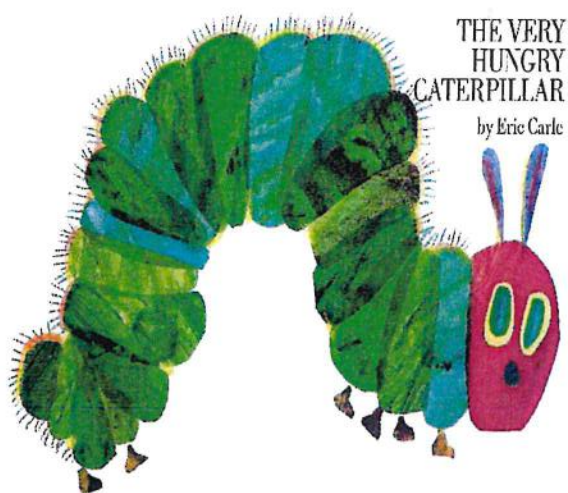
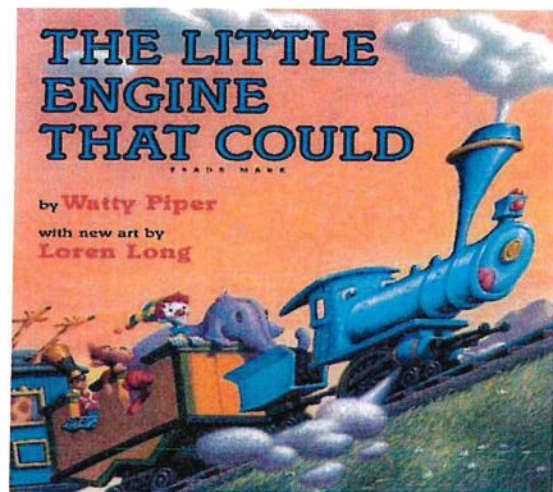
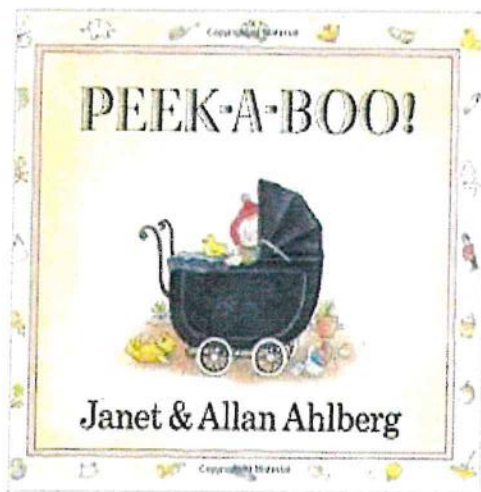
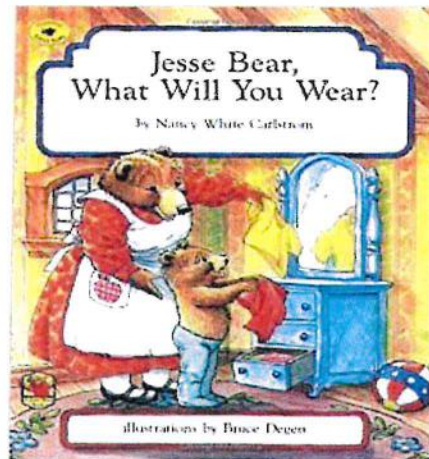
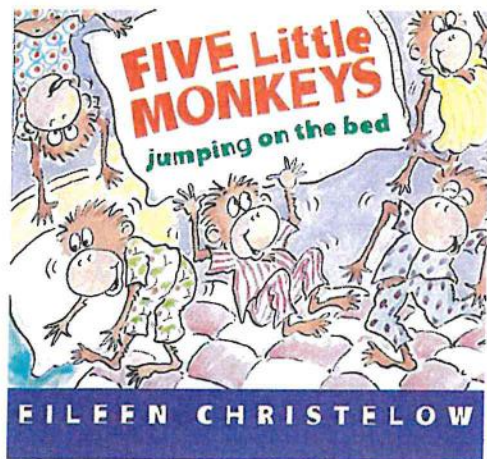
By Eric Carle

The tale of a ravenous caterpillar who eats his way through the week.

Where's Spot?

By Eric Hill

A mischievous spotted puppy is the star of this series. *Where's Spot?*



What Your Child May Be Doing One-Year-Olds (12–24 Months)

Social/Emotional Development

- Find new ways to make things happen
- Follow simple requests and understand more language than they can express
- Are increasingly aware of their possessions
- Become aware of others' expressions of emotions
- Enjoy realistic toys (for example, baby dolls, bottles, cradles, and telephones)
- Initiate peek-a-boo activities

Cognitive Development

- Make choices between clear alternatives
- Begin to solve problems
- Learn by moving and doing
- Concentrate for longer periods of time
- Learn how to open doors and flip light switches
- Enjoy sorting and nesting toys

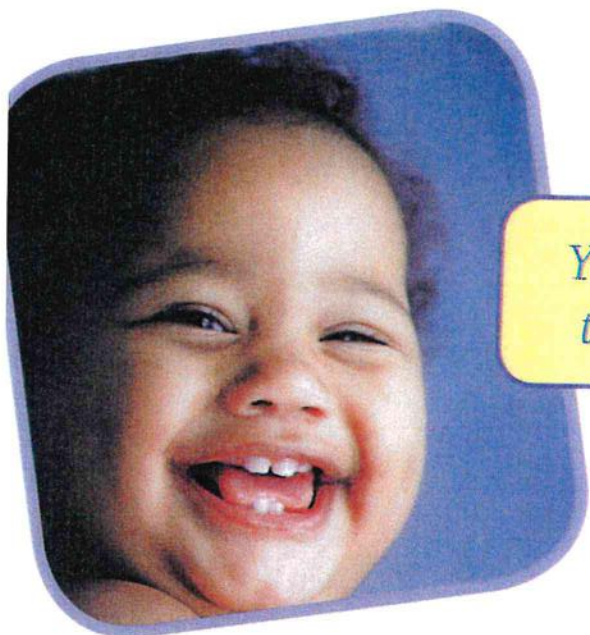
Physical Development

- Pull themselves to standing and cruise by holding on to furniture
- Walk steadily, but may prefer to crawl
- Use carts, baby carriages, and other wheeled toys to support walking
- Begin to climb and slide
- Move rhythmically to music
- Clap
- Take objects out and put them back in containers; fill and dump
- Roll and throw balls
- Reach successfully for moving objects (for example, bubbles)
- Start to stack objects

Language and Literacy Development

- Follow simple requests and understand more language than they can express
- Use gestures and sounds to communicate
- Wave good-bye
- Understand and respond to many words, simple directions, and questions
- Increase expressive vocabulary
- Hold crayons and make marks on paper
- Learn to turn pages
- Point to familiar pictures in a book

Talking About Feelings



You're smiling. I can tell you feel happy.

Watch your child's facial expressions and body language and then describe her feelings for her.



Your child may begin to learn that words, as well as actions, can help explain what she feels.

You're sad. You really want your blanket.



Why this is important

When your baby was very young, you made a point of letting her see feelings expressed on your face. Now you can help her by giving her words as well as facial expressions. It may take time for her to know the correct words for each emotion. When she has words for her feelings, she will have a choice between words and actions for expression. Both will help her in making her feelings known to others.

What you do

- Watch for moments when your child feels strongly about something, and then describe her emotions for her. For example, when she jumps up and down at the sight of a bunch of balloons you might say, *You're so excited to see those balloons!*
- Help her calm down when she feels very sad, annoyed, or angry by describing her intense emotions and showing her with your facial expressions and tone of voice that you understand what she is feeling. *You are really sad that Daddy just left. You love him so much.*
- Describe her emotions in calmer times too. *I see your little smile. You are happy to see your teddy.*

Another idea

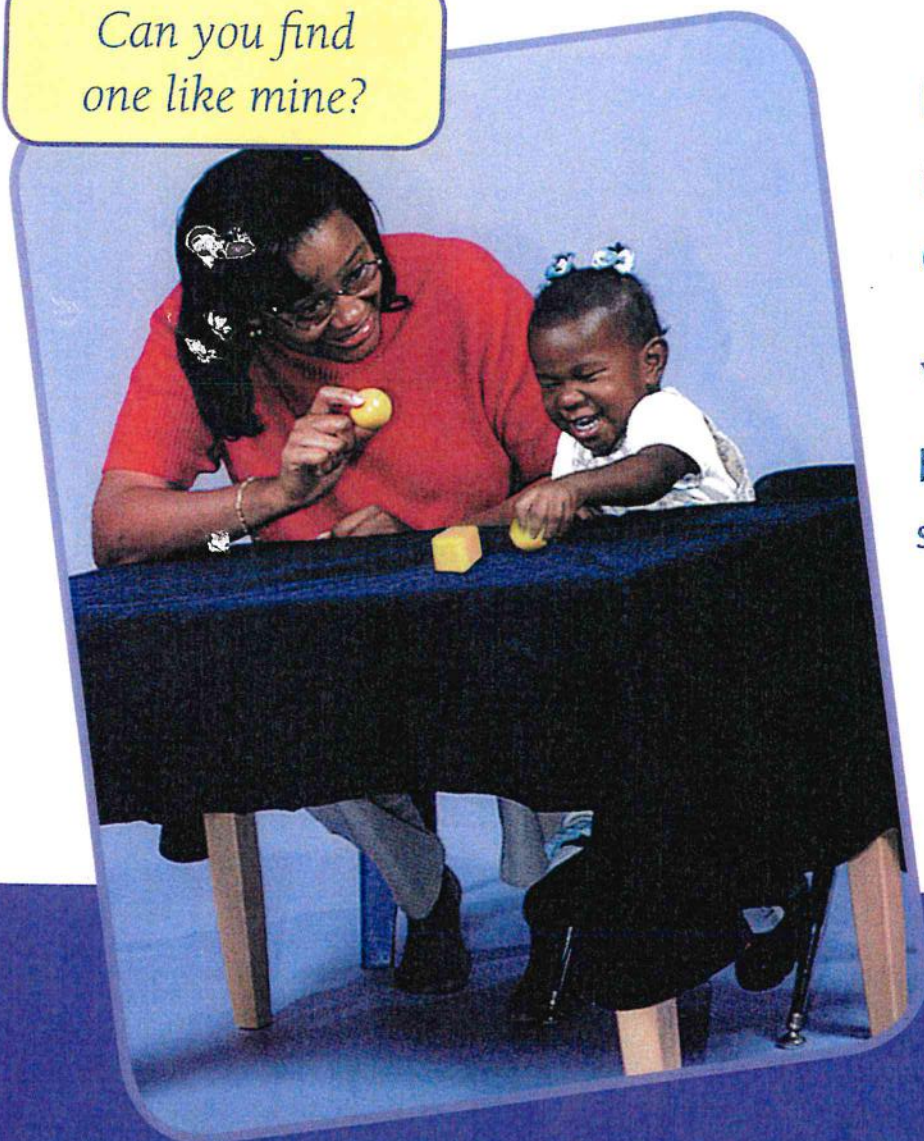
Use many words to describe her feelings such as *frustrated, annoyed, disappointed, bored, amazed, calm, and relaxed*. Hearing many feeling words will help her be able to identify and name her specific feelings as she gets older.

Let's read together!

Llama, Llama Red Pajama
by Anna Dewdney

Matching Shapes and Sizes

Can you find one like mine?



Help your child notice two things that match in a set of three items.

Your child may begin to pay closer attention to similarities and differences.



Why this is important

This game will help your child notice the similarities and differences in objects. When asked to choose or identify an object, she must focus on an item's identifying features (hard, soft, round, straight, big, small, etc.). Noticing these special features helps your child recognize new objects and compare them to things she has seen before. Practicing with three-dimensional objects that she can hold and explore will also help prepare her to notice the distinctive features of two-dimensional items such as letters on a page.

What you do

- Offer your toddler three objects of the same size and color. Two of them should be the same shape, such as two yellow balls and a yellow block. Talk about each object she picks up. *That is a smooth, round ball. It's yellow.* Point out the two similar objects.
- Pick up one of the two similar objects and hold it up for her to see. Ask her to find the other one. *Can you find one like this?* When she finds it, hold your hand next to hers so that she can see the objects together.
- Provide encouragement if she chooses the different object. *You found the one that is different. This other one is like mine. See, it's round.*
- Speak lovingly each time she chooses, even if she chooses the object that doesn't match. At first she may choose randomly until she understands the game. Give her many opportunities to play.

Another idea

Some items that work well for matching shapes are: spoons and forks, balls and blocks, or round and square plastic lids. To practice with items of varying sizes, try big and little spoons, plastic cups, or socks.

Let's read together!

Mouse Shapes
by Ellen Stoll Walsh



Roll the Ball

Roll a soft ball back and forth with your child and tell him he is taking turns.

You will be introducing your child to a simple game that requires cooperation and turn-taking.

Can you roll the ball to me?





Why this is important

With this game, you help your child understand that some things work better with a partner. He will learn that being a partner means you must give sometimes (roll) in order to get back (catch). Rolling a ball back and forth teaches a very easy form of cooperation. Knowing how to cooperate will prepare your child to enter into more complex kinds of play with other children later on.

What you do

- Sit with your toddler on the floor facing each other with your legs spread and your legs close to his so that the ball cannot escape.
- Roll the ball slowly so that he is sure to catch it.
- Talk to him about rolling it back. He may not want to roll the ball back to you. *Roll the ball to me so I can roll it to you again!* If he still refuses, gently take the ball and quickly roll it to him. You may have to repeat this process several times before he understands that he is not losing the ball when he rolls it away.
- Respond positively about the game you are now playing together when he rolls the ball back to you. *You rolled the ball to me and I rolled it back to you. We're taking turns!*

Ready to move on?

As he gains better control of the ball, sit farther apart to challenge him. If your child stands up and throws the ball toward you, he may be ready to try an easy throwing game.

Let's read together!

Ten Black Dots
by Donald Crews

Pointing and Naming

*Look at that big
dog over there.*



Point to things as you name them for your child, and name the things your child points to.

Purposely pointing out objects, both near and far, helps your child to notice those things and gradually learn their names.



Why this is important

You can guide your child's attention by pointing to objects he may not notice. Pointing and gesturing help him begin to understand direction. Starting now and continuing throughout his life, body language and pointing will help him communicate.

What you do

- Point out interesting and useful objects during the time you spend with your child. For example, when he is looking for his toy truck, point to the truck and say *Truck. There is your truck.* Wait to see if he notices the truck before you walk over and touch it to get his attention.
- Show him everyday objects outside his home such as birds at a birdfeeder or cars driving by. Point to high clouds, airplanes, or blowing leaves. Point to faraway lights, signs, or people walking.
- Always name the objects as you point to them.
- If your child makes any attempt to point, smile and talk about what he sees. *Kitty. You're showing me the kitty!*

Ready to move on?

As you point to something say, *Look at that.* Do not immediately name it. Instead, ask a question. *What do you think it is?* Pause before giving the answer. *That's a butterfly.*

Let's read together!

Bright Baby Trucks
by Roger Priddy

Let's Try This Instead



SEO2

All Routines and Experiences

Primary Objective: 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 1a, 3a, 3b, 8a, 8b, 12b

What You Do

Background: Guiding children's curiosity in ways that let them explore on their own allows them to experience the pleasure, excitement, and sense of competence that come with making new discoveries. However, there are times when you must step in to prevent dangerous or unacceptable behavior and guide children to a more appropriate activity. Redirection is a strategy that provides children with an acceptable alternative to an unacceptable behavior. It is most successful when the alternative is similar to the child's original activity. This strategy works best when a caregiver can anticipate problems and intervene before they occur.

1. Notice when a child is engaged in an inappropriate behavior that requires redirection.

2. Use a neutral tone of voice and clear, simple language. Explain what you see, validate the child's desire, and then explain why the child's behavior is not acceptable. "Drew, I know you love to climb, but tables aren't safe to climb on."

3. Offer a similar, alternative activity for the child to engage in. "Let's go to the climber—it's made just for climbing!" "Julia, the comb is not safe for you to chew on. Would you like a teething ring to chew on? I know it hurts when you are getting new teeth."

4. If no similar alternative is available, offer the child a choice between two acceptable alternatives. "Desiree, would you like to put the puzzle together or fill the basket?"

5. Pay close attention to the child's actions after redirection to determine whether he is engaged with the new activity or needs further guidance.

"Imani, you still seem more interested in unplugging the radio than playing with the puzzle we chose. I don't want you to get hurt, so let's work on this puzzle over near the books."

Including All Children

- Pay close attention to and recognize the individual triggers that cause or precede a child's challenging behavior. For example, if you know that a particular child tends to get overwhelmed by too many choices, begin to redirect him when you notice him becoming agitated.
- Ask open-ended questions to extend a child's thinking and to encourage her to remain engaged in the redirected activity.**
- Be sure to give the child enough time to think and respond.**

Intentemos esto en su lugar



SE02

Todas las rutinas y experiencias

Objetivo principal: 1

Regula sus emociones y su comportamiento

b. Sigue los límites y expectativas

Objetivos relacionados: 1a, 3a, 3b, 8a, 8b, 12b

Qué hacer

Conocimiento básico: El guiar la curiosidad de los niños de una manera que les permita explorar por su cuenta, les permite experimentar el placer, emoción y sentido de aptitud que se produce cuando se hacen descubrimientos. Sin embargo, hay momentos en los que debe intervenir para evitar comportamientos peligrosos o inaceptables y guiar a los niños hacia una actividad más adecuada. La redirección es una estrategia que proporciona a los niños una alternativa aceptable frente a un comportamiento inaceptable. Es más exitosa cuando la alternativa es similar a la intención original del niño. Esta estrategia funciona mejor cuando un proveedor de cuidado puede anticiparse a los problemas e intervenir antes de que ocurran.

1. Note cuando un niño esté involucrado en un comportamiento inapropiado que requiera redirección.
2. Utilice un tono de voz neutral y un lenguaje claro y sencillo para explicar lo que usted ve, valide el deseo del niño y diga entonces por qué no es aceptable.
"Drew, sé que te encanta trepar, pero las mesas no son seguras para treparse."
3. Ofrezca una actividad alternativa similar para que el niño participe.
"Vamos a ir al escalador, ¡está hecho solo para trepar!"
"Julia, el peine no es seguro para que lo mastiques. ¿Te gustaría un anillo de goma para masticar? Sé que duele cuando te están saliendo nuevos dientes."
4. Si no hay una alternativa similar disponible, ofrezca al niño una elección entre dos alternativas aceptables.
"Drew, ¿te gustaría armar el rompecabezas o llenar la cesta?"
5. Preste mucha atención a las acciones del niño después de la redirección para determinar si está comprometido con la nueva actividad o si necesita más orientación.
"¡mani, todavía parece más interesado en desconectar la radio que en jugar con el rompecabezas que escogimos. No quiero que te hagas daño, así que vamos a trabajar en este rompecabezas junto a los libros."

Para incluir a todos los niños

- Preste mucha atención y reconozca los factores desencadenantes individuales que causan o preceden a la conducta desafiante de un niño. Por ejemplo, si usted sabe que un niño en particular tiende a ser abrumado por demasiadas opciones, comience a redirigirlo cuando note que se agita.
- Haga preguntas abiertas para ampliar el razonamiento del niño y para animarlo a seguir participando en la actividad redirigida.**
- Asegúrese de darle al niño tiempo suficiente para pensar y responder.**

Build It Up, Knock It Down



SE09

Playing With Toys

Primary Objective: 2

Establishes and sustains positive relationships

• *Interacts with peers*

Related Objectives: 1a, 1b, 5, 6, 7a, 8b, 11b, 11c

What You Do

Background: Building with blocks provides children with the opportunity to use problem-solving skills, practice persistence, and learn cause and effect. Block building also gives children a chance to interact with others as they begin to engage each other in their play.

Materials: large foam or cardboard blocks; large indoor area

1. **Set up this activity in a large area of the room where children can easily build with blocks and move around each other. Introduce the blocks to the children. Allow the children to touch and explore the blocks.**
2. **Model building a tower. Let your tower fall down. Model problem solving by talking about different ways you can build the tower so that it will not fall down.**
"I am going to make a tall tower. Uh oh, it fell down. Maybe I will try laying the blocks on their sides so the tower doesn't fall down again."
3. **Invite the children to build and knock down towers with you. Talk about how the children are building and what happens when the towers fall down.**
"Would you like to build a tower, too? Wow, that is very tall! Are you going to knock it down? Whoa, it fell down!"

Including All Children

- Record several messages onto a child's communication device with related picture labels, and review them with the child at the beginning of the activity.
- When giving instructions, provide ample opportunity for the children to practice taking turns.**
- When phrasing a question, include answer choices. For example, ask, "Which block would you like to use? The tall one or the short one?"**

Constrúyelo y derribalo

Qué hacer



SE09

El juego con juguetes

Objetivo principal: 2

Establece y mantiene relaciones positivas.

• *Objetivo secundario:* 1a, 1b, 5, 6, 7a, 8b, 11b, 11c

Objetivos relacionados: 1a, 1b, 5, 6, 7a, 8b, 11b, 11c

Conocimiento básico: Cuando los niños construyen con bloques ellos aprenden a resolver problemas, a ser persistentes y a reconocer la relación entre causa y efecto. La construcción con bloques también les da la oportunidad de interactuar con los demás, a medida que participan en los juegos con sus compañeros.

Materiales: espuma grande o bloques de cartulina; área interior grande

1. **Monte esta actividad en un área grande del salón, en donde los niños puedan construir fácilmente con los bloques y moverse alrededor de los demás. Presente los bloques a los niños. Deje que los toquen y exploren.**
2. **Demuestre cómo se construye una torre. Deje que su torre se caiga. Hable, como ejemplo de resolución de problemas, sobre las diferentes maneras en que se puede construir una torre para que no se caiga.**
"Voy a hacer una torre alta. ¡Ay, se cayó! Tal vez intente poner los bloques de lado para que la torre no se vuelva a caer."
3. **Invite a los niños a construir y a derribar las torres con usted. Hable sobre cómo están construyendo los niños y lo que pasa cuando se derriban las torres.**
"¿Te gustaría construir una torre también? ¡Caramba, esa es muy alta! ¿Vas a derribarla? ¡Uy, se cayó!"

Para incluir a todos los niños

- Grabe varios mensajes en el dispositivo de comunicación del niño con los rótulos de imágenes correspondientes y revíselos con él al comienzo de la actividad.
- Cuando dé instrucciones, deles el tiempo necesario a los niños para que aprendan a turnarse.**
- Cuando haga una pregunta, ofrezca opciones de respuesta. Por ejemplo, pregunte: "¿Qué bloque les gustaría usar? ¿El más largo o el más corto?"**

I'll Find You



LL31

Playing With Toys

Primary Objective: 15

Demonstrates phonological awareness, phonics skills, and word recognition

of rhymes and digraphs, rhyms

Related Objectives: 2a, 8a, 9a, 11a, 12a, 21a

What You Do

Background: As their language skills improve, children begin to discriminate the different and similar sounds among words. You can support these skills through the repetition of rhymes and songs.

Materials: teddy bear; blanket (optional)

1. Sit with the children and show them the teddy bear. Explain that the bear is going to hide and that there is a special rhyme that will help you find the bear.
"Where is our bear going? Let's see if we can find him."
2. Hide the bear while the children watch you. For very young children, you can hide the bear under a blanket.
3. Say the following rhyme:
"Brown bear, brown bear, where did you go? You're hiding from me. I'll find you—I know!"
4. Emphasize the rhyming words as you say the rhyme. If appropriate, encourage the children to say the rhyme with you before finding the hiding bear.
"Can you help me find the bear? Okay, say the rhyme with me. Brown bear, brown bear..."
5. Continue for as long as children are interested.

Including All Children

- Speak slowly; articulate clearly; and use facial expressions, simple gestures, or sign language, as appropriate.
- To make sure all children can hear the rhyming words, limit distractions and the general noise level in the room.
- Give all children time to express themselves.**
- As children learn to produce letter sounds in English, accept their attempts without correcting errors. Model correct pronunciation.**

Te voy a encontrar



LL31

El juego con juguetes

Objetivo principal: 15

Demuestra conciencia fonológica

Activo, dinámico, divertido

Objetivos relacionados: 2a, 8a, 9a, 11a, 12a, 21a

Qué hacer

Conocimiento básico: A medida que mejoran sus conocimientos del lenguaje, los niños empiezan a discriminar los sonidos diferentes y similares que hay en las palabras. Usted puede apoyar estas destrezas a través de la repetición de rimas y canciones.

Materiales: oso de peluche; cobija (opcional)

1. **Siéntese con los niños y muéstreles el oso de peluche. Explique que el oso se va a esconder y que hay una rima especial que les ayudará a encontrar el oso.**
"¿Para dónde va nuestro oso? Varnos a ver si podemos encontrarlo."
2. **Esconda el oso mientras los niños miran. Para los niños muy pequeños, puede esconder el oso debajo de una cobija.**
3. **Diga la rima:**
"Oso pardo, oso pardo, ¿dónde estás? Te escondes de mí. Te voy a encontrar. ¡ya verás!"
4. **Enfatice las palabras que riman a medida que diga la rima. Si es apropiado, anime a los niños a decir la rima con usted antes de encontrar el oso escondido.**
"¿Pueden ayudarme a encontrar el oso? Está bien, digan la rima conmigo. Oso pardo, oso pardo..."
5. **Continúe por el tiempo en que los niños estén interesados.**

Para incluir a todos los niños

- Hable despacio; articule con claridad; utilice expresiones faciales, gestos sencillos o lenguaje de señas, según sea adecuado.
- Para asegurarse de que todos los niños puedan oír las palabras que riman, limite las distracciones y el nivel general de ruido en el salón.
- Dé a todos los niños tiempo para expresarse. **
- A medida que los niños aprenden a producir los sonidos de las letras en español, acepte sus intentos sin corregir los errores. Demuestre la pronunciación correcta. **

What Do I See?

What You Do



LL50

All Routines and Experiences

Primary Objective: 8

Children will use simple language to describe objects and actions.

Related Objectives: 2a, 2c, 9b, 10a, 11c

Including All Children

- Limit distractions and the general noise level in the room when talking with a child.
- When needed, use simple sentence structure and short sentences with easy vocabulary. **
- Give all children time to express themselves. **
- Follow a child's lead to encourage social interaction and communication. Recognize all attempts to communicate, e.g., eye gaze, changes in body position, gestures, and facial and vocal expressions. **

Background: Children gain language skills when you offer them rich experiences and materials and talk with them. Describing and talking about what children see, hear, feel, taste, and smell helps them make connections between language and their environment.

1. Notice when the child is looking at an object. Talk about the object using rich vocabulary. Infants will discover their hands, feet, and nearby toys. Toddlers and twos can make observations about items in the classroom.
"Daniel, I see that you're interested in the stuffed giraffe. It has a long neck and is covered with spots."
2. Name the item that has captured the child's interest and discuss its characteristics. For older children, offer hints about an item that you see and invite the child to guess what it is.
"I see you looking at your hand. You have two hands. One hand, two hands. There they are!"
"I see something brown and fuzzy. It's wearing a red bow tie. Can you guess what it is? You're right! It's the big teddy bear."
3. Continue the activity for as long as children are interested.

¿Qué veo?



LL50

Todas las rutinas
y experiencias

Objetivo principal 8

Escuchar y comprender palabras y frases
de uso cotidiano

Objetivos relacionados: 2a, 2c, 9b, 10a, 11c

Qué hacer

Conocimiento básico: Los niños adquieren destrezas lingüísticas cuando se les ofrece experiencias y materiales ricos y se habla con ellos. Describir y hablar sobre qué sienten, ven, oyen, saborean y huelen los niños les ayuda a hacer conexiones entre el lenguaje y el entorno.

1. Fíjese cuándo el niño mire un objeto. Hable sobre el objeto y use vocabulario rico. Los bebés descubrirán sus manos, sus pies y los juguetes que están cerca. Los niños en edad de caminar y los niños de dos años pueden hacer observaciones sobre los objetos en el salón de clase.
"Daniel, veo que te interesa la jirafa de peluche. Tiene un cuello largo y está cubierta con manchas".
2. Nombre el objeto que haya despertado el interés del niño y comente sus características. Para los niños más grandes, dé pistas sobre un objeto que ve y pida a los niños que adivinen qué es.
"Veo que te estás mirando la mano. Tienes dos manos. Una mano, dos manos. ¡Aquí están!"
"Veo algo marrón y peludo. Tiene un moño rojo. ¿Pueden adivinar qué es? ¡Tienen razón! Es un oso de peluche".
3. Continúe la actividad siempre y cuando los niños estén interesados.

Para incluir a todos los niños

- Limite las distracciones y el nivel de ruido general cuando hable con un niño.
- Cuando sea necesario, use oraciones de estructuras simples y oraciones cortas con vocabulario fácil.**
- Dé a todos los niños tiempo para expresarse.**
- Siga la iniciativa del niño para motivar la interacción social y la comunicación.
- Esté atento a las señales no verbales que indiquen el deseo de participar, tales como gestos, movimientos corporales y expresiones faciales.**



Make reading fun for both you and your child. Check out this age-by-age guide of recommended books.

Five Little Monkeys Jumping on the Bed

By Eileen Christelow

Just like the song, they're bouncing around on the bed, of course!

Jesse Bear, What Will You Wear?

By Nancy White Carlstrom

A day in the life of a little bear in lilting verse.

Peek-A-Boo

By Janet and Allan Ahlberg

The favorite baby game.

The Little Engine That Could

By Watty Piper

A persistent train with a positive attitude ("I think I can") carries the day.

The Very Hungry Caterpillar

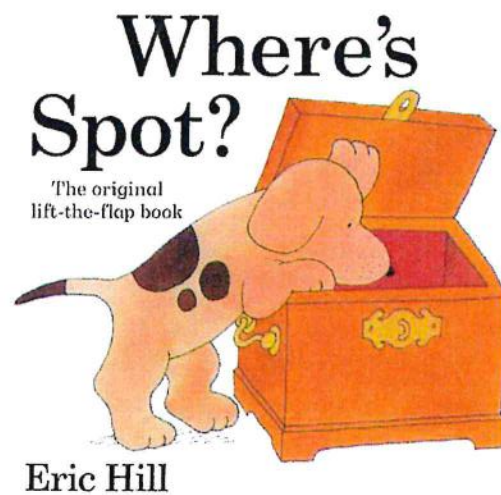
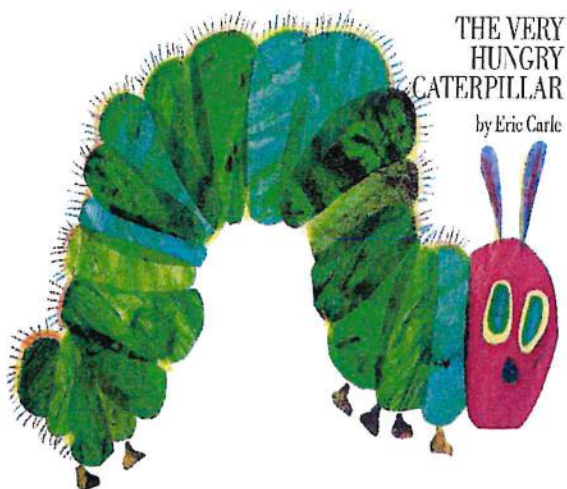
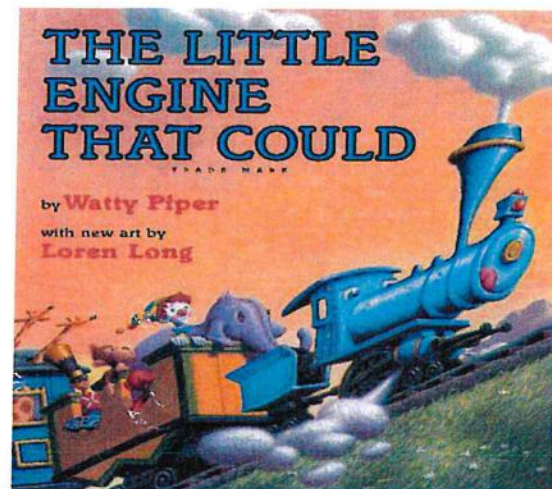
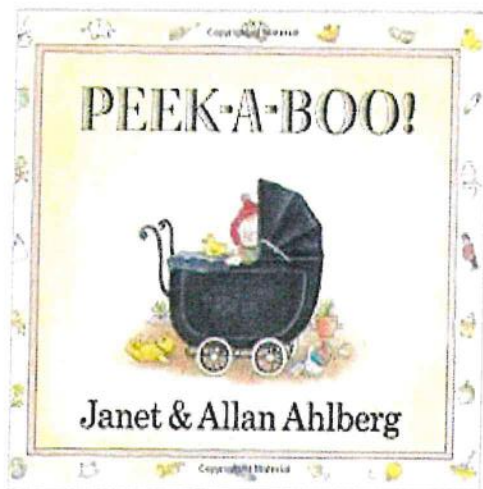
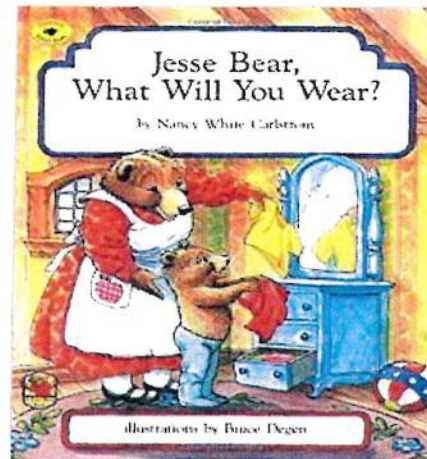
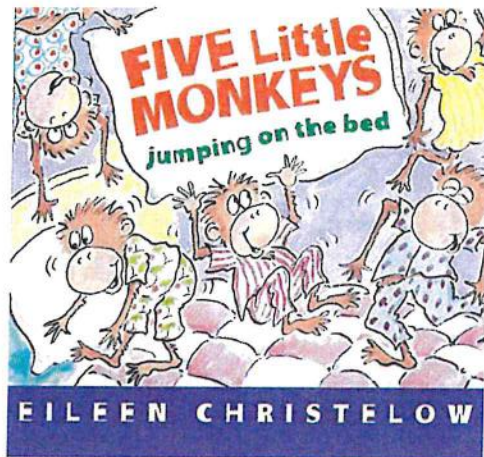
By Eric Carle

The tale of a ravenous caterpillar who eats his way through the week.

Where's Spot?

By Eric Hill

A mischievous spotted puppy is the star of this series. *Where's Spot?*



What Your Child May Be Doing Two-Year-Olds (24–36 Months)

Social/Emotional Development

Have strong feelings and may use actions instead of words to express their emotions

Begin to learn about taking turns but should not be expected to share toys and materials

Interact with other children for longer periods

Engage in simple pretend play

Begin to use caring behaviors to help and comfort others

Use toys (balls, blocks, lotto games) with other people

Cognitive Development

Want to do things by themselves

Enjoy sensory toys with various sounds and textures

Sort and match objects and pictures by size, color, or shape

Experiment to see what will happen as a result of their actions

Complete puzzles with a few pieces

Make sounds with musical instruments

Physical Development

Develop small muscle skills, such as turning pages, pouring, opening containers, and using scissors

Stack and build with blocks

Begin to coordinate eye and hand movements (for example, threading beads on laces, manipulating snaps and zippers)

Walk well, tiptoe, and learn to run

Begin to gain large muscle skills, such as throwing, catching, kicking, jumping, and hopping

Pull and push things, such as boxes, doll carriages, and other wheeled toys

Sit on and use their feet to propel riding toys

Language and Literacy Development

Talk in simple sentences that gradually increase from two to several words

Increase their ability to listen and to speak

Engage in conversation and ask questions

Begin to make sense of basic time concepts (for example, before and after)

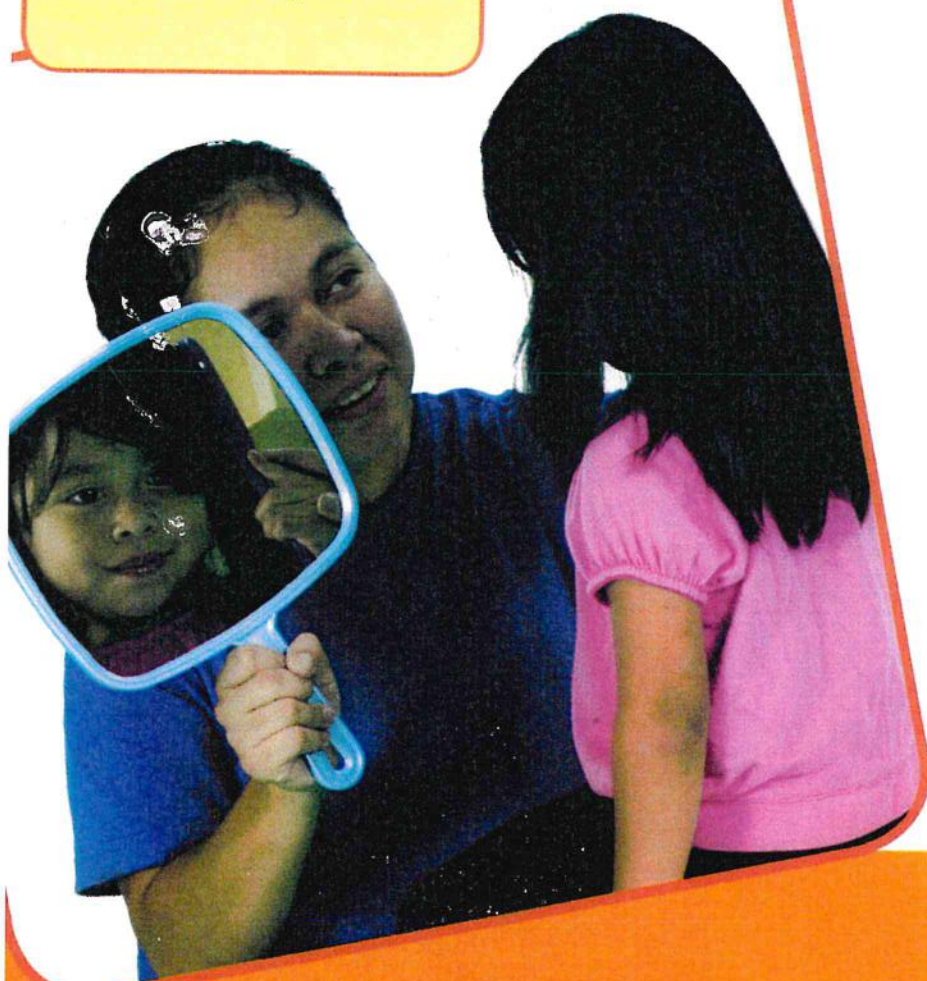
Enjoy books with rhymes and predictable words they can anticipate and repeat

Tell very simple stories

Begin to express feelings with words

Me in a Mirror

Look at you!



Talk to your child about what she sees as she discovers herself in the mirror.

Watching herself in the mirror helps your child connect what she sees with what she feels her body doing.



Why this is important

Your child may enjoy examining herself in front of a mirror. Practicing smiles, making faces, brushing her teeth, or washing her face all help her connect what she sees in the mirror with what she feels her body doing. The more your child learns about herself and what she can do, the more comfortable she will feel in new situations.

What you do

- Give your child a safe, hand-held mirror. **Unless it is a toy made of unbreakable Plexiglas®, you need to stay right next to her to make sure the mirror doesn't break.**
- Encourage her to make faces. *Can you stick out your tongue?*
- Offer her a comb, toothbrush, or washcloth and let her play with them as she watches herself.
- Describe her actions as she sees them in the mirror. *You're washing your nose. The comb is getting caught in your hair!* Make sure you let her direct her own play.
- Use a wall mirror to allow your child to see her whole body. She may pose or dance in front of it. You can join her and talk about her image, but give her time to play on her own.

Another idea

Keep your child's interest in the mirror by offering hats, scarves, or jewelry for her to try on.

Let's read together!

Mirror Mirror What Will I Be?
by Christopher Inns

What Would Happen If...?

Do shoes go on first?



Create some silly situations from daily life for your child to figure out.

Your child will understand a little more about the logic of familiar routines and in what order things must happen.

Noooo, socks.



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Why this is important

Your child may now be able to use her imagination to understand make-believe situations. By asking her *What would happen if...* questions, she may begin to notice and understand what must happen first in a situation and to think about logical order. Recognizing the necessary order or sequence in which events happen helps with reasoning, problem solving, and understanding the plot in a story.

What you do

- Create situations that present time or space in an incorrect order and share them with your child. Pretend to make mistakes when doing simple tasks. For example, you can zip her coat before she puts her arm in the sleeve, or hold her glass upside down as you start to tip the milk carton to pour.
- Ask her, *What would happen if... you put on your shoes and then put on your socks?* Or ask, *What if you got in the bath and then we took off your clothes?*
- Give your child time to answer with words or gestures to show the proper order of events.
- Repeat her words in a full sentence. For example, if she says *all wet*. You might say, *You're right. Your clothes would get all wet!*
- Listen every day for the words *first*, *then*, *next*, and *until*.
- Encourage her when you hear them in her speech.
Yes! We do need to get a plate first!

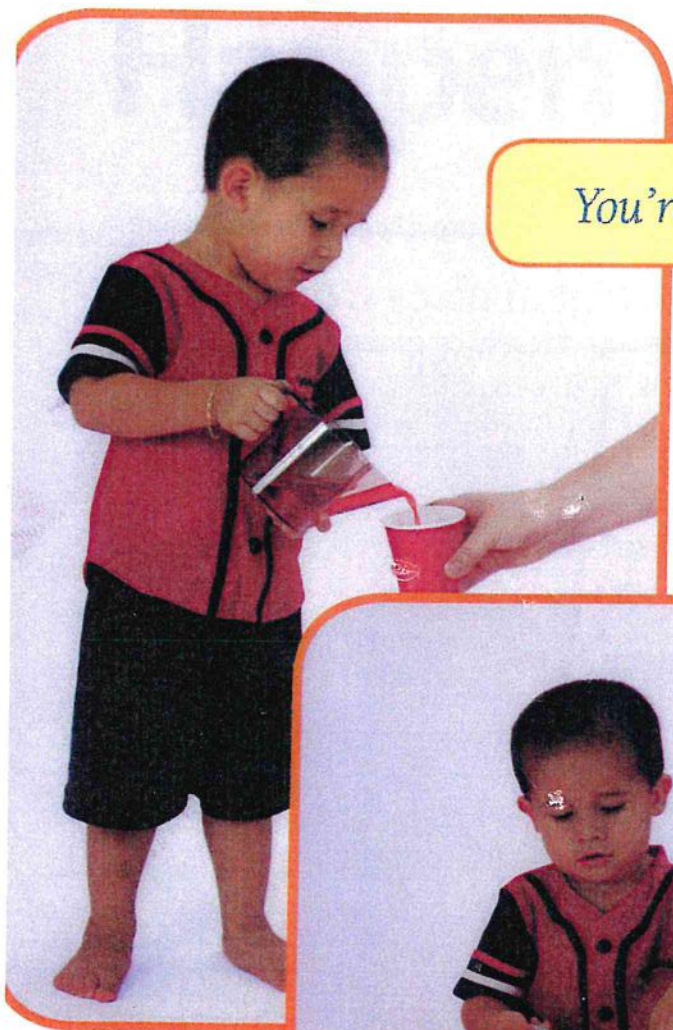
Ready to move on?

Encourage your child to make up a few silly situations for you to solve. Challenge her by offering a few wrong answers for her to correct.

Let's read together!

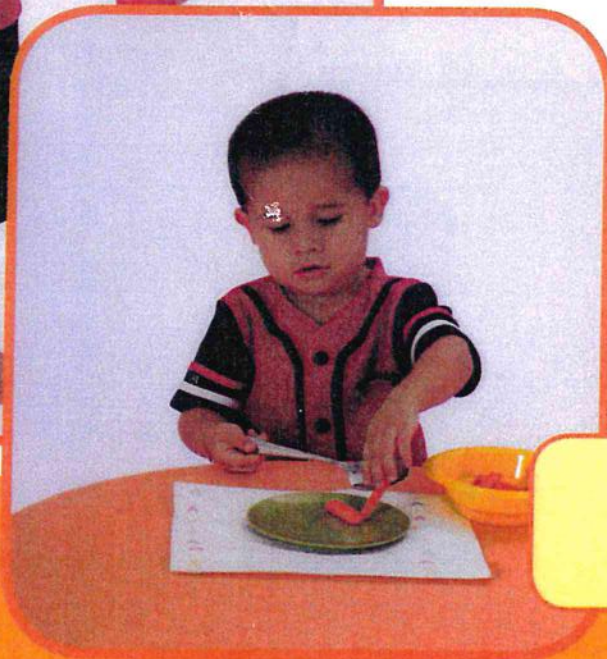
Blue Hat, Green Hat
by Sandra Boynton

Help Him Help Himself



You're pouring carefully.

Allow your child to serve himself at meals from bowls or containers that are small or are not full.



Your child will increase his independence as you give him opportunities to do things for himself.

You're putting three carrots on your plate.



Why this is important

By arranging food and utensils so that he can serve himself, you allow your child to make simple choices about the food he adds to his plate. This also allows him to complete a task independently.

What you do

- Put food on the table in small bowls with large spoons. If you need to use a large bowl, make sure that it is not very full.
- Invite your child to serve his own plate. Show him how to use the serving spoon. Provide a small plastic pitcher and cup so that he can pour his own drink. Be sure to place all items within his reach.
- Guide his choices about which foods to take and how much to add to his plate. Encourage him to eat a smaller amount at first and to take more later if he still wants it. *I see you put three small carrots on your plate. After you eat them, you can have more if you like.*
- Expect a small mess with each attempt. As his skill develops, he will be able to serve his food more neatly.

Another idea

Letting your child serve himself is not appropriate all the time. The needs of the entire family determine which mealtimes will be most convenient for this learning experience. Let your child help plan meals that will work best for practicing his new skills. Talk about healthy food choices as you plan, prepare, and eat each meal together.

Let's read together!

The Carrot Seed
by Ruth Krauss

Tell Family Stories

*Show me what
Latisha does.*

*Mama says,
"Let's play Hide-
and-Seek."*

Let your child move stick
puppets to act out a family
story that she and you tell
together.

Telling stories will help
your child understand
the relationships among
people in families.

*We'll pretend these
are our family.*



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Why this is important

Handling the puppets helps your child to see her family as a group. Playing with the family puppets may help her to see herself as an important part of a family. She can use her place in the group and her knowledge about her family members to make up stories using familiar information. Having an understanding of how stories are made will later help her better understand the stories she reads.

What you do

- Collect some pictures of family members and friends to cut up.
- Glue the pictures to popsicle sticks to make puppets.
- Make up a story about the family. Encourage your child to move the puppets around to act out the story.
- Include a few real events along with imaginary events in your story.
- Ask your child questions to involve her in making up part of the story. *What do you think she did next? How did it make you feel?*
- Talk about the adults so that your child can be aware of them as people with feelings and needs.
- Encourage her to tell her own story with the puppets.

Another idea

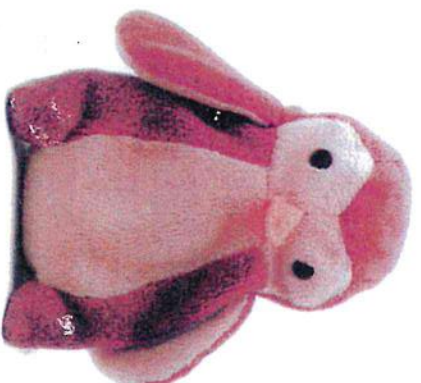
Show your child pictures of herself as a baby and answer her questions about her life then. Talk and ask about people in daily events, such as going to the supermarket. *Who sat in the grocery cart? Which friend did we see there? Who put the groceries in the bag?*

Let's read together!

On the Night You Were Born
by Nancy Tillman

This Is the Way We Get Dressed

What You Do



SE06 Getting Dressed

Primary Objective 1

Regulates own emotions
and behaviors

Related Objectives: 7a, 8b, 11a, 11b, 29

Including All Children

- Move slowly as you help dress and undress children wearing assistive devices.
- Use visual supports, such as a poster or picture cards showing the steps.**
- Use words in the child's home language for specific articles of clothing.**

Background: For young children, learning how to dress and undress themselves is an important step in establishing independence and developing self-care skills. You can help children develop these skills by involving them in the process of getting dressed and undressed. This activity can be done throughout the day during daily routines, such as diaper changing, toileting, nap time, and getting ready to go outside.

1. Choose a time of day when children are putting on or taking off items of clothing. Make sure that you are not rushed and that children can try getting dressed or undressed without hurrying.

"Bianca, now that you have used the potty, it's time to pull up your pants."
"This is the way we pull up your pants, pull up your pants, pull up your pants. This is the way we pull up your pants, when you're done with the potty."
2. To the tune of "Here We Go 'Round the Mulberry Bush," sing a song about getting dressed or undressed and refer to the clothing item that the child is putting on or taking off.

"Elena, can you sing with me as we put on your gloves?"
3. Encourage children to sing along with you as they practice getting dressed or undressed. Support them as needed throughout the activity.
4. Observe children as they begin to dress and undress independently. As they master tasks, give them tasks that are more challenging.

"Renaldo, you are getting really good at putting on your shoes. Do you want to try your socks today?"

Así nos vestimos



SE06

Vestirse

Objetivo principal: 1

Regula sus emociones y su comportamiento

Señala y dice "¿Puedo ir al baño?" cuando quiere ir al baño

Objetivos relacionados: 7a, 8b, 11a, 11b, 29

Qué hacer

Conocimiento básico: Para los niños pequeños, aprender a vestirse y desvestirse por su cuenta es un paso importante para establecer su independencia y aprender a ser autosuficiente. Usted puede ayudar a los niños a desarrollar estas destrezas ayudándoles a vestirse y desvestirse. Esta actividad se puede realizar durante las rutinas diarias, tales como el cambio de pañales, al ir al baño, a la hora de la siesta y al prepararse para ir afuera.

1. **Escoja un momento del día en que los niños se estén poniendo o quitando prendas de vestir. Asegúrese de que los niños puedan tratar de vestirse o desvestirse sin apresurarse.**
2. **Cante una canción acerca de vestirse o desvestirse y refiérase a la prenda de vestir que el niño se ponga o se quite.**
"Bianca, ahora que ya usaste el baño, puedes subirte los pantalones."
"Así nos subimos los pantalones, los pantalones, los pantalones. Así nos subimos los pantalones, después de ir al baño."
3. **Anime a los niños a cantar con usted mientras se visten o desvisten. Ayúdelos según sea necesario durante la actividad.**
"Elena, ¿puedes cantar conmigo una canción sobre cómo ponerte los guantes?"
4. **Preste atención a los niños cuando empiecen a vestirse y desvestirse de forma independiente. A medida que dominen las tareas, deles tareas que sean más difíciles.**
"Renaldo, eres cada vez mejor para ponerte los zapatos. ¿Quieres intentar hoy con los calcetines?"

Para incluir a todos los niños

- Haga movimientos lentos mientras ayuda a vestirse y a desvestirse a los niños que usen dispositivos de asistencia.
- Utilice un cartel o una tarjeta de imágenes que muestre los pasos.**
- Use palabras en la lengua que se habla en el hogar del niño para referirse a prendas de vestir específicas.**

Conflict Resolution

What You Do



SE20

All Routines and Experiences

Primary Objective 3

Participates cooperatively and constructively in group situations

Related Objectives: 1a, 2b, 2c, 3a, 8a, 9a, 10a, 11c

Background: The trusting relationships you build with each child help form the foundation for other relationships. When you treat children in loving, respectful, and consistent ways, you promote their positive attitudes toward others. Nevertheless, life in group care can be stressful for children and conflicts will inevitably arise. Support young children to build the skills they need to solve social problems by acknowledging their feelings, stating the problem and modeling appropriate strategies.

1. Observe children and watch for signs that a conflict may arise. While a conflict can occur at any time, there are some situations in which conflicts are more common. These situations include transitions, a large group of children playing near each other, or children using a limited number of materials.
2. When you see a conflict arise, approach the situation, get down on the same level as the children, and talk about the conflict.
3. Identify and validate the feelings that the children express.
"Jonah, you are really frustrated because Valerie took your toy!"
4. Sit with the children as they continue to play to ensure that the conflict does not arise again.

Including All Children

- Minimize frustrations by providing materials that match a child's abilities and duplicates of favorite items.
- Allow time for active play.
- If children are beginning to speak in sentences, give them plenty of opportunities to talk. Be sure to model the correct use of English, but do not correct their grammar.**

Resolución de conflictos

Qué hacer

Conocimiento básico: Las relaciones de confianza que usted desarrolla con cada niño, ayudan a formar la base para otras relaciones. Cuando trata a los niños de manera amorosa, respetuosa y constante, les fomenta sus actitudes positivas hacia los demás. Sin embargo, pasar todo el día en grupo puede ser estresante para los niños y los conflictos surgirán inevitablemente. Apoye a los niños más pequeños para que desarrollen las destrezas necesarias para resolver problemas en sus relaciones sociales, por medio del reconocimiento de sus sentimientos, la manifestación del problema y la demostración de estrategias adecuadas.



SE20

Todas las rutinas y experiencias

Objetivo principal: 3

Cooperar y participa constructivamente en las actividades en grupo

• Participar apropiadamente en las actividades grupales

Objetivos relacionados: 1a, 2b, 2c, 3a, 8a, 9a, 10a, 11

Para incluir a todos los niños

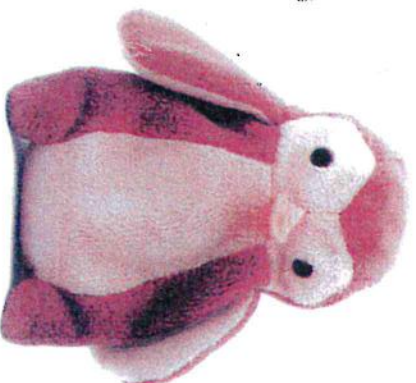
- Minimice las frustraciones proporcionando materiales que correspondan a las habilidades del niño y duplicados de los objetos favoritos.
- Dé tiempo para el juego activo.
- Si los niños están empezando a hablar en oraciones, déles oportunidades suficientes de conversar. Asegúrese de mostrar el uso correcto del idioma, pero no les corrija la gramática.**

1. Observe a los niños y esté atento a los signos de que pueda surgir un conflicto. Un conflicto puede ocurrir en cualquier momento, pero existen algunas situaciones en las cuales son más comunes. Estas situaciones incluyen momentos de transición, si hay un grupo grande de niños jugando cerca el uno del otro, o cuando los niños estén utilizando un número limitado de materiales.
2. Cuando vea que surge un conflicto, aborde la situación, póngase al mismo nivel visual de los niños y hable del conflicto.
3. Identifique y valide los sentimientos que expresan los niños.
"Sebastián, ¡realmente estás frustrado porque Valeria agarró tu juguete!".
4. Siéntese con los niños mientras continúan jugando para asegurarse de que no vuelva a surgir el conflicto.

Preguntas para guiar sus observaciones

Encouragement

What You Do



SE23

All Routines and Experiences

Primary Objective 1

Separates, but remains safe and secure

Related Objectives: 2b, 8a, 9a, 9b, 10a, 11d, 12a

Including All Children

- Be sure you have the child's attention. Using simple words and gestures, point out specific details.**
- When asking questions about the child's actions, offer two possibilities and let the child choose.
- Be sure to give the child enough time to think and respond.
- Include English-language learners along with English-speaking children.**

Background: Infants, toddlers, and two experience extraordinary accomplishments nearly every day! Instead of praising children by saying, "Good job," encourage children by explaining exactly what they are doing that is appropriate and noteworthy. By acknowledging what children are doing, you provide encouragement and show appreciation for their efforts without judging them. You call attention to a child's specific behaviors and actions. This feedback helps children begin to develop intrinsic motivation and the ability to self-evaluate.

1. Position yourself on the child's level, e.g., hold her in your lap or kneel down next to her.

2. Describe the child's actions and behaviors accurately. Be specific, and avoid making judgments.

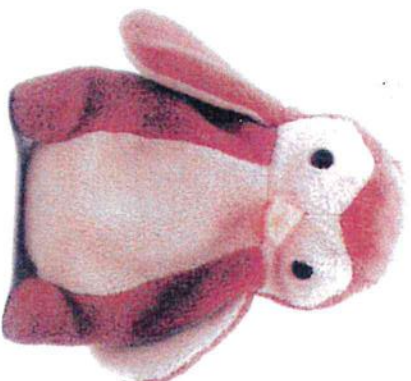
Instead of saying, "Good job crawling, Michael," acknowledge and encourage the child's efforts. "Michael, you moved your arms and legs very quickly. You crawled all the way from the chair to the bookshelf!"

Instead of saying, "You are good at puzzles," describe what the child did. "You put the triangle piece in the right spot. I saw you turn it to make it fit."

3. Show your feelings in your tone, body language, and facial expressions.

Motivación

Qué hacer



SE23

Todas las rutinas
y experiencias

Objetivos relacionados: 2b, 8a, 9a, 9b, 10a, 11d, 12a

Conocimiento básico: Los niños de 0 a 3 años experimentan logros extraordinarios casi todos los días. En lugar de alabar a los niños diciendo: "Bien hecho", anime a los niños, explicando exactamente lo que están haciendo que es adecuado y digno de mención. Al dar reconocimiento con relación a lo que los niños están haciendo, usted proporciona estímulo y muestra aprecio por sus esfuerzos sin juzgarlos. Usted reconoce los comportamientos y las acciones específicas de un niño. Esta retroalimentación ayuda a los niños a comenzar a desarrollar la motivación intrínseca y la capacidad de autoevaluarse.

1. **Colóquese al nivel visual del niño, por ejemplo, sosténgalo en su regazo o arrodílese a su lado.**
2. **Describa las acciones y los comportamientos del niño con precisión. Sea específico y evite juzgar.**
En vez de decir: "Gateas muy bien, Michael", dé reconocimiento y anime los esfuerzos del niño. "Michael, moviste los brazos y las piernas muy rápidamente. ¡Gateaste desde la silla hasta el estante!"
En lugar de decir: "Tú eres bueno con los rompecabezas", describa lo que hizo el niño. "Pusiste el triángulo en el lugar correcto. ¡Ví que le dabas la vuelta para que cupiera!"
En vez de decir: "Me gusta la forma en que pones los libros en la cesta", ofrezca un estímulo específico. "Tú pusiste nuestros tres libros de vuelta en la cesta. ¡Ahora los libros están en su lugar!"
3. **Adapte su tono de voz, lenguaje corporal y expresiones faciales para mostrar sus sentimientos.**

- Asegúrese de que el niño esté prestando atención. Usando palabras sencillas y gestos, señale detalles específicos.**
- Al hacer preguntas sobre las acciones del niño, ofrezca dos posibilidades y deje que el niño escoja.
- Asegúrese de darle al niño tiempo suficiente para pensar y responder.
- Incluya a los niños que están aprendiendo una segunda lengua junto con los niños que dominan la lengua.**

Dressing for the Weather

What You Do



SE26

Imitating and Pretending

Learning Objectives

By the end of the session, children will be able to:

- Identify different types of weather clothing.

Related Objectives: 1c, 2c, 7a, 8a, 11d, 14b, 27

Including All Children

- Offer garments that fit easily over assistive devices (e.g., poncho, large hat, vest, etc.).
- Try to include typical (not stereotypical) garments or accessories from the children's home cultures. Invite families to share typical garments or accessories from their cultures that are worn in different kinds of weather.**

Background: Infants, toddlers, and twos enjoy exploring clothing and accessories. Providing young children with clothes for different kinds of weather encourages them to connect the outdoor environment and weather experiences with related clothing. Introduce clothing and accessories that have interesting colors, fabrics, textures, and closures. Providing these experiences in a small group setting allows for opportunities to practice cooperative and constructive group behavior.

Materials: collection of children's clothing and accessories that are appropriate for different kinds of weather (e.g., raincoats, rain boots, heavy coats, snow boots, scarves, hats, sunglasses, sandals); basket or trunk for holding the collection; shatter-proof mirror

1. **Introduce the collection of clothing and accessories.**
Place the collection in a basket or trunk near a window and mirror.
2. **Invite the children to explore the clothing and accessories by pointing out the fabrics and textures.**
"I like the way this raincoat looks and feels. It's very smooth and shiny. Do we have anything else that feels like this raincoat?"
3. **Offer a mirror so the children can see what they look like wearing the garments. Reinforce how each garment is best for a specific kind of weather.**
"Josiah, you're wearing a winter hat that covers your ears. I bet your ears are nice and warm in that hat. Brrr, it's cold outside. It's good you have a warm hat."
4. **Support the children's interests by engaging in imaginary scenarios.**
"I see you have your raincoat on. Where are you going in the rain?"
5. **Put the clothes with other imitating and pretending materials so that children can explore them on their own later.**

Vestirse para el clima

Qué hacer



SE26
La imitación y el juego
imaginario

Objetivos relacionados: 1c, 2c, 7a, 8a, 11d, 14b, 27

Conocimiento básico: Los bebés, los niños en edad de caminar y los de dos años disfrutaban explorando la ropa y los accesorios. Proporcionar a los niños pequeños ropa para diferentes tipos de clima los anima a conectar su entorno y experiencias al aire libre con la ropa relacionada. Muestre ropa y accesorios que tengan colores, telas, texturas y cierres interesantes. Ofrecer estas experiencias en el marco de un grupo pequeño da oportunidades para que los niños cooperen y participen de manera constructiva.

Materiales: colección de ropa y accesorios para niños que sean adecuados para diferentes tipos de clima (por ejemplo, impermeable, botas de lluvia, abrigos pesados, botas para la nieve, bufandas, sombreros, gafas para sol, sandalias); canasta o baúl de almacenamiento para la colección de ropa; espejo irrompible.

1. Muestre la colección de ropa y accesorios. Coloque la colección en una cesta o baúl cerca de una ventana y un espejo.
2. Motive a los niños a explorar la ropa y accesorios señalando las telas y texturas.
"Me gusta cómo es este impermeable. Es muy suave y brillante. ¿Tenemos algo más que se parezca a este impermeable?"
3. Ofrezca un espejo para que los niños puedan ver cómo se ven usando las prendas. Hable sobre cuáles prendas son mejores para usar en cada tipo de clima.
"José, estás usando un gorro de invierno que cubre tus orejas. Apuesto a que sientes tus orejas cómodas y calientes con ese gorro. Brr, hace frío afuera. Es bueno que tengas un gorro abrigado."
4. Apoye los intereses de los niños proveyendo escenarios imaginarios.
"Veo que tienes puesto tu impermeable. ¿Adónde vas en esa lluvia?"
5. Ponga la ropa con otros materiales para el juego dramático para que el niño pueda explorarlos por sí mismo en otro momento.

- Anime a los niños que tengan habilidades físicas limitadas a explorar las prendas o brinde una colección de accesorios que el niño pueda usar satisfactoriamente, tales como sombreros, bufandas y gafas de sol.
- Intente incluir prendas o accesorios típicos (no estereotípicos) de las culturas del hogar de los niños. Invite a las familias a compartir prendas o accesorios típicos de sus culturas que sean usados en diferentes tipos de climas.**



Make reading fun for both you and your child. Check out this age-by-age guide of recommended books.

Brown Bear, Brown Bear, What Do You See?

By Bill Martin, Jr.

Repetition is key to this story's appeal to toddlers.

Curious George

By H.A. Rey

A classic tale about a childlike monkey with whom toddlers will identify.

Goodnight Moon

By Margaret Wise Brown

The classic bedtime book (see also *Runaway Bunny* by the same author).

Off We Go

By Jane Yolen

Baby critters head for their respective grandmothers' homes (see also *How Do Dinosaurs Say Goodnight?* by the same author).

Oh My Baby, Little One

By Kathi Appelt

Mama Bird reassures baby that her love is with him while they are apart.

