

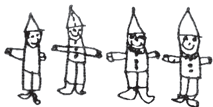
Infant and Toddler Family Connection

Activities that connect infants and toddlers to
their families and to their childcare settings



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Contents of the *Infant and Toddler Family Connection* Packet

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 - Toddlers (18 to 36 months)
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Introduction to *Infant and Toddler Family Connection* through questions and answers

What is the *Infant and Toddler Family Connection*?

Infant and Toddler Family Connection is a packet of materials designed to connect families of infants and toddlers to their child care setting

Why was the *Infant and Toddler Family Connection* developed?

Infant and Toddler Family Connection was developed to give programs serving infants and toddlers a practical way to involve families with their children at home; activities that directly connect families to what is taking place in their child care settings.

What is contained in the *Infant and Toddler Family Connection* Packet?

Infant and Toddler Family Connection packet contains the following:

- ✓ Six sets of activities for young infants (birth to 8 months)
- ✓ Six sets of activities for mobile infants (8 to 18 months)
- ✓ Six sets of activities for toddlers (18 to 36 months)

The activities are based on the six developmental strands included in the *Arkansas Framework for Infant and Toddler Care*. These developmental strands are:

- To learn about themselves – Self-concept Development
- To learn about their feelings – Emotional Development
- To learn about other people – Social Development
- To learn to communicate – Language Development
- To learn to move and do – Physical Development
- To learn to think – Cognitive Development

What is included in each set of activities?

- ✓ A Family and Caregiver Connection page which is written primarily for caregivers in center-based or family child care settings and which can also be shared with parents
- ✓ Two Family Connection activities which are to be copied and sent home to families; activities that are also appropriate for caregivers

When should the *Infant and Toddler Family Connection* activities be sent home to families?

- When families express a concern about their child's behavior; for example if their mobile infant has started to show a fear of strangers
- When families ask a question such as, "*When should I start reading books to my infant?*"
- To support an activity that is taking place in the child care setting; for example providing dress up clothes for toddlers
- When you observe an infant who is beginning to develop a skill such as crawling
- When you observe or become aware of a situation where you feel a parent needs guidance; for example a toddler spending a lot of time at home watching television and very little time in active play

What are some strategies for getting families to participate in the *Infant and Toddler Family Connection* project?

Begin with a plan that includes when and how to present the *Infant and Toddler Family Connection* project to families. Consider presenting the project at:

- Time of enrollment
- Family Orientation
- Parent Conference
- Newsletter
- Home Visit
- Daily contacts with families

Select the methods that best fit your program and your families.

Explain to families the benefits to be gained by participating in the *Infant and Toddler Family Connection* project. Some benefits to suggest:

- Families will receive specific suggestions as to activities they can do with their infants and toddlers at home.
- Families will have opportunities to spend quality time with their infants and toddlers.
- Families will have an opportunity to share with their child's caregiver ideas about what works best for their child.
- Infants and toddlers will feel connected to both their families and to their caregivers.

How will programs know if families are trying the *Infant and Toddler Family Connection* ideas?

Infant and Toddler Family Connection packet contains a Family Response sheet which is to go home with each Family Connection handout. On the sheet, families

are asked to provide feedback after participating in the activity with their infant or toddler and to return the completed sheet to the program.

How can a program get the *Infant and Toddler Family Connection* project started?

Begin with an understanding that the *Infant and Toddler Family Connection* project is designed to be flexible, just as programs serving infants and toddlers must be flexible in order to meet the individual needs of the children in care. Thus, the *Infant and Toddler Family Connection* activities are to be sent home to families on an individual schedule rather than a group schedule.

Here are some suggestions for getting started:

- Place the materials in a three-ring binder.
- Review the materials in the packet to become familiar with them.
- Discuss the materials with the infant and toddler caregivers to get their input. Since these caregivers are the ones who are with the children each day and the ones who usually communicate with families daily, they will be the key in determining the Family Connection activities that are appropriate for individual children in their care.
- Determine how the *Infant and Toddler Family Connection* will be presented to families (Refer to previous questions for ideas.)
- Present the *Infant and Toddler Family Connection* project to families. Ask for their commitment to participate.
- Make copies of the Family and Caregiver Connection and Family Connection pages as needed for your program.
- Make copies of the Family Response sheet. When sending a Family Connection activity home with families, add to the Family Response sheet the name of the activity and the return date.
- Send home the selected Family Connection activity and the Family Response sheet, plus the Family and Caregiver Connection page if you feel that families would benefit from the information on this page.
- Make copies of the Record of Family Connection Activities Sent Home to Families form. When a Family Connection activity is sent home, record the Activity # and the date sent.
- Thank families for participating in and responding to the activities.
- Review the returned Family Response sheets to determine the effectiveness of the project.

NOTE: Suggest that families place the Family Connection handouts in a three-ring binder or folder for handy reference. This means using a three-hole punch for the handouts before sending them home.

As families begin participating in the *Infant and Toddler Family Connection* project, consider giving each family a copy of the booklet, *Picture This: A Framework for Quality Care for Infants and Toddlers*. This booklet is a companion piece to the *Infant and Toddler Family Connection* project.



FAMILY RESPONSE





We'd like to hear from you about this Infant and Toddler Family Connection Activity. Please return this Family Response sheet by _____

Name of Activity: _____

Child's Name: _____

Tell us who in your family participated in this activity with your child:

Help us evaluate the effectiveness of the Family Connection information and activity by rating the items listed below. Check the boxes that best express your opinion.

Family Response	Interested 	Excited 	Bored 	Frustrated 
My reaction to the information contained in the Family Connection activity				
My child's reaction as he/she participated in the Family Connection activity				
The reaction of myself and/or other family members who participated in the Family Connection activity with my child				
My overall rating for this Family Connection activity				

Give us any additional comments and suggestions. _____

Your Name: _____ Date: _____

Record of Infant Toddler Family Connection Activities Sent Home to Families

Child's Name _____ Date of Birth _____

Caregiver(s) _____

[illegible]

NOTE: If a child moves to another room this form can be passed on to the child's next caregiver.

Index of Activities



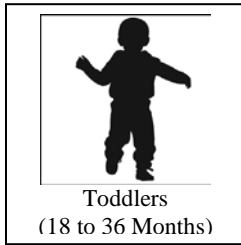
Young Infants (birth to 8 months)

Family and Caregiver Connections	Family Connection Activity
Self-concept Development	#1 "Special Times Together" #2 "Mirror, Mirror on the Wall!"
Emotional Development	#3 "Pay Attention to Me" #4 "You Know How I Feel"
Social Development	#5 "Sing Softly" #6 "Games Are Fun"
Language Development	#7 "Making Sounds Together" #8 "Looking at Books and Turning the Pages"
Physical Development	#9 "Ring of Ribbons" #10 "Can You Get It?"
Cognitive Development	#11 "The Rattle Game" #12 "A Sensational Trip"



Mobile Infants (8 to 18 months)

Family and Caregiver Connections	Family Connection Activity
Self-concept Development	#13 "Who Is That Stranger?" #14 "Touch and Name Game"
Emotional Development	#15 "You Should Be Proud" #16 "Feelings Have Words"
Social Development	#17 "Pretend Play" #18 "Let's Play Ball"
Language Development	#19 "More, More, More! That's What I Want!" #20 "Where Is My....?"
Physical Development	#21 "Stacking Bowls" #22 "Boxes Are So Much Fun"
Cognitive Development	#23 "What's Inside the Bag?" #24 "Playing With Pots and Pans"



Toddlers (18 to 36 months)

Family and Caregiver Connections	Family Connection Activity
Self-concept Development	#25 "Book about Me" #26 "Dressing Up Is Fun"
Emotional Development	#27 "If You're Happy and You Know It" #28 "Feelings Picture Book"
Social Development	#29 "Let's Go Back and Forth" #30 "Having Fun with a Friend"
Language Development	#31 "My Book of Favorite Things" #32 "The Three Bears"
Physical Development	#33 "Move Like the Animals" #34 "Tubs of Fun with Water and Sand"
Cognitive Development	#35 "Sorting Toys By Color" #36 "Jars and Lids"



FAMILY AND CAREGIVER CONNECTIONS

Self-concept Development

Connection: Families and caregivers help young infants learn about themselves – Self-concept Development

Here are some important things to know about young infants and their self-concept development

- ❑ Young infants form an emotional bond (attachment) with their family members and other caregivers.
- ❑ Young infants need family members and other caregivers to give them attention and show them affection.
- ❑ Young infants depend on others to take care of them.
- ❑ Young infants need to be fed when hungry, changed when wet and allowed to sleep when they are tired.
- ❑ Young infants need to be comforted when they are in distress.
- ❑ Each young infant likes to be held a certain way for feeding, sleeping or comforting.

By knowing these special things about young infants, families and caregivers can better understand how to promote their self-concept development.

Here is what happens when families and other caregivers help young infants learn about themselves:

- Young infants feel safe and secure. They know they will be taken care of. This feeling helps them to develop trust, which is necessary for healthy development.
- Young infants begin to see themselves as worthy individuals.
- Young infants will be more willing to accept challenges and try new things.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #1 and #2 are to be copied and sent home to families with young infants. These activities are also appropriate for caregivers of young infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Young Infants) for specific caregiver strategies and activities that support Developmental Strand #1: To learn about themselves: Self-concept Development.



THE FAMILY CONNECTION

Activity #1 "Special Times Together"

You will need: You and your baby, time together

Before you begin:

- Get in tune with your infant's needs. Learn the things about your baby that are unique; for example:
 - how your infant likes to be held for feeding or sleeping
 - the kind of cuddling, stroking, talking and playing that brings comfort to your baby
- Think of the time you spend diapering, dressing and feeding your infant as your special time together...a time the two of you can get to know and enjoy each other.
- Have the necessary supplies ready for these caregiving times so you don't feel rushed.

Try these nurturing rituals:

- Touch, smile, talk and sing with your baby during feeding, diapering and bathing.
- Talk with your infant about what you're doing. Your baby may not understand what you're saying but will understand your voice tone that says *"I want to be with you."*
- Be consistent in the way you hold your baby and in the tone of your voice.
- Be gentle with your baby.

Connect with your child's caregiver!

- Let the caregiver know these special things about your child. This will help the caregiver better know how to care for your infant.





THE FAMILY CONNECTION

Activity #2 "Mirror, Mirror on the Wall!"

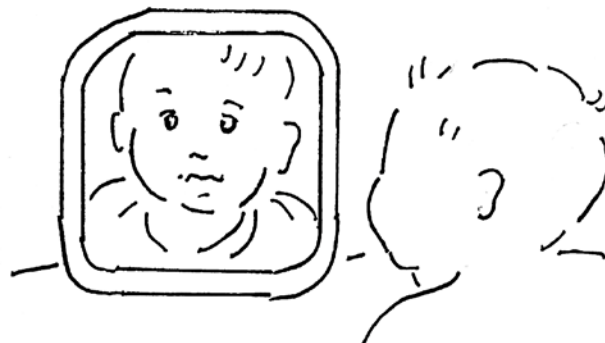
You will need: You and your baby
A mirror large enough for you and the infant to see each other talking

Before you begin:

- Observe the infant to make sure she or he is alert and ready to play

Try this nurturing ritual!

- Hold the infant in a position that allows you both to connect visually (make eye contact) in the mirror's reflection.
- Chant in a sing-song manner, *"Mirror, mirror on the wall, who's the most wonderful baby of them all?"*
- Point to the baby in the mirror and repeat her name. Smile and say, for instance, *"Lucy is the most wonderful baby of them all."*
- Observe the infant for signs of interests, such as smiles and coos. If the baby responds, repeat the chant with a little more enthusiasm. Vary your voice inflection. Be sure to emphasize the baby's name repeatedly.
- Make up variations of the chant. For example, *"Mirror, mirror on the wall, who's the most loved baby of them all?"* *"Lucy, Lucy is the most loved of them all!"*





FAMILY AND CAREGIVER CONNECTIONS

Emotional Development

Connection: Families and caregivers help young infants learn about their feelings - Emotional Development

Here are some important things to know about young infants and their emotional development:

- ❑ Young infants depend on family members and caregivers to learn to recognize the meaning of their cries of distress and to respond to them promptly.
- ❑ Young infants need to be comforted when they are frightened by a sudden loud noise or bright light, for example.
- ❑ Young infants enjoy family members and caregivers who return their smiles and coos and talk with them about what they are feeling.
- ❑ Young infants depend on adults to calm them until they gradually learn to calm themselves.

By knowing these special things about young infants, families and caregivers can better understand how to promote their emotional development.

Here is what happens when families and other caregivers help young infants learn about their feelings:

- Young infants learn that it is all right to express their feelings.
- Young infants know that someone will take care of them and comfort them and that the world is a safe place.
- Young infants will learn to calm themselves by sucking their thumb, hand or a pacifier, for example.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #3 and #4 are to be copied and sent home to families with young infants. These activities are also appropriate for caregivers of young infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Young Infants) for specific caregiver strategies and activities that support Developmental Strand #2: To learn about their feelings: Emotional Development



THE FAMILY CONNECTION

Activity #3 "Pay Attention to Me"

You will need: You and your baby and time

Before you begin:

- Listen carefully to your infant's cry. Try and figure out what the cry means:
 - ✓ hunger
 - ✓ tiredness
 - ✓ wet or soiled diaper
 - ✓ pain (gas, colic, teething, for example)
 - ✓ uncomfortable clothing
 - ✓ uncomfortable position
 - ✓ need to be held
 - ✓ overstimulation
 - ✓ sudden change such as loud noise or bright lights

Try this!

- Take care of your infant's needs as quickly as possible. This will not spoil your infant, but will build trust and confidence that his needs will be met.
- Be gentle and soothing with your infant.
- Think of ways to prevent distress in your infant. Some examples include:
 - ✓ being aware of early signs of hunger, sleepiness or irritability and immediately taking care of the infant's need
 - ✓ dressing your infant in clothes that are comfortable, don't bind or restrict movement, and are appropriate for the temperature
 - ✓ keeping the environment calm by avoiding loud music or bright lights
 - ✓ keeping your baby on a predictable but flexible schedule





THE FAMILY CONNECTION

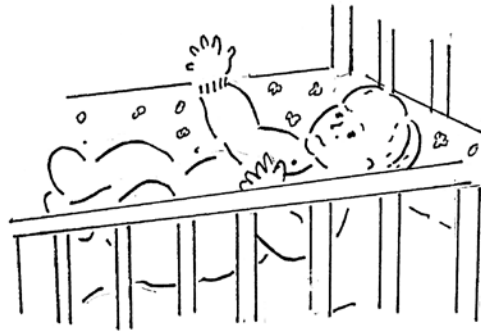
Activity #4 "You Know How I Feel"

You will need: You and your baby

Before you begin:

Think about the different feelings and emotions you have seen your child display:

- crying or squirming when distressed
- smiling and cooing when sung to
- showing fear when hearing a loud noise
- kicking legs in excitement



Try this!

Put your infant's feelings into words. Talk with your infant about the feelings he seems to be expressing. Here are some examples of what you might say:

- Your child starts to cry when you drop a pan on the floor:
"That loud noise scared you. Here, let me hold you for a little while."
- Your child kicks her legs when you walk into her room as she is waking from a nap:
"You're sure excited. I think you're ready to play."
- Your child smiles and coos as you sing with him:
"You're so happy when I sing to you. Are you trying to sing along with me?"
- After you have changed his wet diaper:
"That dry diaper feels good, doesn't it?"
- Your child begins to cry for no apparent reason:
"Let's see if we can find out what's making you so unhappy."



FAMILY AND CAREGIVER CONNECTIONS

Social Development

Connection: Families and caregivers help young infants learn about other people – Social Development

Here are some important things to know about young infants and their social development

- ❑ Young infants feel safe and secure when their family and other caregivers take good care of them.
- ❑ Young infants are comforted by adults who make contact with them by holding and rocking them and talking with them for example.
- ❑ Young infants need to be cared for by adults who touch them gently and handle their bodies with respect.
- ❑ Young infants enjoy playing games such as “peek-a-boo” with their families and with other caregivers.
- ❑ Young infants in group care, when safely placed near each other, may look at and/or reach out and touch each other.

By knowing these things about young infants, families and caregivers can better understand how to promote social development.

Here is what happens when families and other caregivers help young infants learn about other people:

- Young infants acquire “basic trust.” This is a feeling of safety and security that the world and oneself are all right.
- Young infants begin to develop caring and cooperative behavior.
- Young infants enjoy being with others.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #5 and #6 are to be copied and sent home to families with young infants. These activities are also appropriate for caregivers of young infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Young Infants) for specific caregiver strategies and activities that support Developmental Strand #3: To learn about other people – Social Development.



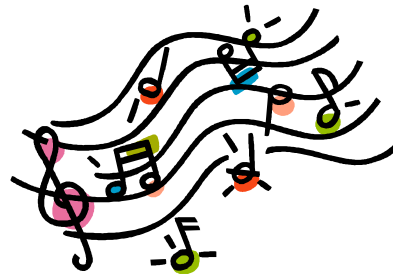
THE FAMILY CONNECTION

Activity #5 Sing Softly”

You will need: You and your baby

Before you begin:

- Recall lullabies or songs that you have heard; songs such as:
 - “Hush Little Baby”
 - “Rock-a-Bye Baby”
 - “All the Pretty Horses”
 - “Twinkle, Twinkle Little Star”
- Make up your own songs or lullabies



Try this!

- Sing lullabies as you rock your baby and hold her close.
- Sing lullabies while gently swaying with the baby in your arms.
- Gently stroke her face as you sing a lullaby.
- Include her name in the lullaby. For example, sing “Rock-a-bye Carmen” or “Hush little Carmen.”

Connect with your child’s caregiver!

- Let your child’s caregiver know the lullabies you sing with your baby. Suggest that she sing them with her as well.

Cassette Tape or CD

Wee Sing Sleepy Time Lullabies. Price Stern Sloan Audio. 1999.

Books

Time for Bed by Mem Fox, illustrated by Jane Dyer. Orlando: Harcourt. 1997.

Hush Little Baby by Silvia Long. San Francisco: Chronicle Books. Board edition. 2002



THE FAMILY CONNECTION

Activity #6 “Games Are Fun”

You will need: You and your baby
Stuffed animal

Before you begin:

- Place your child in an infant seat, or if he sits independently, seat him in front of you on the floor.

Try this!

- Sit in front of your child, holding the stuffed animal in your hand.
- Move the stuffed animal slowly toward the child, making a funny, animal sound. **(Do not make a scary noise!)**
- Touch your child's toes with the stuffed animal and say, “*Gotcha, Isaac.*”
- Notice your child's reaction.
 - Does he anticipate the “*Gotcha?*”
 - Does he giggle, kick and coo?
 - Does he seem to be enjoying the game?
 - Does he seem to be frightened by the animal?
- Repeat this activity unless your child is frightened by it.
- Play the game only as long as your child remains interested.

Special Note: Never tickle your baby. Tickling forces laughter. An infant's laughter should be spontaneous and controlled by the child.

Play more games with your baby!

- “Peek-a-Boo”
- “Pat-a-Cake”
- “This Little Piggy”





FAMILY AND CAREGIVER CONNECTIONS

Language Development

Connection: Families and caregivers help young infants learn to communicate – Language Development

Here are some important things to know about young infants and their language development:

- ❑ Young infants have an inborn ability to communicate by crying to signal pain or distress. Later they smile and coo to show pleasure.
- ❑ Young infants respond to voices and watch facial expressions.
- ❑ Young infants often smile and coo when a parent or caregiver is holding and talking and/or singing with them, especially when they are fully awake and alert.
- ❑ Young infants babble, using all types of sounds and then combine babbling sounds.
- ❑ Young infants listen to conversations and begin to recognize the names of familiar people and things.

By knowing these special things about young infants, families and caregivers can better understand how to promote their language development.

Here is what happens when families and other caregivers help young infants learn to communicate.

- Young infants use their inborn abilities to begin to express needs and wants without using words.
- Young infants respond to verbal and nonverbal social interactions with others.
- Young infants begin to imitate the sounds they hear when they are talked to and sung to.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #7 and #8 are to be copied and sent home to families with young infants. These activities are also appropriate for caregivers of young infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Young Infants) for specific caregiver strategies and activities that support Developmental Strand #4: To learn to communicate – Language Development.



Young Infants
(birth to 8 months)

THE FAMILY CONNECTION

Activity # 7 “Making Sounds Together” “Look, Listen, Say”

You will need: You and an alert infant

Before you begin:

- Remember, “Look, Listen and Say” when talking with an infant.
- Closely observe the infant’s babblings. (**Look**)
- Ask yourself, “What sounds am I hearing?” (**Listen**)
(By 7 or 8 months, babies around the world typically make four basic sounds: “ba, ba”, “da, da”, “ma, ma” and “wa, wa”.)
- Echo the sounds and add new sounds. (**Say**)

Try this nurturing ritual!

- Listen to your infant’s babblings and then imitate the same sounds the baby is making. For example, if your baby says “*ba, ba, ba*”, then you echo back “*ba. ba, ba.*”
- Take turns talking with your infant. When it’s again your turn in the conversation, add one new sound for the baby to imitate. For example, say “*Wo, wo, wo*” or “*mu, mu, mu.*”
- Listen to the baby. If he repeats your sounds, echo them back to him.

Try this variation of the activity!

- Show him a favorite stuffed toy to “talk with the baby.”
- Show him a stuffed dog and say, “*Bow, wow, wow.*”





THE FAMILY CONNECTION

Activity #8 “Looking at Books and Turning the Pages”

You will need: Board or cloth books with simple, colorful pictures

Before you begin:

- Turn off distractions such as the TV or CD player.
- Hold your baby on your lap, holding the book so she can see it.
- Remember, “Look, Listen, and Say.”

Try this nurturing ritual!

- Observe the infant's interest in the book. Offer to read the book by asking, for example, “*Laurie, would you like to read the book?*” “*We can read together.*”
- Read the book if she shows interest. If she doesn't show interest, just watch and wait a little while.
- Show her the pictures. Name and point to each object on the page.
- Make comments about the pictures and make the animal sounds. Listen for a response. Praise any babbling sounds or gestures. For example say, “*Laurie, that's a cat. A cat says 'meow'.*” Pause. “*It's a big yellow cat.*”
- Watch what your child does with the book. Let her handle and explore it. It's okay for young infants to mouth books just as they do other toys and objects.
- Encourage the infant to continue repeating the behavior. You might say, for example, “*Laurie, you are turning the pages by yourself.*” “*Oh, look at what you can do!*”

Books to read with your young infant:

I Touch by Rachel Isadora, Greenwillow, 1985
Itsy-Bitsy Spider by Rosemary Wells, Scholastic, Inc. 1998





FAMILY AND CAREGIVER CONNECTIONS

Physical Development

Connection: Families and caregivers help young infants learn to move and do – Physical Development

Here are some important things to know about young infants and their physical development

- ❑ Young infants need adults to provide head support for them until they gain control of their heads.
- ❑ Young infants need toys they can grasp, chew and manipulate; toys that are safe, scaled to size and can be washed and disinfected.
- ❑ Young infants will follow a toy with their eyes as an adult slowly moves it. Later they will reach out and try to grasp the toy.
- ❑ Young infants will begin to hold their own bottle and feed themselves finger foods such as dry cereal.

By knowing these special things about young infants, families and caregivers can better understand how to promote their physical development.

This is what happens when families and other caregivers help young infants learn to move and do:

- Young infants are developing gross motor skills such as rolling over or sitting up.
- Young infants are developing fine motor skills such as using fingers to pick up dry cereal.
- Young infants are coordinating eye and hand movements such as looking at a toy and reaching for it.
- Young infants are developing self-help skills such as holding their own bottle.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #9 and #10 are to be copied and sent home to families with young infants. These activities are also appropriate for caregivers of young infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Young Infants) for specific caregiver strategies and activities that support Developmental Strand #5: To learn to move and do - Physical Development.



THE FAMILY CONNECTION

Activity #9 “Ring of Ribbons”

You will need: Canning jar ring, plastic bracelet or a small hoop
Ribbons of several colors and textures, about 6 inches long

Before you begin:

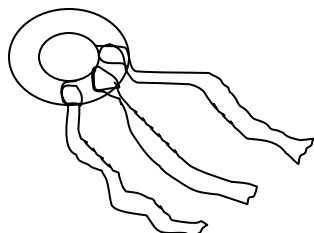
- Tie the ribbons securely to the ring or hoop so that each strand is a single length of ribbon tied to the ring at one end only.
 - Understand that this ring of ribbons is to be used by an adult and is not a toy for an infant to handle.
-

Try this!

- Hold the baby on your lap.
 - Dangle the ribbons in front of your infant so he can reach them.
 - Move the ribbon lightly across the palm of the infant's hand.
 - Observe to see if your child grasps the ribbon.
 - Continue the activity only as long as your child remains interested.
-

Try this variation of the activity!

- Lay your baby on her back, either in her crib or on a blanket on the floor.
- Hold the ribbon ring above the child's head and slowly move it back and forth.
- Observe to see if your child follows the ribbon ring with her eyes.





THE FAMILY CONNECTION

Activity #10 "Can You Get It?"

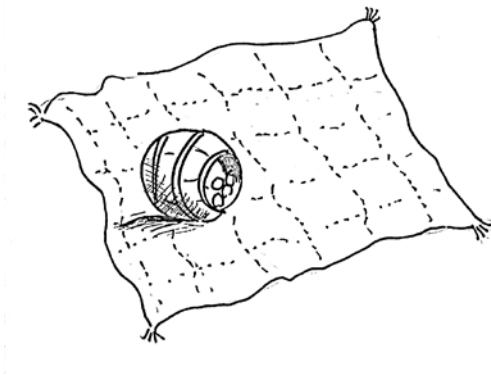
You will need: Infant who is beginning to use her hands and elbows to slide her body forward or backward with abdomen on floor
Favorite stuffed toy
Blanket

Before you begin:

- Spread the blanket on the floor
 - Place the toy on the blanket just out of the reach of your infant. Based on your observation of the child, decide how far away to place the toy.
-

Try this!

- Lay the infant on her stomach on the blanket.
- Sit by the toy and show it to your infant.
- Move the toy and say, *"Kathleen, can you crawl over here and get your bear?"*
- Continue to offer encouragement. Say, *"Keep trying. You're almost here."*
- Let your infant explore the toy once she has reached it.
- Move the toy a little further from the infant as she becomes more successful in reaching it.





FAMILY AND CAREGIVER CONNECTIONS

Cognitive Development

Connection: Families and caregivers help young infants learn to think – Cognitive Development

Here are some important things to know about young infants and their cognitive development.

- ❑ Young infants learn about their world as they grasp, touch, taste, look, listen and smell things and people in their environment.
- ❑ Young infants learn that they can make things happen. For example, if they shake a rattle, it makes noise or if they squeeze a rubber duck it will squeak.
- ❑ Young infants need to feel secure and attached to their family and other caregivers in order to be willing to explore their environment and accept challenges.

By knowing these special things about young infants, families and caregivers can better understand how to promote their cognitive development.

Here is what happens when families and other caregivers help young infants learn to think.

- Young infants begin to gain an understanding of basic concepts and relations.
- Young infants apply knowledge to new situations.
- Young infants begin to develop strategies for solving problems.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #11 and #12 are to be copied and sent home to families with young infants. These activities are also appropriate for caregivers of young infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Young Infants) for specific caregiver strategies and activities that support Developmental Strand #6: To learn to think – Cognitive Development.



THE FAMILY CONNECTION

Activity # 11 "The Rattle Game"

You will need: Three rattles of different sizes, shapes and sounds
You and your baby

Before you begin:

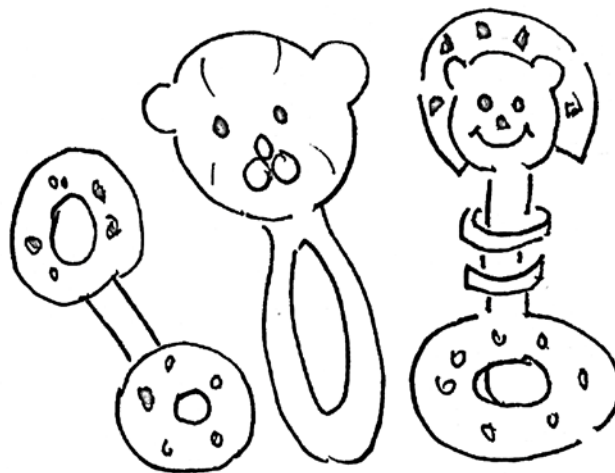
- Select a soft area and place the infant so he can see his hands.
-

Nurturing Ritual!

- Hold one of the rattles in front of your baby and shake it gently.
- Sing a song as you shake the rattle. Try the following to the tune of "Old MacDonald."

Rattle, rattle, shake, shake, shake, E-I-E-I-O
Rattle, rattle, shake, shake, shake, E-I-E-I-O

- Move the rattle slowly to one side and sing the song again.
- Continue to move the rattle to different places in the room and watch as your baby moves his head and his eyes in the direction of the sound.
- Try it again with another rattle sound.
- Stop the activity when you notice that your child is getting tired or losing interest.





THE FAMILY CONNECTION

Activity # 12 "A Sensational Trip"

You will need: You and your baby, time together

Before you begin:

- Kneel down beside your child to look at what he can see at his eye level.
- Think of ways to expand your baby's view of his world.

Try this!

- Lift up your child so that he can see out the window. Talk to him about what you see outside. *"Look at the pretty red flowers!"*
- Carry him through the house and talk about the things that he can see when you hold him up high. *"Look, Nicholas, here's a picture of your Grandmother and Granddaddy hanging on the wall."* Talk with him about the pictures.
- Stop in front of a mirror and show him his reflection.



Try this variation of the activity!

- Buckle your child in his stroller and take him to the backyard or for a walk around the block to explore the neighborhood. Listen to his babbling and his chattering about the things you are seeing and doing.
- Talk with him about the trees and the flowers you see.
- Look and listen for birds and pets in the neighborhood. Ask him, *"Can you hear the birds singing?"* or *"Do you hear Mrs. Pearl's dog barking?"*
- Find something to touch or smell such as a flower or a tree trunk. Say, *"Feel the rough tree trunk."* *"Feel the soft petals."* or *"Smell the flower."*
- Show your infant things he can't see when he is sitting on the floor or lying in his crib. Talk with him about the things you are exploring together.



FAMILY AND CAREGIVER CONNECTIONS

Self-concept Development

Connection: Families and caregivers help mobile infants learn about themselves – Self-concept Development

Here are some important things to know about mobile infants and their self-concept development.

- ❑ Mobile infants need to form attachments to parents and to their other caregivers.
- ❑ Mobile infants like to explore their environment, but still need parents or other caregivers nearby.
- ❑ Mobile infants need to be comforted by a familiar adult when they show fear, especially fear of strangers (stranger anxiety).
- ❑ Mobile infants enjoy games and activities with adults that help them learn about their bodies.

By knowing these special things about mobile infants, families and caregivers can better understand how to promote their self-concept development.

Here is what happens when families and other caregivers help mobile infants learn about themselves:

- Mobile infants feel safe and secure with parents and other familiar caregivers.
- Mobile infants become aware of themselves as unique individuals.
- Mobile infants begin to assert their independence.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #13 and #14 are to be copied and sent home to families with mobile infants. These activities are also appropriate for caregivers of mobile infants.
- Refer to *Arkansas Framework for Infant and Toddler Care (Mobile Infants)* for specific caregiver strategies and activities that support Developmental Strand #1: To learn about themselves - Self-concept Development.



THE FAMILY CONNECTION

Activity #13 "Who Is That Stranger?"

You will need: You and your mobile infant

Before you begin:

- Observe your child to see if he reacts to someone new by crying or moving closer to you, for example.
- Be prepared for the child's reaction when he sees someone new.
- Be aware that your toddler may look to you for how you react to the new person.

Try this!

- Introduce the mobile infant to the new person. Say, for example, *"Alex, this is Daddy's friend, John. He and Daddy are going fishing together."*
 - Comfort the child by remaining close and talking in a soothing voice. Make comments such as *"It's okay to be afraid, Alex."*
 - Remind the child that he is safe. Say for example, *"You can sit with me while John is here."*
 - Avoid telling your child *"There's nothing to be afraid of"* or shaming him for his fears. The fears are real to the child and will gradually disappear.
-

Connect with your child's caregiver!

- Let the caregiver know if your child begins to show a fear of strangers. This will help her be prepared for your child's reaction when a stranger such as a new child's parent comes into the room.





THE FAMILY CONNECTION

Activity #14 "Touch and Name Game"

You will need: You and your mobile infant
Time together

Before you begin:

- Observe your mobile infant to see if she is beginning to notice and/or name body parts.

Try this activity!

- Touch your nose and say to the child, *"I'm touching my nose. Show me Cooper's nose."*
 - Give your child time to respond. Point to the child's nose and say, *"There's Cooper's nose."*
 - Continue with the touch and name game by adding other parts such as ears, mouth and eyes. Then add hands, fingers, feet and toes, for example.
 - Play the game only as long as your child remains interested. Your child will want to play the game at another time.
-

Play the name game at bath time and diaper time!

- Wring out a washcloth and give it to your child and say, *"Can you wash your face?"* Help the child gently rub the washcloth on her face.
 - Continue the game as you name other parts of the child's body such as hands, feet, tummy, nose and ears.
 - Continue the name game as you dry the mobile infant with a towel.
 - Use diapering time to play this game. This is a great time to interact one-on-one with your child.
-

Notice that your mobile infant will begin to say the names of her body parts as you play the game.

Book

Max's Bath by Rosemary Wells.
New York: Dial. Board Book 1998.





FAMILY AND CAREGIVER CONNECTIONS

Emotional Development

Connection: Families and caregivers help young children learn about their feelings – Emotional Development

Here are some important things to know about young infants and their emotional development:

- ❑ Mobile infants like to share affection with familiar people.
- ❑ Mobile infants want adults to share their feelings of pride and excitement when they learn to do new things such as crawling, standing and walking.
- ❑ Mobile infants need adults to offer support to them when they are in frustrating situations.
- ❑ Mobile infants need to be comforted when they are frightened by something or someone, for example, someone in a Halloween mask or Santa suit.

By knowing these special things about mobile infants, families and caregivers can better understand how to promote their emotional development.

Here is what happens when families and other caregivers help mobile infants learn about their feelings:

- Mobile infants will continue to try new things.
- Mobile infants know that someone will take care of them and comfort them.
- Mobile infants are learning that it is all right to express their feelings.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #15 and #16 are to be copied and sent home to families with mobile infants. These activities are also appropriate for caregivers of mobile infants.
- Refer to *Arkansas Framework for Infant and Toddler Care (Mobile Infants)* for specific caregiver strategies and activities that support Developmental Strand #2: To learn about their feelings - Emotional Development.



THE FAMILY CONNECTION

Activity #15 “You Should Be Proud”

You will need: You and your mobile infant
Photos of the child, family members and pets
Large piece of paper

Before you begin:

- Tape the pictures on a large piece of paper
- Tape the entire piece of paper to the side of the refrigerator, on a bulletin board or on the wall at the child’s eye level.

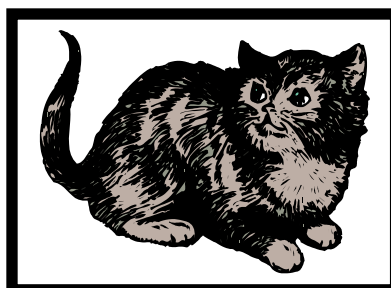
Try this!

- Join your child in looking at the pictures.
- Let your child look at and touch the pictures. Your child may point to family members or pets in the picture.
- Talk with your child about the pictures. Say, for example, *“This is your picture. Look!”* or *“Here’s your family”* or *“Look at this picture of your cat.”*
- Clap when your child points to the family picture and say, *“You should be proud that you found your mommy and your daddy.”*
- Show excitement at your child’s accomplishments. Say, for example, *“You did it! You pointed to your cat.”* Know that pointing is a sign that your child is communicating with you and should always be encouraged at this age.

Extend the activity.

- Cover the entire page of pictures with clear, self-adhesive paper.
- Tape it to a spot in the house where your child can easily get to it. Make sure it is at your child’s eye level.
- Allow your child to touch the pictures

Notice if your child tries to say the names of the people and animals in the pictures.





THE FAMILY CONNECTION

Activity #16 “Feelings Have Words”

You will need: You and your child

Before you begin:

- Observe your child’s reactions and behaviors in different situations. Think about what feelings and emotions your child is expressing in each situation.
- Look at the situations listed below. Then look at some things you might say to your child in each situation or one that is similar.

<u>Things that may frighten my child</u>	<u>What might I say or do in this situation</u>
As you and your child enter your friend’s house, her dog rushes toward you. Your child screams and grabs onto your leg.	Pick up your child and in a calm voice say, <i>“I know that dog frightened you. That’s Mona’s dog. He just wants to play. You can sit here with me.”</i>
A neighbor child comes over wearing a mask. Your child looks at the mask, begins to cry and tries to hide behind a chair.	Go to your child and try to put your arms around her. Ask the neighbor to remove the mask. Then say, <i>“See Joann, it’s James. He had a mask on. That’s what scared you.”</i>

<u>Things that may frustrate my child</u>	<u>What might I say or do in this situation</u>
Your child crawl’s under a low table to get a ball and can’t get out. He begins to cry.	Get on the child’s level and say, <i>“I know you’re frustrated because you’re stuck under the table.”</i> Guide the child from under the table by putting your hand on the child’s head while saying, <i>“If you put your head down, you can move out.”</i>

<u>Things that make your child happy/excited</u>	<u>What might I say or do in this situation</u>
Child performs a new skill such as crawling, standing or walking	Clap your hands and say, <i>“You did it! I knew you could”</i>
Child laughing and crawling toward parent coming in house from work.	<i>“I can see you’re happy to see me.”</i>



FAMILY AND CAREGIVER CONNECTIONS

Social Development

Connection: Families and caregivers help mobile infants learn about other people – Social Development

Here are some important things to know about mobile infants and their social development

- Mobile infants begin to imitate the actions of people they see; for example, putting on a hat and looking in the mirror or pretending to talk on a phone.
- Mobile infants may imitate adults they see showing caring behavior to others; for example, an adult comforting a child who is crying.
- Mobile infants like to share affectionate hugs with families and other caregivers.
- Mobile infants who are in group care enjoy playing near other children, but do not play with them.

By knowing these special things about mobile infants, families and caregivers can better understand how to promote their social development.

Here is what happens when families and other caregivers help mobile infants learn about other people:

- Mobile infants begin to engage in pretend play.
- Mobile infants begin to show caring behavior toward others.
- Mobile infants develop trusting relationships with their families and with other caregivers.
- Mobile infants began to show an interest in playing with other children.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #17 and #18 are to be copied and sent home to families with young children. These activities are also appropriate for caregivers of mobile infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Mobile Infants) for specific caregiver strategies and activities that support Developmental Strand #3: To learn about other people – Social Development.



THE FAMILY CONNECTION

Activity #17 "Pretend Play"

You will need: Soft baby dolls and washable stuffed animals
Pieces of cloth for blankets
Handbags Paper bags with handles Hats Telephones
You and your mobile infant, time to play

Before you begin:

- Collect items and store them in a box

Try this!

- Bring out two soft baby dolls and several pieces of soft cloth. Give your child one of the dolls and a piece of cloth.
- Begin to wrap one of the dolls in a piece of cloth. Talk about your baby "being cold" and "needing a blanket."
- Observe your child to see if she wraps her doll in a blanket. Make comments such as *"You're taking good care of your baby. You're keeping her warm."*
- Gradually give your child other items such as hats, bags and telephones.
- Play with your child. Talk with her on the telephone. Wear one of the hats.

Playing with things around the house!

- Let your child play with safe and interesting items from the adult world.
- Give your child items such as
 - pots and pans
 - unbreakable bowls
 - discarded boxes of all sizes





THE FAMILY CONNECTION

Activity #18 "Let's Play Ball"

You will need: You and your mobile infant, time together
Clean ball, 6 to 12 inches in diameter

Before you begin:

- Select a smooth surface such as a vinyl floor so the ball can roll
- Take your child and the ball to the selected area

Try this!

- Talk with your child about your plans. Say, for example, *"Samantha, let's play ball. We'll roll it back and forth."*
 - Sit facing your child. Allow about one foot between you.
 - Let your child explore the ball. Observe what she does with the ball.
 - Encourage your child to roll the ball to you. Say, for example, *"Roll the ball to me. Then I'll roll it back to you."*
 - Demonstrate by gently rolling the ball to your child.
 - Continue the game as long as your child shows interest. If she doesn't show interest, that's okay. Try again another day.
-

Play ball outdoors on a warm, sunny day. Select a smooth surface such as the patio or deck for the game.





FAMILY AND CAREGIVER CONNECTIONS

Language Development

Connection: Families and caregivers help mobile infants learn to communicate – Language Development

Here are some important things to know about mobile infants and their language development:

- ❑ Mobile infants use gestures to communicate their needs and wants. For example, they point, pull on a skirt or slacks, and shake their head “No.”
- ❑ Mobile infants create long, babbled sentences, then begin to repeat familiar words they hear.
- ❑ Mobile infants understand more words than they can say. They can follow simple directions such “*Bring me the ball.*” or “*Put the napkins on the table, please.*”
- ❑ Mobile infants look at picture books with interest and listen briefly when someone reads with them.

By knowing these special things about mobile infants, families and caregivers can better understand how to promote their language development.

Here is what happens when families and other caregivers help mobile infants learn to communicate:

- Mobile infants go from babbling to saying words.
- Mobile infants use gestures, then begin to use words to communicate with others.
- Mobile infants begin to enjoy books and stories.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #19 and #20 are to be copied and sent home to families with mobile infants. These activities are also appropriate for caregivers of mobile infants.
- Refer to *Arkansas Framework for Infant and Toddler Care (Mobile Infants)* for specific caregiver strategies and activities that support Developmental Strand #4: To learn to communicate – Language Development.



THE FAMILY CONNECTION

Activity 19 “More, More, More! That’s What I Want!”

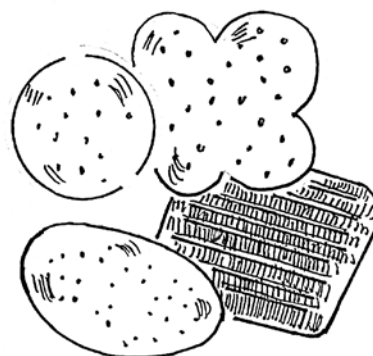
You will need: A snack on a small plate
A cup with a lid and a pitcher of juice

Before you begin:

- Prepare the snack, such as favorite crackers or finger foods (and maybe a little for yourself).
- Wash the child’s hands and place her securely in a high chair.
- Sit at the table next to the high chair.
- Place the snack and the juice cup on the high chair tray.

Try this! “Look, Listen and Say”

- Watch the child eating the snack. **(Look)**
- Listen for sounds of pleasure, such as “mmm” like, “Yes, *Emma*, that’s yummy.” **(Listen)**
- Respond with words if the child gestures or makes sounds for more food. Say, “*Emma*, what do you want? MORE?” **(Say)**
- Talk about the crackers when she points to them. You might say, “*Emma*, that’s crackers. Do you want MORE crackers?”
- Continue to respond to her gestures with words. If she finishes the one you gave her and gestures for another, ask, “*Emma*, do you want another cracker? Here’s MORE crackers for *Emma*.”
- Encourage the child by sharing your enthusiasm with the delight in your face and other facial expressions.





THE FAMILY CONNECTION

Activity #20 "Where Is My...?"

You will need: Child's blanket, favorite books or small toys

Before you begin:

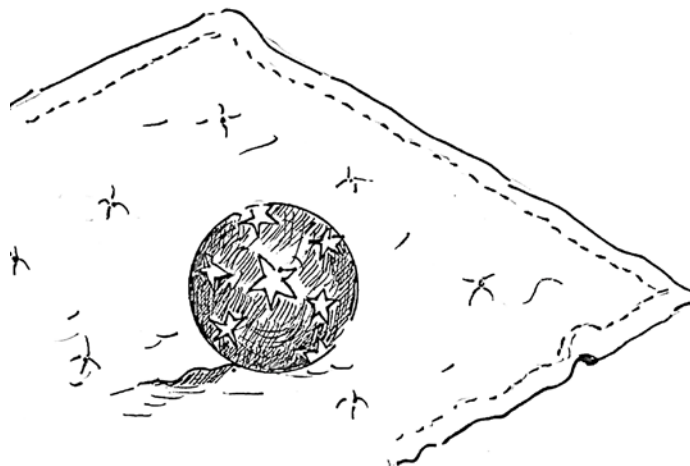
- Notice when your child is looking for something such as his blanket.
 - Take this opportunity to encourage a conversation about familiar objects.
-

Look, Listen, Say!

- Respond to the child's cues such as pulling on the leg of your slacks or repeating the same word. For example, if he says "*blankie*", ask, "*Marcus, do you want your blanket?*" "*Where's your blue blanket?*" "*Come help me find it.*"
- Continue helping him look for his blanket and asking him questions about it. Say, for example, "*Did you leave it in your bed?*"
- Describe what you are doing. Say, for example, "*It's not on the bed*" "*Let's look in the living room.*"
- Celebrate when the lost item is found. "*Yea! We found it!*" "*Marcus found it!*"

Try this variation of this activity!

- Repeat the activity with other objects the child can name; for example dog, ball or book.





FAMILY AND CAREGIVER CONNECTIONS

Physical Development

Connection: Families and caregivers help mobile infants learn to move and do – Physical Development

Here are some important things to know about mobile infants and their physical development:

- ❑ Mobile infants need a safe indoor and outdoor environment as they begin to pull up, cruise, walk and climb.
- ❑ Mobile infants need toys that encourage them to use their manipulative skills; materials such as soft blocks, floating toys for bath, and clutch and textured balls.
- ❑ Mobile infants need materials that promote coordination of eye and hand movements; toys such as stacking rings and shape sorters, and toys that respond to an action such as a spinning top.
- ❑ Mobile infants can learn to feed themselves when they are given time and unbreakable bowls and cups with handles, and small spoons and dull tipped forks.

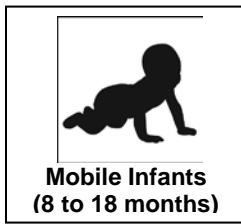
By knowing these special things about mobile infants, families and caregivers can better understand how to promote their physical development.

This is what happens when families and other caregivers help mobile infants learn to move and do:

- Mobile infants continue to develop gross motor skills.
- Mobile infants continue to develop fine motor skills.
- Mobile infants coordinate eye and hand movements.
- Mobile infants continue to develop self-help skills.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #21 and #22 can be copied and sent home to families with mobile infants. These activities are also appropriate for caregivers of mobile infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Mobile Infants) for specific caregiver strategies and activities that support Developmental Strand #5: To learn to move and do - Physical Development.



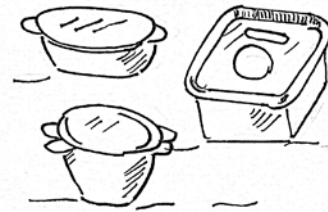
THE FAMILY CONNECTION

Activity #21 "Stacking Bowls"

You will need: Collection of plastic bowls of different sizes and lids for each bowl

Before you begin:

- Collect plastic bowls and lids that your child can have as his very own.
- Store the bowls and lids in a container such as a plastic basket.



Try this!

- Place the plastic bowls, without lids, on the floor within your child's reach.
 - Observe to see if your child tries to nest the bowls in each other. Does he discover that the bigger bowls go on the bottom?
 - Allow your child to play with the bowls at other times.
-

Try these variations of the activity!

- Place the lids on the bowls.
- Observe to see if your child tries to stack the bowls. Does he try to take the lids off the bowls and put them back on?
- Add the storage container as your child is playing with the bowls and lids. Your child will enjoy taking the bowls and lids out of the basket and putting them back in.
- Add a variety of objects to place in the containers.
- Observe to see how your child organizes the objects in the containers (by color, by object or does she put the objects in and dump them out?)



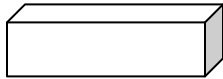
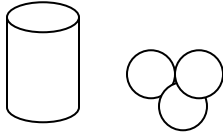
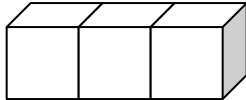
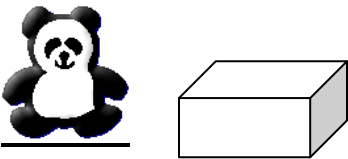
THE FAMILY CONNECTION

Activity #22 “Boxes Are So Much Fun”

You will need: Collection of cardboard boxes of all sizes

Before you begin:

- Decide on the box activity you think your child will enjoy most and try it first.
- Prepare the box as needed for the activity. Make sure the height of the box allows your child to safely climb in and out.
- Collect items needed for the activity.

<p><u>In and Out the Box – Cardboard box</u></p> <ul style="list-style-type: none"> • Select a cardboard box large enough for mobile infant to crawl in and out of. <p>This is a great indoor and outdoor activity.</p>	
<p><u>Boxes for Dumping and Filling – Box and tennis balls</u></p> <ul style="list-style-type: none"> • Select a box such as an oatmeal box. • Give your child soft balls such as tennis balls. • Observe as your child plays with the box and balls. Does she put the balls in the box, dump them out, and repeat the process? 	
<p><u>Box Tunnel – Several cardboard cartons, masking tape</u></p> <ul style="list-style-type: none"> • Remove the ends of several large cardboard cartons. • Cut windows in the top or sides of the box so light comes through. • Tape the boxes end to end to create a long tunnel. • Observe your child. Does he crawl through the tunnel? • Place a favorite toy in the tunnel if your child is hesitant about crawling through the box. Encourage your child to crawl toward the toy. • Offer encouragement. Get at one end and say, “Gerald, crawl to me.” 	
<p><u>Box Car – Large grocery box without lid, dolls and stuffed animals</u></p> <ul style="list-style-type: none"> • Give your child a large grocery box without a lid. • Add dolls and stuffed animals. • Observe your child? Does she put the dolls and stuffed toys in the box? Does she push the box around the room? Does she climb in and out the box? 	



FAMILY AND CAREGIVER CONNECTIONS

Cognitive Development

Connection: Families and caregivers help mobile infants learn to think – Cognitive Development

Here are some important things to know about mobile infants and their cognitive development.

- ❑ Mobile infants are explorers of space and objects. They need safe spaces and materials to explore on their own and to try new things.
- ❑ Mobile infants need toys that stack and nest to encourage them to solve problems.
- ❑ Mobile infants begin to pretend and imitate the activities of others as they play with toys such as dolls and telephones.
- ❑ Mobile infants learn concepts as they play. For example, they learn the opposites of “full” and “empty” by “filling” and “dumping.”

By knowing these special things about mobile infants, families and caregivers can better understand how to promote their cognitive development.

Here is what happens when families and other caregivers help mobile infants learn to think:

- Mobile infants engage in play, which is an important ingredient for cognitive development.
- Mobile infants experiment, discover, and begin to learn concepts.
- Mobile infants apply what they already know to new situations.
- Mobile infants develop and create new strategies for problem solving.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #23 and #24 are to be copied and sent home to families with young children. These activities are also appropriate for caregivers of mobile infants.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Mobile Infants) for specific caregiver strategies and activities that support Developmental Strand #6: To learn to think – Cognitive Development.



THE FAMILY CONNECTION

Activity #23 "What's Inside the Bag?"

What you need: A brown paper sack, a small cloth bag or an adult sized tube sock

Before you begin:

- Gather up several familiar objects; a rattle, a soft toy, a set of plastic keys, blocks, ball, a big spoon, a car.
 - Allow your child to explore the toys and materials.
-

Now try this!

- Begin by letting your child see you place a couple of the familiar objects into the bag.
- Shake up the objects as your child watches. Say, *"I wonder what's in my bag?"*
- Let your child touch the bag. Then let him put his hand down in the bag without peeking and feel the toys. As your child touches the objects, say, *"Oh my! Let's see what you're touching?"*
- Let him take it out and show it to you. Encourage him with your enthusiasm. *"Surprise, there's your keys!"* Talk about the toys.
- Continue to explore the contents of the bag.
- Repeat the activity as long as your child is interested.



Try this variation of the activity!

- Vary the objects from time to time. Use household and personal objects such as measuring spoons, a whisk, a small mirror or a brush.
- Vary the texture and sounds of the objects.



THE FAMILY CONNECTION

Activity #24 "Watch It Roll"

You will need: You and your child, time together
Cardboard tubes from wrapping paper, a stiff piece of cardboard
Golf balls, assorted small cars and trucks, a couple of small stuffed animals

Before you begin:

- Gather up the materials so that your mobile infant can experiment and problem solve. Remember: **"Look, Listen, Say."**
 - Let your child explore the tube, balls and other materials.
 - Observe what she does with them.
-

Try this!

- Show your child how to roll the golf ball down the empty wrapping paper tube or mailing tube.
 - Watch your child's face for surprise when she connects the cause and effect of the ball rolling out the end of the tube.
 - Listen for her excited reaction. Encourage her with your own excitement when the ball rolls out. Say, *"Erin, look at what you did! Let's do it again."*
-

Try this variation of the activity!

- Vary the activity by holding the tube level for a second, then tilting it the opposite direction.
- Make a ramp by leaning a piece of stiff cardboard up against the couch.
- Roll balls and little vehicles down the ramp.
- Let her try to "roll" a stuffed animal or a block down the ramp to see what happens.



THE FAMILY CONNECTION

Activity # 24b "Playing with Pots and Pans"

You will need: One or two small pots with lids and a small toy

Before you begin:

- Clear a spot for your child to sit on the floor to play with the pots and pans.
 - Rattle the pots and pans and move the toy about to get the child's attention.
 - Allow your child to explore the pots and pans and toy. Observe to see what she does with them.
-

Try this nurturing ritual!

- Put the toy IN the pan. Then hold the pan for the baby to take it OUT. Praise the child for taking the toy out of the pan.
- Put the toy IN the pan and cover it with the lid. Let the child lift the lid to find the toy. Celebrate her success.
- Turn the pot over with the toy UNDER it. Say, *"One, two, three, where can it be?" "Wee!"* Celebrate when the toy is found.
- Hide the toy again and help your child look UNDER the pot to find it.
- Hide the toy under the pot and show your mobile infant how to turn the pot OVER herself.

Suggestion:

- Secure all of the kitchen cabinets with baby safety latches to protect your child from getting into things that he shouldn't.
- Make one lower kitchen drawer accessible to your child with "his" pots and pans and small toys to play with when he "helps" you in the kitchen.



FAMILY AND CARE GIVER CONNECTIONS

Self-concept Development

Connection: Families and caregivers help toddlers learn about themselves – Self-Concept Development

Here are some important things to know about toddlers and their self-concept development:

- ❑ Toddlers need to feel they are a valued member of their family and of their child care environment.
- ❑ Toddlers enjoy finger plays, songs and stories that help them learn about their names and their bodies.
- ❑ Toddlers need an environment in which they can be in control, be successful and be safe.
- ❑ Toddlers need adults to notice and comment on their cooperative behavior. For example say, *"Manuel, thank you for picking up your toys."*
- ❑ Toddlers, when given the opportunity, can do many things for themselves.

By knowing these special things about toddlers, families and caregivers can better understand how to promote their self-concept development.

Here is what happens when families and other caregivers help toddlers learn about themselves:

- Toddlers stay connected to both their families and their other caregivers.
- Toddlers become aware of themselves as unique and worthy individuals.
- Toddlers become more confident and competent.
- Toddlers become more independent.

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #25 and #26 are to be copied and sent home to families with toddlers. These activities are also appropriate for caregivers of toddlers.
- Refer to *Arkansas Framework for Infant and Toddler Care (Toddlers)* for specific caregiver strategies and activities that support Developmental Strand #1: To learn about themselves - Self-concept Development.



THE FAMILY CONNECTION

Activity #25 “Book about Me”

You will need: Photo album or scrapbook
Photos of your child from birth
Special items such as birth announcement and birthday cards

Before you begin:

- Collect the photos and items to be included in your child’s book.

Try this activity!

- Talk with your child about the two of you creating a book about him.
- Involve your child in selecting the photo album or scrapbook to be used.
- Begin to develop the book with your child. Think of this as an ongoing activity that will take place over a period of time.
- Consider these suggestions as you and your child develop the book together:
 - Involve your child in creating a cover for the book. The cover can include your child’s name and a photo taken at birth or soon after.
 - Add a birth announcement or information about the date, time and place of birth, weight and height at birth, and name of parents.
 - Add photos of important events such as the first tooth, sitting up alone, crawling, walking, and the first birthday.
 - Write comments under each photo; “Jeff is crawling” and put the date.
 - Add items such as birthday cards received.
 - Add photos of other family members and family pets.
- Look at the book with your child and talk about the photos and items included.
- Suggest that your child show the book to other family members and family friends.



Connect with your child’s caregiver!

- Be willing to share the book with your child’s caregiver and the other children if this is requested by the child care program.



THE FAMILY CONNECTION

Activity #26 “Dressing Up Is Fun”

You will need: Container such as a plastic tub or crate
Clothes for “dressing up” that are easy to put on and take off.
Examples: adult shirt that buttons in front (short sleeves or sleeves shortened) scarves, hats, caps, mittens, slipper socks

Try this!

- Join your child in exploring the contents of the box. Talk with him about the clothing items and where they might be worn.
- Let your child try on whatever is in the box. He may put a shirt on backwards or upside down, but that is okay. He is learning to put on and take off clothes. He is also learning to make choices about what to wear.
- Remove items when your child seems to lose interest in them. Add new items for variety.
- Have a full-length mirror for your child to see himself as he dresses up. This helps your child become aware of what he looks like.

Playing “dressing up” with a friend!

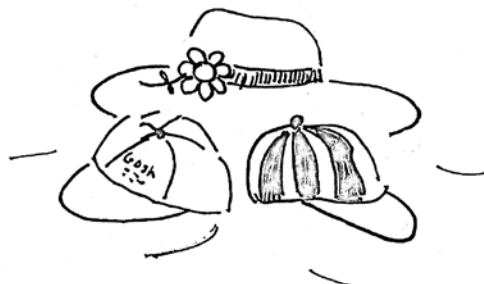
- Invite another child over to join your child in playing “dressing up.”
 - Have two each of popular items such as hats and caps. Toddlers are probably not ready to share and take turns in their play. When you see your toddler share a toy with someone, make a comment such as, “*John, you’re learning how to share.*”
-

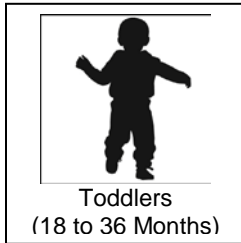
Connect with your child’s caregiver!

- Let your child’s caregiver know how much your child enjoys playing “dressing up.”
- Offer to provide items for “dressing up” if there are none available in your child’s program.

Book

Jesse Bear, What Will You Wear?
By Nancy Carlstrom,
illustrated by Bruce Degen.
New York: McMillan. 1986.





FAMILY AND CAREGIVER CONNECTIONS

Emotional Development

Connection: Families and caregivers help toddlers learn about their feelings – Emotional Development

Here are some important things to know about toddlers and their emotional development:

- ❑ Toddlers have contrasting mood shifts; for example, tenderness and anger, hostility and love, and independence and dependence.
- ❑ Toddlers need the adults who care for them to be flexible in their ability to adapt to their constantly changing behavior.
- ❑ Toddlers need adults to take seriously their fear of things such as imaginary creatures or monsters and help them learn to cope with their fears.
- ❑ Toddlers can learn, with adult guidance, to use words rather than actions such as hitting and shoving to express their feelings toward others.

By knowing these special things about toddlers, families and caregivers can better understand how to promote their emotional development.

Here is what happens when families and other caregivers help toddlers learn about their feelings:

- Toddlers learn to use words for their feelings; words such as angry, sad, happy and frightened/scared
- Toddlers begin to use words rather than actions to resolve their differences with others
- Toddlers feel free to express feelings such as being afraid of something

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #27 and #28 are to be copied and sent home to families with toddlers. These activities are also appropriate for caregivers of toddlers.
- Refer to *Arkansas Framework for Infant and Toddler Care (Toddlers)* for specific caregiver strategies and activities that support Developmental Strand #2: To learn about their feelings - Emotional Development.



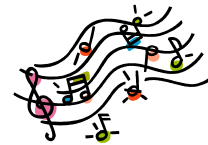
THE FAMILY CONNECTION

Activity #27 “If You’re Happy and You Know It”

You will need: You and your toddler
The words to the song

Before you begin:

- Learn the words to the song listed below



Try this:

- Tell your child the two of you are going to sing a song about feelings.
- Join with your child in singing the song and making the motions and facial expressions

“If You’re Happy and You Know It”

If you’re happy and you know it, clap your hands (you and child clap hands)
If you’re happy and you know it, clap your hands (clap)
If you’re happy and you know it,
Then your face will surely show it (you and your child make a “happy” face)
If you’re happy and you know it, clap your hands (clap)

Families: Continue with the verses listed below. Follow the pattern for verse one. Be creative. You and your child make up additional verses.

- If you’re angry and you know it, stomp your feet (You and your child stomp feet) (Make an angry face)
- If you’re sad and you know it, cry, “boo hoo.” (Pretend to cry and rub your eyes) (Make a sad face)
- If you’re scared (or frightened) and you know it, yell, “I’m scared” (Yell “I’m scared!”) (Make a scared face)
- If you’re proud and you know it, do like this. (Shoulders back, thumbs under arm pits) (Make a proud face)

Connect with your child’s caregiver.

If you don’t know the tune to this song, ask your child’s caregiver to sing it for you.

Book

If You’re Happy and You Know It by Annie Kubler. Child’s Play International Ltd; Board edition. 2001.



THE FAMILY CONNECTION

Activity #28 “Feelings Picture Book”

You will need: You and your child
Pictures of people expressing feelings such as happiness and sadness (people laughing and crying, for example) and other emotions
Magazines are a good source for pictures

Before you begin

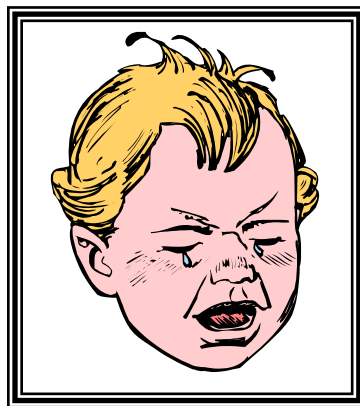
- Cut out the pictures and paste each one on a cardboard square or index card
- Punch holes in each square and tie together with yarn or ribbon to make a “Feelings Picture Book.”

Try this!

- Look at the pictures with your child and talk about each one.
- Encourage your child to imitate the feeling or emotion the person in the picture is expressing
- Talk with your child about why the person might be laughing or crying, for example.
- Use “feeling” words such as angry, happy, sad or frightened.

Label your own feelings. Tell your child some things that make you happy or frightened. Say, for example, “I feel so happy when you give me a big hug.” “I was frightened when I couldn’t find you.”

- Ask your child to tell you some things that make him happy, angry, sad or frightened.





FAMILY AND CAREGIVER CONNECTIONS

Social Development

Connection: Family and caregivers help toddlers learn about other people – Social Development

Here are some important things to know about toddlers and their social development

- ❑ Toddlers like to help adults with simple chores such as folding napkins.
- ❑ Toddlers want adults to notice an accomplishment such as putting a puzzle together.
- ❑ Toddlers in group care need to have duplicates of favorite toys because they have difficulty with sharing.
- ❑ Toddlers enjoy putting on “dress up” clothes and pretending to be a mother or father. In group care, they begin to include other children in their play.
- ❑ Toddlers may help an adult pat a crying child or another child find a lost coat.

By knowing these special things about toddlers, families and caregivers can better understand how to promote their social development.

Here is what happens when families and other caregivers help toddlers learn about other people:

- Toddlers develop trusting relationships with their family and other caregivers.
- Toddlers begin to show caring and cooperative behavior.
- Toddlers enjoy being with other toddlers but often play beside or simply watch other children.
- Toddlers try out different roles through pretend play

Notes to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #29 and #30 are to be copied and sent home to families with toddlers. These activities are also appropriate for caregivers of toddlers.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Toddlers) for specific caregiver strategies and activities that support Developmental Strand #3: To learn about other people – Social Development.



THE FAMILY CONNECTION

Activity #29 “Let’s Go Back and Forth”

You will need: You and your toddler and time to play

Before you begin:

- Talk with your child about a game the two of you will play; a game called “Back and Forth.”

Try this!

- Sit on the floor, facing your child, with legs apart.
- Hold your child’s hand and lean backwards as your child leans forward.
- Lean forward as your child leans backward.
- Try to get a rhythm to your rocking as you say “*back and forth*,” “*back and forth*.”

Play “Row, Row, Row Your Boat”

- Add variety to the game by singing a song as you go back and forth.
- Sing this familiar song

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.



Connect with your child’s caregiver!

- Share this game with your child’s caregiver. Tell her how much you and your child enjoyed the activity.
- Offer to show her how the game is played if she is not familiar with it.

Book

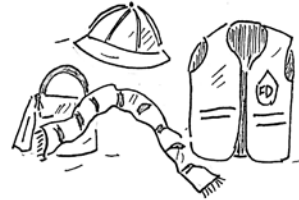
Row, Row, Row Your Boat by Annie Kubler. Child’s Play International Ltd; Board edition. 2003.



THE FAMILY CONNECTION

Activity #30 "Having Fun with a Friend"

You will need: Dress-up clothes such as hats, purses and costume jewelry
Camera
Full length mirror



Before you begin:

- Allow your child to invite a friend over to play. The friend may be another toddler, an older child or an adult.
- Talk about the invited person as a "friend."

Try this!

- Let your child and the invited friend play with the dress-up clothes.
- Take pictures of the two playing together.
- Look at the pictures with your child and talk about what friends do. For example,
 - Friends play together
 - Friends laugh together
 - Friends like to be together
 - Friends sometimes act silly

Make a "Friends" Photo Album

- Let your child help you put the photos in an album.
- Look at the pictures again and talk about what friends do.
- Invite the friend over to look at the pictures with your child.



FAMILY AND CAREGIVER CONNECTIONS

Language Development

Connection: Families and caregivers help toddlers learn to communicate – Language Development

Hear are some important things to know about toddlers and their language development:

- ❑ Toddlers need patient listeners who allow them to talk and who respond to what they say.
- ❑ Toddlers need adults to read and sing with them regularly.
- ❑ Toddlers begin to repeat short rhymes and songs with adults.
- ❑ Toddlers need toys and materials in their environment that encourage them to communicate with others. For example, they need dolls and doll blankets, telephones, and small cars and trucks.

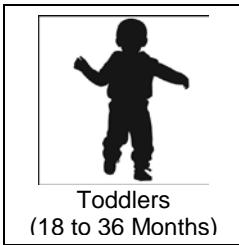
By knowing these special things about toddlers, families and caregivers can better understand how to promote their language development.

Here is what happens when families and other caregivers help toddlers learn to communicate:

- Toddlers learn and use more words and begin to speak in sentences.
- Toddler's language gradually becomes more understandable.
- Toddlers talk with other children as they play alongside them.
- Toddlers enjoy books, stories and rhymes. These early language experiences are the foundation for reading.

Notes to Caregivers:

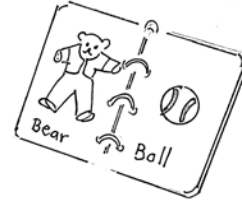
- The information in this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #31 and #32 are to be copied and sent home to families with toddlers. These activities are also appropriate for caregivers of toddlers.
- Refer to *Arkansas Framework for Infant and Toddler Care (Toddlers)* for specific caregiver strategies and activities that support Developmental Strand #4: To learn to communicate – Language Development.



THE FAMILY CONNECTION

Activity # 31 "My Book of Favorite Things"

You will need: Three-ring binder
Plain white paper (8 ½" X 11")
Plastic sleeve to hold the paper
Black Sharpie and washable markers
Scissors and glue
Magazines and catalogs with colorful pictures



Before you begin:

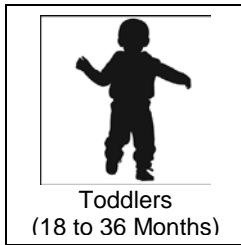
- Give your toddler a catalog or magazine to look at. Talk about the pictures that interest him the most or represent some of his favorite things.
- Gather your scissors, glue and paper.

Try this!

- Cut out the pictures your child likes best. Glue each one on a piece of plain white paper.
- Print the name of each toy or object at the bottom of the picture.
- Write any additional comments your child makes about the picture, "*Big dog*" or "*That's my dog.*"
- Put each page in a plastic sleeve and put them in the three-ring binder.
- Write "My Favorite Things" on an index card and tape it to the front of the binder. Add your child's name to the card as the author of the book.
- Read the title of the book, then encourage the toddler to "read" the pictures to you.
- Talk with him about the pictures as he turns the pages. As he gets older, you can discuss which page is your toddler's favorite and why.

Try this variation of the activity!

- Add to your toddler's collection as he finds more pictures that he likes.
- Begin with pictures of things and then look for pictures with action. Examples of action would be a picture of children in a swimming pool or a picture of a man and a girl with fishing poles. Ask questions such as, "*What do you think the man and the girl are doing?*"



THE FAMILY CONNECTION

Activity #32 "The Three Bears"

You will need: A book of a favorite folk tale such as *The Three Bears*

Before you begin:

- Show your toddler pictures of bears or go to the zoo to see the bears.
- Talk about the looks and sounds of bears.

Try this activity!

- Read to or tell your child a very shortened story of *The Three Bears*.
- Change your voice to sound like the Papa Bear, Mama Bear and Baby Bear.
- Read or tell it again and encourage your toddler to participate in the story telling.
- Involve your toddler in the story by leaving out one word for her to fill in. "Somebody has been sleeping in my _____" is an example.
- Notice how much your child enjoys adding some words such as "bed."



Try this variation of the activity!

- Involve your child in acting out the story with three different size bears, bowls or chairs.
- Read or tell other folk tales such as *The Three Little Pigs* or say nursery rhymes such as "Jack and Jill" and "Little Bo Peep."
- Use puppets to tell stories with your child.





FAMILY AND CAREGIVER CONNECTIONS

Physical Development

**Connection: Families and caregivers help toddlers learn to move and do:
Physical Development**

Here are some important things to know about toddlers and their physical development:

- ❑ Toddlers need a lot of safe space, frequent opportunities and freedom to walk, run, climb, play with balls and dance and move to music.
- ❑ Toddlers need opportunities to play in sand and water, use art materials, string large beads and say finger plays.
- ❑ Toddlers can work puzzles, put pegs in pegboards and build with lightweight blocks.
- ❑ Toddlers can use spoons and forks for eating and can unzip, unbutton, untie and unsnap. They can put on and take off coats and caps.

By knowing these special things about toddlers, families and caregivers can better understand how to promote their physical development.

This is what happens when families and other caregivers help toddlers learn to move and do:

- Toddlers continue to develop gross motor skills.
- Toddlers continue to develop fine motor skills.
- Toddlers coordinate eye and hand movements.
- Toddlers develop more self-help skills.

Note to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #33 and #34 can be copied and sent home to families with toddlers. These activities are also appropriate for caregivers of toddlers.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Toddlers) for specific caregiver strategies and activities that support Developmental Strand #5: To learn to move and do – Physical Development.



THE FAMILY CONNECTION

Activity #33 “Move Like the Animals”

You will need: Pictures from magazines of familiar animals: cat, dog, rabbit, elephant, monkey
construction paper, pieces of cardboard or poster board, self-adhesive paper

Before you begin:

- Cut out animal pictures.
- Glue each picture to a separate sheet of construction paper, pieces of cardboard or poster board
- Cover the pictures with self-adhesive paper to make them more durable

Try this!

- Show the animal cards to your child one at a time.
- Talk with your child about each animal including the name of the animal, what the animal says and how the animal moves.
- Gather your child's stuffed animals that match the pictures. Use both the pictures and the toys to talk about the animals.
- Invite your child to move like the animal. Demonstrate if your child seems to need encouragement.
- Allow your toddler to play with the pictures independently. Observe to see if he moves like the animals.



Try this variation of the activity!

- Play the animal game outdoors with your child on a pleasant day.
- Stand on one side of the yard with your child on the opposite side.
- Call out to your child to come to you, moving like a particular animal. For example, say, “*Crawl to me little cat.*”
- Give your child a hug when she reaches you. Then say, “*Go home, little cat.*”
- Continue with other animals as long as your child remains interested and does not become overly tired.



THE FAMILY CONNECTION

Activity #34 “Tubs of Fun with Water and Sand”

You will need: Two plastic tubs, one with a cover
 Objects such as plastic measuring cups and spoons, small colander, sifter, plastic pitcher, small bucket, shovel, whisk, turkey baster
 Plastic or vinyl cloth, towel, small whiskbroom and dust pan, sponge
 Clean sand
 Older toddler
 Time to observe and supervise

Before you begin:

- Designate one tub for water play and the tub with lid for sand play.
- Collect some of the items listed above. Store them in a box or mesh bag.
- Have the sand and water play on different days. Decide which activity to introduce first.



Try this!

Water Play

- Put about two inches of water in the tub
- Place the tub on a table covered with a plastic or vinyl cloth.
- Dress your child in old clothes because clothes may get a little wet.
- Allow your child to select three or four items to place in the water tub.
- Discuss with your child the correct way to play in the water tub.
 - ✓ Wash hands before playing in the water
 - ✓ Water stays in the tub
 - ✓ Use the sponge to clean up any accidental spills
 - ✓ Dry props with the towel before putting them back in the box or bag.
- Talk with your child about what he is doing as he plays in the water. Say, for instance, “*Look! That water is going right through the colander.*” Or “*You’re filling that pitcher with water.*”
- Stay near by for safety and to remind your child about the rules.
- Throw the water away after play. Then thoroughly dry the tub.

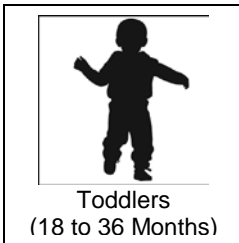
Sand Play

- Put about two inches of sand in the tub.
- Place the tub on a table covered with a plastic or vinyl cloth.
- Allow your child to select three or four items to place in the tub.
- Discuss with your child rules about playing with sand.
 - ✓ Sand stays in the tub.
 - ✓ Ask for help to clean up any spilled sand. Use the whiskbroom and dustpan.
 - ✓ Store toys in box or bag at end of play.
 - ✓ Wash hands after playing in sand.
 - ✓ Play with the sand when an adult says it's okay.
- Talk with your child as he is playing in the sand. Ask, for instance, *"What do you think you can use to fill the bucket with sand?"* or *"Try putting some sand in the sifter. What happens when you turn the handle?"*
- Stay nearby in case your child needs a reminder about the rules.
- Cover the sand tub and put it away until next playtime.

Try these variations of the activities!

- Take sand and water play outdoors where your child can play without having to be so concerned about spilling the sand or water.
- Allow your child to add water to the sand. Give him molds to use in the wet sand. Talk with him about his "mold" creations.
- Allow your child to add a couple of squirts of liquid detergent to the water tub. Give him a whisk. Talk with him about what happens when he uses the whisk in the water to which detergent has been added.
- Add vinyl animals, a couple of squirts of liquid detergent and a sponge to the water tub. Encourage your child to wash the animals, then dry them with a towel.





FAMILY AND CAREGIVER CONNECTIONS

Cognitive Development

Connection: Families and caregivers help toddlers learn to think – Cognitive Development

Here are some important things to know about toddlers and their cognitive development:

- ❑ Toddlers further begin to develop their abilities to solve problems. For example, they may move a stool to stand on in order to reach a light switch.
- ❑ Toddlers learn with their whole body and all of their senses (hearing, seeing, touching, tasting and smelling).
- ❑ Toddlers like to sing songs, play games, say chants and finger plays, and read books.
- ❑ Toddlers use toys and materials to imitate adult work and activities.
- ❑ Toddlers are curious. They may begin to ask “Why?”

By knowing these special things about toddlers, families and caregivers can better understand how to promote their cognitive development.

Here is what happens when families and other caregivers help toddlers learn to think:

- Toddlers understand an increasing number of basic concepts such as size and color.
- Toddlers become confident problem solvers.
- Toddlers become more creative in their pretend play.

Note to Caregivers:

- The information on this page is written primarily for caregivers in center-based or family child care settings. It can also be shared with families.
- Family Connection Activity #35 and #36 are to be copied and sent home to families with young children. These activities are also appropriate for caregivers of toddlers.
- Refer to *Arkansas Framework for Infant and Toddler Care* (Toddlers) for specific caregiver strategies and activities that support Developmental Strand #6: To learn to think – Cognitive Development.



THE FAMILY CONNECTION

Activity #35 “Sorting Toys By Color”

You will need: Red, blue and yellow plastic bowls or sheets of construction paper
 At least three each of red, blue and yellow plastic toys such as cars, animals or bugs
 A small basket or plastic storage container

Before you begin:

- Clear a space on a child sized table or coffee table
- Place the three bowls and the basket of toys on the table.
- Allow your child to play with and explore the toy collection.



Try this!

- Talk with your child about the red, blue and yellow bowls and the toys. Ask him to show you a red toy. Then ask him, “*Where is the red bowl?*”
- Ask him to put a toy in the bowl of the matching color. For example, ask, “*Can you put the blue car in the blue bowl?*” If he does not, that’s okay. Perhaps he is not interested or not ready for this activity.
- Allow him to place the toys anywhere he wants if he is enjoying playing with them. Talk with him about the colors of the toys as he plays with them. “*I see you’ve lined up your cars.*” Touch each car and say, “*That’s a blue car, a red car, and two yellow ones.*” “*Are you going to race your cars?*”
- Play this game at other times with your child. Eventually he should be able to match the toys to the bowls. Celebrate your child’s progress with claps and cheers.

Try this variation of the activity!

- Look at the sorted toys and say, “*Let’s count the blue cars.*”
- Count the toys. Say, “*Look, you have three blue cars. 1, 2, 3.*” Touch each car while saying the number. “*Are you ready for a NASCAR race? Start your engines. Rummmm, Rummmm, Rummmm!*”
- Encourage your toddler to help you count the toys as you put them back in the basket. Counting takes a long time to grasp. Don’t be discouraged if your toddler appears uninterested in counting.
- Find other colorful toys such as plastic dinosaurs or balls to sort by color and to count.

Safety Note: Make sure toys are not a choking hazard.



THE FAMILY CONNECTION

Activity #36 “Jars and Lids”

You will need: An assortment of clean plastic containers with lids such as peanut butter jars, coffee jars, yogurt cups, bottles with screw on lids
Finger food snacks such as small fish crackers, teddy grahams, cheese sticks or cubes or cereal pieces such as Cheerios

Before you begin:

- Understand that you must observe your child in order to be aware of his readiness for the different steps of this activity.
- Keep in mind that the challenges should be fun and rewarding, not frustrating.

Try this!

First step to discovery:

- Give your child three jars with matching lids to explore.
- Hand a lid to him and ask him to put it on a jar. You might say, *“Carlos, here’s a yellow lid. Can you find the jar the yellow lid fits?”*
- Pause to allow the child to try and find the correct jar. When he is successful, say *“Yes, that’s the right jar! Now turn it to make it stay on.”*
- Guide his hands if he needs a little help the first time. Say *“Yea!”* when he is successful.



Second step to discovery:

- Place one or two snack pieces in each of the jars and put the lid on loose enough for your child to be able to take off.
- Give the containers to your toddler and let him explore them. Observe to see if the snacks provide an extra incentive for your child to find a way to get the lid off.
- Show your child how to unscrew one of the lids if he becomes frustrated.
- Let him practice putting the lids on and taking them off.

Safety Note: Always use plastic containers.

Resources

The following resources are available from the Division of Child Care and Early Childhood Education:

Arkansas framework for infant and toddler care: Benchmarks with strategies and activities (2002).

Picture This: A framework for quality care for infants and toddlers (2003).

Additional Resources

Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.

Dodson, R., & Mades, J. (2004). *The diaper bag book for babies*. Westminster, CA: Teacher Created Materials, Inc.

Dodson, R. & Mades, J. (2004). *The diaper bag book for toddlers*. Westminster, CA: Teacher Created Materials, Inc.

Dombro, A. L., Colker, L. J., & Dodge, D. T. (1997). *The creative curriculum for infants and toddlers*. Washington, DC: Teaching Strategies, Inc.

Greenmam, J., & Stonehouse, A. (1996). *Prime times*. St. Paul, MN: Redleaf Press

Gonzales-Mena, J., & Eyer, D. (2004). *Infants, toddlers and caregivers: A curriculum for respectful, responsive care* (6th ed). NY: McGraw Hill.

Herr, J. & Swaim, T. (2002). *Creative resources for infants and toddlers* (2nd ed.). Albany, NY: Delmar

Herr, J. & Swaim, T. (2003). *Making sounds, making music, and many other activities for infants*. NY: Clifton Park.

Miller, K. (1999). *Simple Steps: Developmental activities for infants, toddlers, and two-year olds*. Beltsville, MD: Gryphon House

Silberg, J. (1999). *125 brain games for babies*. Beltsville, MD: Gryphon House

Silberg, J. (2000). *125 brain games for toddlers and twos*. Beltsville, MD: Gryphon House

Silberg, J. (2001). *Games to play with babies* (3rd ed). Beltsville, MD: Gryphon House

Silberg, J. (2002). *Games to play with toddlers* (Rev.). Beltsville, MD: Gryphon House

Silberg, J. (2002). *Games to play with two year olds* (Rev.). Beltsville, MD: Gryphon House.

Silberg, J. (1996). *More games to play with toddlers*. Beltsville, MD: Gryphon House.