

# Learn & Grow Together

Fun activities  
to support  
your child's  
development.





This book is designed to help you understand and support your child's development. It provides information about stages of child development and fun activities you can do together to help your child learn and grow.



Children learn and grow at their own pace and in unique and wonderful ways. The activities shared each indicate a suggested age range for the activity to try with your growing child. Remember, each child develops at their own pace and will have varying abilities as they learn and grow. The experiences and activities you share with your child can maximize their potential. What you do to encourage and support their development really makes a positive difference for them. For further guidance, page 92 provides a chart on developmental stages and page 95 provides information and a link to our online screening tool. These activities have been designed to coordinate with the Ages and Stages Questionnaire (ASQ-3/ASQ:SE).

This guide is organized into age categories and five sections on development, including:

- Fine Motor
- Gross Motor
- Language and Communication
- Problem-solving, and
- Personal Social

Each activity includes information on:

- What you need
- What you do
- How it helps

Section six (6) focuses on your role as a parent and provides resources to support your child's development.





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These activities were adapted from *Ages and Stages Learning Activities* 2004, *Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers*, 2006, *Activities to Encourage Speech and Language Development* 2008, *Language and Play Everyday, Responsive Strategies*, 2011.



# Fine Motor

These activities include children using the small muscles of the fingers and hands for reaching, grasping, releasing, and manipulating toys and household objects.





## Ribbon play

This activity is designed for babies one to four months of age

### *What you need:*

- A bright colored ribbon or scarf

### *What you do:*

- Dangle a brightly colored ribbon or scarf near your baby's face.
- Let your baby reach out and touch the ribbon or scarf.
- As they grasp the ribbon or scarf, tug at it a little to help them hang on to it a little longer.



### *How it helps:*

- Helps your baby learn how to use their eyes and hands at the same time.
- Helps your baby learn to reach to make contact with an object.
- Helps your baby learn how to grasp objects and how to hang onto them.
- Introduces color, texture and movement.

# Fine motor

0-12 months

## Rub-a-dub-dub

This activity is designed for babies 4-8 months of age

### *What you need:*

- Plastic baby bath tub
- Plastic cups
- Plastic baby toys (rings, teethers, etc.)
- Baby bubble bath soap (optional)



### *What you do:*

- Turn bath time into a fun time with your baby. Place baby in supported baby bathtub.
- Show your baby how to splash the water with your hands.
- Place the baby's plastic rings or toys in the bathtub.
- Pick them up one by one and drop them in the water to show baby how it splashes.
- If you choose to put bubble bath in the tub, only use a tiny amount. You can show your baby how to poke the bubbles with your finger and how to scoop them up in your hands.

### *How it helps:*

- Helps your baby practice learning how to splash with their hands and with objects.
- Helps your baby to learn how to poke and scoop with their fingers and hands.

## Crumbling paper

This activity is designed for babies 8-12 months of age

### *What you need:*

- Old magazines or wrapping paper
- Waxed paper, bubble wrap or heavy paper bags (optional)

### *What you do:*

- Place your baby on a rug or in their high chair.
- Give some old magazines or wrapping paper to your baby. (You can also try a variety of textures for different noises and feel. Try waxed paper, thick plastic wrapping, bubble wrap or heavy paper bags.)
- Let them try to rip the paper or crumble it.
- If they start to lose interest or try to eat the paper, put the magazines and wrapping paper away. You can try this activity again in a few weeks and see if your baby likes the activity then.



### *How it helps:*

- Helps your baby use their fingers and hands to crumble the paper.
- Helps your baby learn how to grasp and hold onto an object.
- Helps your baby learn how to use their wrists to turn it in different ways while exploring the paper.

# Fine motor

12-24 months

## Making soup

This activity is designed for children 12-16 months of age

### *What you need:*

- A plastic or wooden spoon
- Plastic bowl or cup
- A pot
- Small wooden or larger plastic blocks to make the “soup”



### *What you do:*

- Show your child how to put the blocks in the pot.
- Use the spoon to mix up the soup.
- Stir the soup with the spoon while holding the pot still.
- The soup can be “fed” to a caregiver or a doll or stuffed animal.

### *How it helps:*

- Provides an opportunity for your child to use both hands together, one to mix and one to hold.
- Improves their skills with using a spoon.
- Encourages your child to grasp and release, improving coordination
- Develops pretend play skills in your child.



## Straw play

This activity is designed for children 16-20 months of age

### *What you need:*

- Plastic straws cut into thirds
- Clean, empty cup, bottle, container

### *What you do:*

- Place your child in their high chair or facing you on the floor.
- Show your child how to put the straws in the hole of the cup or juice bottle.
- You may need to take your child's hand to help guide them putting the straws into the holes until they understand how to do it on their own.
- As they get better, use a soda bottle or a parmesan cheese container with small holes.
- Please be sure to keep a close eye on your child that they do not put the straws in their mouth.



### *How it helps:*

- Helps your child learn eye-hand coordination and hand control.
- Encourages dumping and pouring to get the straws out of the container.
- Develops grasp to pick up straws.

# Fine motor

12-24 months

## Stringing fun

This activity is designed for children 20-24 months of age

### *What you need:*

- Large uncooked tube pasta noodles
- Shoelace, straw, pipe cleaner or yarn
- Give them a shoelace, straw, pipecleaner or yarn



### *What you do:*

- Sit with your child at a table.
- Show your child how to hold the shoelace with one hand and put the noodles on the shoelace with the other hand, and then pull the noodles down to the knotted end of the shoelace.
- As your child gets older, you can try using smaller noodles too. You can make necklaces or bracelets with the noodles.

*Note:* If using a shoelace or yarn be sure to tie a large knot on one end and tape the other end so that the pasta fits easier.

### *How it helps:*

- Helps your child work on learning how to use their hand and eyes at the same time to string the noodles.
- Helps your child learn how to put a small object in a large hole.

## What's inside

This activity is designed for children 24-30 months of age

### *What you need:*

- Assorted plastic containers with a large screw-on lid (peanut butter jars, plastic containers with pop off lids, such as Cool Whip containers)
- Small items such as: plastic balls, cereal, cotton balls



### *What you do:*

- Show your child how to put the small items in the container.
- Show your child how you screw the lid on.
- Show your child how to tip the container upside down and how the objects don't come out.
- Show your child how to open the container and to dump the stuff out and put it back in.
- Listen to the noises that different objects make when you shake them.

### *How it helps:*

- Encourages your child to learn how to use their hand to put objects into one container.
- Helps your child use the muscles in their hand to open and close the containers.

### *Extension to activity:*

- Experiment with different sounds an object makes in different types of containers.

# Fine motor

24-36 months

## Photo album

This activity is designed for children 24-30 months of age

### *What you need:*

- Scissors
- Different colors of construction paper
- A glue stick
- Crayons or markers
- Stickers (optional)
- Stapler
- Magazines or newspaper store ads



### *What you do:*

- Staple a few pieces of construction paper together so that it looks like a book. Your child can choose the colors of paper that they want their photo album book to have.
- Cut pictures out of magazines that your child likes.
- Help your child use the glue stick to put the pictures on the pages of the book.
- Your child can decorate the pages with stickers, crayons or markers.

### *How it helps:*

- Helps strengthen the muscles in your child's hand when gluing.
- Develops grasping skills by picking up stickers and using crayons.

### *Extension to activity:*

- Ask your child about the pictures on each page. (Such as, "Which food do you like the best on this page?"). Write down what your child says about the pictures.

## Tong fun

This activity is designed for children 30-36 months of age

### *What you need:*

- Small kitchen tongs (children's chop sticks also work)
- Cotton balls
- Plastic bowl
- Muffin tins, ice cube trays or egg cartons (optional)



### *What you do:*

- Show your child how to use the tongs to pick up a cotton ball and put it in the bowl.
- Help your child try to pick up the cotton balls with the tongs and put them in the bowl.

### *How it helps:*

- Your child will strengthen their hand muscles when squeezing and releasing the tongs together, developing skills that are later used for cutting with scissors.
- Your child will learn how to control their hand while moving the cotton balls to the bowl.

### *Extension to activity:*

- Try other heavier items such as plastic golf balls or ping pong balls once your child is able to do the cotton balls.
- Try placing cotton balls into muffin tins, ice cube trays or egg cartons to work on better hand control.

# Fine motor

36-48 months

## Little artist

This activity is designed for children 36-42 months of age

### *What you need:*

- Colored outdoor chalk
- Small paintbrush
- Cup of water
- Squirt bottle filled with water

### *What you do:*

- Show your child how to draw on the sidewalk or driveway with the chalk. Make shapes, swirls, pictures, or your child's name.
- Talk about the different colors of chalk that they are using.
- Use a squirt bottle or paintbrush with water to "erase" their chalk art work on the sidewalk or driveway when finished.
- If your child doesn't want to use the chalk, they can take a small paintbrush and dip it in the water to paint on the sidewalk or driveway.



### *How it helps:*

- Your child will learn to explore materials and tools with their hands.
- Your child will strengthen their skills when using hand control to use the paint brush or spray the water out of the water bottle.

### *Extension to activity:*

- You can start by using a paintbrush that preschoolers use with washable tempera paint. Then to make this activity a little more difficult, use a watercolor paint brush that is smaller.

## List helper

This activity is designed for children 36-42 months of age

### *What you need:*

- Small pad of paper
- Pencil
- Scissors
- Grocery store ads

### *What you do:*

- Before going grocery shopping, ask your child to help you make a list of items that you need from the grocery store. Help them find some coupons or pictures of ads in the paper for these items.
- Cut out the pictures to bring them with you to the store for your child to hold.
- Let them use the pencil to write their own version of words for the items that you tell them that you need.
- Have your child bring the list to the store and ask your child to tell you the items that they wrote down that you need.

### *How it helps:*

- Your child will strengthen their hand and finger muscles as they use a pencil.

### *Extension to activity:*

- Let your child tear the pictures out of the magazine themselves. This will help them develop more fine-tuned muscle development.



# Fine motor

36-48 months

## Picture collage

This activity is designed for children 42-48 months of age

### *What you need:*

- Glue stick
- Child safety scissors
- Paper
- Newspaper grocery ads or a magazine



### *What you do:*

- Give your child the newspaper grocery ads or a magazine.
- Have your child cut out (doesn't have to be perfectly cut!) pictures of food that they like or ask them to cut out some coupons. You may want to outline where to cut with broad, dark, lines to help your child know where to cut.
- Show your child how to glue the pictures on a piece of paper that will become their collage.

### *How it helps:*

- Your child will strengthen their hand muscles when opening and closing the scissors for cutting.
- Your child will increase their hand control when using the glue stick to glue the pictures on the paper.
- Your child will develop more control as they try to cut on a line.

### *Extension to activity:*

- You can have your child cut out pictures of food and help your child group the pictures by color or by type of food (Example: vegetables together, all brown foods together, etc.). This helps your child learn how to group similar objects together.



## Pudding writing

This activity is designed for children 48-54 months of age

### *What you need:*

- Pudding
- Cookie sheet or their high chair tray

### *What you do:*

- Put a few drops of pudding on the cookie sheet.
- Your child can use their finger to draw letters or shapes in the pudding. They will enjoy licking their fingers when done!
- You can also do this activity in the bathtub using shaving cream on the wall of the tub.
- As they get better, encourage them to use their other fingers and thumb to strengthen them.



### *How it helps:*

- This will help your child practice drawing shapes and letters.
- This will encourage your child to use control with one finger when doing an activity.

### *Extension to activity:*

- Show your child how to write their name in the pudding while saying each letter. Encourage your child to write their name in the pudding.

# Fine motor

48-60 months

## You've got mail

This activity is designed for children 48-54 months of age

### *What you need:*

- Junk mail
- Paper
- Pencil

### *What you do:*

- Let your child open the junk mail. They can use their fingers to open the mail (They may even try to tell you what the mail says).
- Help your child write letters to family members or a friend and show them how to put them in the mail.



### *How it helps:*

- Helps your child practice drawing letters and using a pencil.
- Helps your child control their fine motor skills when putting the letters in mail slot.

### *Extension to activity:*

- See if your child has a letter that they would like to mail to a friend or family member. Take them to the post office and show them how you put the stamp on and mail the letter.

## That's a wrap

This activity is designed for children 54-60 months of age

### *What you need:*

- A small sturdy box
- Wrapping paper (either store bought or some that your child has made with paper, markers and stickers)
- Scissors
- Tape

### *What you do:*

- Give your child a small sturdy box.
- Cut a piece of wrapping paper for your child.
- Let them decorate the paper using stickers, markers or stamps.
- Let your child wrap the box with the wrapping paper. Your child can practice wrapping presents and can later wrap a real gift for a friend.



### *How it helps:*

- Helps develop control of small muscles as they decorate the wrapping paper.
- Helps strengthen your child's muscles in their hands and fingers when they hold the paper down, and put the tape on it.
- Helps your child's creativity when decorating the wrapping paper.

### *Extension to activity:*

- Encourage your child to cut the wrapping paper themselves. You can also give them a long piece of ribbon for them to practice tying.



# Gross Motor

These activities include children using their bodies and large muscles to move, change position, and develop coordination and balance.





## Heads up

This activity is designed for children 1-4 months of age

### ***What you need:***

- A sofa or bed
- A bright colored toy

### ***What you do:***

- Place your baby on their stomach on the sofa or bed and help your child rest on his/her elbows.
- Get on your stomach or sit on the sofa or bed and face your baby so that your eyes are at the same level as your baby's.
- Dangle a bright colored toy in front of your baby's face.
- Make sounds, talk and sing to get your baby to lift their head and look at you.



*Please be sure that you do not leave your baby alone on the couch or bed. If you need to walk away, please be sure to take your baby with you.*

### ***How it helps:***

- Helps your baby strengthen the muscles in their stomach and neck so that they can learn how to hold their head up.

### ***Extension to activity:***

- Once your baby shows head/neck control, encourage your baby to lift their chest using their arms as support by dangling a toy at a higher level. Slowly move the toy from side to side to encourage your baby to follow the object with their eyes.

# Gross motor

0-12 months

## Roly poly baby

This activity is designed for children 4-8 months of age

### *What you need:*

- A blanket
- Your child's favorite toy

### *What you do:*

- Place your baby on their back on the blanket on a carpeted floor
- Lie next to your child, make eye contact, talk and laugh to help your child roll toward you.
- Use your child's favorite toy to encourage your child to roll.



### *How it helps:*

- Helps your child strengthen muscles in the arms, legs and tummy.
- Helps your baby learn how to roll.

### *Extension to activity:*

- Once your baby has mastered rolling over, encourage your baby to scoot on their tummy by moving a toy just out of their reach.



## Over you go!

This activity is designed for children 8-12 months of age

### *What you need:*

- A firm pillow
- Interesting toys

### *What you do:*

- Place a pillow on the floor
- Encourage your child to crawl up and over the pillow to get to the toys



### *How it helps:*

- Helps strengthen the muscles of the hips and legs when crawling uphill and strengthen the muscles of the arms and shoulders when crawling downhill.
- Helps to develop balance.

### *Extension to activity:*

- As your child gets stronger, use larger pillows, such as couch cushions.

# Gross motor

12-24 months

## Rolling a ball

This activity is designed for children 12-16 months of age

### *What you need:*

- A soft or plastic ball

### *What you do:*

- Place your baby on the floor.
- Sit in front of your baby and roll a ball to her.
- Encourage your baby to roll the ball back to you.
- Clap your hands when she rolls the ball to you.



### *How it helps:*

- Helps your baby learn how to roll a ball back and forth to you.
- Also encourages a social interaction game.

## Chase game

This activity is designed for children 16-20 months of age

### *What you need:*

- Your toddler
- Backyard or a park

### *What you do:*

- Because your toddler is starting to run now, take them in the backyard or to a park.
- Most toddlers love to be chased so chase your toddler outside. They will love it when you catch them and hug them.
- Most toddlers love to do this over and over so have fun.



### *How it helps:*

- This activity gives you and your toddler exercise.
- This activity is good for your toddler to practice using their muscles in their legs and feet while playing a fun, social game with you.

# Gross motor

12-24 months

## Lily pad leap

This activity is designed for children 20-24 months of age

### *What you need:*

- Carpet squares or the squares on a tile floor

### *What you do:*

- Place the carpet squares together in a row on the floor.
- Encourage your child to jump from square to square.
- Place the carpet squares farther apart as your child learns to jump. If you are using the squares on your tile floor, put a piece of tape on the squares you want your child to jump to next. You can make them farther apart as your child's balance gets better.



### *How it helps:*

- Helps your child learn how to balance while jumping.
- Helps your child learn how to make bigger jumps with more practice and will strengthen their leg muscles.

## Bottle bowling

This activity is designed for children 24-30 months of age

### *What you need:*

- Medium-size ball
- Several plastic empty bottles

### *What you do:*

- Set up the plastic bottles close together in a row.
- Show your child how to roll the ball to knock down the bottles.
- Have your child stand close to the row of bottles at first and move farther away as they get better at hitting the bottles.
- You can also practice tossing the ball toward the bottles.



### *How it helps:*

- Your child will practice coordination with learning how to roll and throw the ball.
- Your child will be using different large muscles in their body to throw and roll the ball.

### *Extension to activity:*

- Add more bottles to knock down, or have child stand farther away from the bottles, when rolling the ball.

# Gross motor

24-36 months

## Pop those bubbles

This activity is designed for children 30-36 months of age

### *What you need:*

- Bubbles

### *What you do:*

- Take your child outside on a nice day.
- Blow bubbles and show your child how to pop them by clapping your hands on the bubbles.
- Let your child chase the bubbles, jump on them, clap and pop them.
- Play this game for as long as your child is having fun.



### *How it helps:*

- Your child will practice their coordination skills with this activity when trying to clap the bubbles while they are moving.
- Your child will strengthen muscles in their hands and arms when popping the bubbles.

### *Extension to activity:*

- Encourage your child to pop the bubbles using just a finger or suggest another body part, like elbow, foot, or head to pop the bubbles.

## Balloon soccer

This activity is designed for children 30-36 months of age

### ***What you need:***

- A balloon or ball
- A medium-sized box

### ***What you do:***

- Lay the box on its side to be the goal.
- Show your child how to kick the balloon or ball around the room and into the box.
- Have your child kick the balloon or ball to the box to score a goal.



*Note: Be careful if using a balloon. It can be a choking hazard or can frighten a child if it pops.*

### ***How it helps:***

- Your child will practice their balance and coordination skills as they follow the ball or balloon.
- Your child will strengthen their muscles in their feet and legs as they kick the balloon or ball.

### ***Extension to activity:***

- Use a small box as the goal or use a ball instead of a balloon.

# Gross motor

36-48 months

## March, march, march

This activity is designed for children 36-42 months of age

### *What you need:*

- A drum or a flag (optional)

### *What you do:*

- Tell your child that you are going to have a parade.
- Show your child how to march while you pick up your legs and feet.
- March around the house with your child; use a drum or flag for your parade.



### *How it helps:*

- Your child will strengthen their legs muscles when they march around.

### *Extension to activity:*

- When indoors, make a mountain of pillows to march up and over, or create an obstacle course to go through as you march.



## Freeze and melt

This activity is designed for children 36-42 months of age

### *What you need:*

- Music
- Music player

### *What you do:*

- Move around the room doing different moves.
- Tell your child that when the music plays, you can move around but when the music stops, they have to freeze in the move that they were doing.
- Say “freeze” when the music stops.
- Say “melt” when it’s time to start moving around again.



### *How it helps:*

- Develops large muscles as your child moves around the room.
- Helps your child hold different movements in a pose, which teaches your child how to balance their body.

### *Extension to activity:*

- Do different movements that include flying like an airplane, standing on one foot, jumping and marching.

# Gross motor

36-48 months

## Follow the leader

This activity is designed for children 36-42 months of age

### *What you need:*

- A playground or an area that allows you to move around objects

### *What you do:*

- When playing at the park or playground, tell your child to follow you.
- Have your child follow you around with running, hopping, jumping, and sliding down slides like they are on an obstacle course.
- Take turns being the leader with your child.



### *How it helps:*

- Your child will strengthen different muscles in their body when they run, hop, and jump around.
- Helps to teach your child coordination of their body movements.

### *Extension to activity:*

- Try having your children repeat multiple tasks in order, for example, hop over a log, crawl around the tree, then skip to the table.

## Tap the balloon

This activity is designed for children 48-54 months of age

### *What you need:*

- A balloon

### *What you do:*

- Show your child how to tap the balloon to keep it in the air without touching the ground.
- Have your child try to tap the balloon to keep it from touching the ground.
- When it touches the ground, tap the balloon back up in the air to start the game again.



### *How it helps:*

- Helps your child learn how to tap the balloon gently.
- Helps your child's coordination as they keep it in the air.

### *Extension to activity:*

- Encourage children to use different body parts to tap the balloon – fingers, elbows, knees, backs, etc.

# Gross motor

48-60 months

## Leaf fun

This activity is designed for children 54-60 months of age

### *What you need:*

- Fall leaves
- Rakes

### *What you do:*

- Rake the leaves into different piles.
- Have your child jump in the piles and over the piles of leaves.



### *How it helps:*

- Helps build the strength in your child's leg muscles with jumping in and over the piles of leaves.

### *Extension to activity:*

- Rake the leaves into piles at the bottom of a slide or step and then your child can now jump over the pile.

## Animals all over

This activity is designed for children 54-60 months of age

### *What you need:*

- Pictures of animals

### *What you do:*

- Turn the pictures of animals face down
- Take turns with your child choosing a picture
- Act out the animal you picked together (for example: you will jump, jump, jump for a kangaroo or run fast for a cheetah).



### *How it helps:*

- Helps your child use their large muscles in their body when they are acting like different animals.

### *Extension to activity:*

- Try to guess what animal your child is pretending to be.



# Language and communication

These activities involve children using sounds, words, and gestures to communicate. The activities also engage children in learning to listen, follow and give directions, imitate, pretend, make choices, ask questions and participate in conversation.







# Language and communication

0-12 months

## Cuddle and sing

This activity is designed for babies 1-4 months of age

### *What you need:*

- Your baby awake

### *What you do:*

- Hold your baby in your arms and cuddle with them.
- Hold your baby so that they can see your face.
- When your baby looks at you, make different sounds that include cooing, squealing, and singing with lots of facial expressions.
- Encourage your baby to make sounds. When you make a sound, wait for about 8-10 seconds for your baby to make a sound back to you.
- Keep practicing every day, even if your baby isn't able to respond to you yet.



### *How it helps:*

- Helps your baby get familiar with your voice.
- Helps your baby learn how to make noises back to you to practice early conversations.

# Language and communication

0-12 months

## Read, read, read

This activity is designed for babies 4-8 months of age

### *What you need:*

- A book

### *What you do:*

- Place your baby on your lap.
- Read a story to your baby and hold the book so that they can see the pictures.
- Talk to your baby about the pictures in the book.



### *How it helps:*

- This activity encourages your baby to learn words from stories.
- This activity promotes early literacy skills and will help your baby develop language skills.

# Language and communication

0-12 months

## Repeating sounds

This activity is designed for babies 8-12 months of age

### *What you need:*

- A quiet place
- A blanket or baby's exersaucer seat

### *What you do:*

- Create a quiet space so that your baby can only hear your voice.
- Place toys out in front of your baby on a blanket, (such as a soft ball, or a rattle). You can also do this in your child's exersaucer that has toys on it.
- When your baby makes a sound, repeat the sound back but exaggerate it. For example, if your baby says, "ba", say "ba ba ba ba" back to your baby.
- Repeat this with all sounds your baby makes.
- You can also add a song to sing to your child that has the same sound he makes, for example, "Baa Baa Black Sheep" for the "ba" sound.

### *How it helps:*

- This activity will encourage your baby to make conversations with you.
- This activity helps your baby learn how to repeat sounds.
- This will also help with your baby learning how sounds can be put together with other sounds, such as in a song, that will help him form words.



# Language and communication

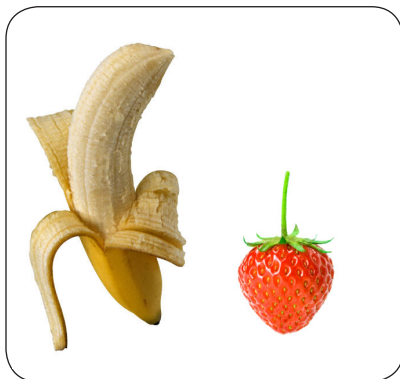
12-24 months

## Choices, choices

This activity is designed for children 12-16 months of age

### *What you need:*

- Two balls that are different colors or two different kinds of fruit
- Any other objects that will allow your child to make a choice for themselves



### *What you do:*

- Give lots of choices to your child throughout the day.
- Ask your child, “Do you want bananas or strawberries?” while holding up each one to show them.
- You can also ask your child, “Do you want water or milk?” while showing both.
- You can do this with lots of things throughout the day with toys, food or pajamas for bed.

### *How it helps:*

- Helps support your child’s emerging language skills.
- Helps your child make connections between objects and words.
- Helps your child move from using mostly pointing and non-verbal gestures to using more verbal words.

# Language and communication

12-24 months

## Big helper

This activity is designed for children 16-20 months of age

### *What you need:*

- Any objects around the house that you can ask your child to help you with (Example: Shoes, coat, towel, diaper, etc.)

### *What you do:*

- Ask your child to help you throughout the day.
- When it is time to go to the store, ask your child to bring you their coat while you are pointing to their coat.
- You can do this with their shoes or your shoes.
- When going to change their diaper, ask them to bring you a diaper, as you point to it.
- You may need to point in the beginning to the objects that you are requesting. Once your child is doing well with following the directions, you may not have to point anymore and can just give the direction to your child.



### *How it helps:*

- Helps your baby learn how to follow directions.
- Helps your baby learn the purpose of different objects.

# Language and communication

12-24 months

## Turn taking

This activity is designed for children 20-24 months of age

### *What you need:*

- A cardboard box
- Scissors
- A set of wooden or plastic blocks



### *What you do:*

- Cut a large slit (large enough for a block to fit through) in the box.
- Take turns putting blocks in the box and use the words “my turn,” “your turn” when taking turns.
- If your child doesn’t take a turn, ask them “Whose turn is it”? If they don’t respond, take your child’s hand and help them put the blocks in the box for their turn and say “Joey’s turn or Daddy’s turn.”
- When all of the blocks are in the box, pour them out and repeat the activity as long as your child is interested.
- You can also modify this activity by taking turns making a stack of blocks or lining them up to make a train.

### *How it helps:*

- Helps your baby learn how to take turns, a basic step with learning how to communicate.
- Helps to motivate your child to learn how to talk.

# Language and communication

24-36 months

## Picture book game

This activity is designed for children 24-30 months of age

### *What you need:*

- Your child's favorite picture books

### *What you do:*

- Show your child the pictures in a book.
- To see if your child understands and can identify the pictures. Ask questions such as, "Where is the dog?" or "Can you find the horse?"
- Continue this with your child with other items in the pictures for as long as your child remains interested.
- Model how to label items you see by pointing and saying the names ("ball", "car", etc.) or using a phrase such as "I see the dog!"
- Point to an item, but don't say the name and look expectantly at your child to encourage them to take a turn labeling.
- If your child points to an item, say "What do you see?" or "Oh! What's this?"



### *How it helps:*

- This activity will help expand the amount of words your child says and their overall language skills.
- Your child will enjoy telling you where items are in the pictures and will make them feel good about themselves when they are able to name and identify the pictures on their own.

### *Extension to activity:*

- As your child develops more language, ask them questions that don't have one right answer, "Where have you seen a dog?"

# Language and communication

24-36 months

## Silly game

This activity is designed for children 24-30 months of age

### *What you need:*

- Different items around the house (Example: toothpaste, a chair, hairbrush, soap, etc.)

### *What you do:*

- Point to an object, such as a chair, and ask your child, “Is that the door?”
- Let your child tell you what it really is.
- Act surprised when they tell you and say “Oh silly me!”



### *How it helps:*

- This activity will help your child identify and say the correct names of objects.
- This activity will also make your child feel important when they “teach” you the right name of the objects.

### *Extension to activity:*

- Have fun playing this game with your child. Give your child an object that doesn't make sense and act like you don't think there is anything wrong. For example, give your child a pot to wear on their head and say, “Ok here is your hat.” When your child looks at you funny or says that they don't wear a pot for a hat, reply to them by saying, “Oh, you don't need that pot for a hat?” Do this with other objects.



# Language and communication

24-36 months

## Important conversations

This activity is designed for children 30-36 months of age

### *What you need:*

- You and your child

### *What you do:*

- Take the time to talk with your child during mealtimes, bath time and when riding in the car.
- If your child says a short sentence, listen carefully to what they are telling you.
- Try to go back and forth in a short conversation with your child.
- Be sure to let your child talk, even if it's taking a while to get the sentence out. Try not to interrupt them.



### *How it helps:*

- This activity helps your child learn to have back and forth conversations.
- This activity helps your child learn how to take turns with others when talking.
- This activity will also teach your child how to listen carefully to others when you model this for them.

### *Extension to activity:*

- Make up a prediction with your child that is in their near future. Say something like, “I wonder what you’ll do at grandma’s today?” This will start your child to think and tell you what they will do that day.

# Language and communication

36-48 months

## I spy

This activity is designed for children 36-42 months of age

### *What you need:*

- You and your child.

### *What you do:*

- Pick out an object and remember it in your mind.
- Give your child clues to guess what it is. Say phrases like, “I spy something blue. It’s square and birds like to go in it.”
- Encourage your child to ask you questions to guess the object
- You can also ask your child “Wh” questions when doing this activity (Example: “Where do you think birds like to sit and eat their birdseed?” or “What are those animals called that like to fly around and say tweet?”)



### *How it helps:*

- Helps your child learn how to ask questions correctly.
- Helps to stimulate your child’s thinking and learning skills when guessing the object.
- Helps encourage your child to use their language skills to ask questions and name objects they see in their environment.

### *Extension to activity:*

- Help your child make a telescope out of a paper towel roll to play “I spy” with. Then put out three different objects. Your child can play “I spy” as they look through their new telescope.

# Language and communication

36-48 months

## Playing kitchen or house

This activity is designed for children 42-48 months of age

### *What you need:*

- Dolls or teddy bears
- Plastic dishes or cooking spoons
- Empty food containers
- Old pots and pans

### *What you do:*

- Participate with your child in this pretend play activity.
- Ask your child questions that will help your child think of what they want to cook for you and the teddy bears. You can ask questions like, “What should we make for lunch today?” or “What do you think we should have to drink?”
- Name items in your area that you are playing with. (Example: “I think this wooden spoon will help us stir the sauce in the pot.”)
- Help your child talk out what she is doing. (Example: “Wow, I think the bears will like the grilled cheese sandwiches you are making. They look really good!”)



### *How it helps:*

- This activity helps your child to talk about what they are doing.
- This activity helps your child name new objects in their environment that can be added to their growing vocabulary.

### *Extension to activity:*

- Have your child sort objects by how you use them. For example, have them put all of the objects together that you stir with or all of the things that you drink with.

# Language and communication

36-48 months

## Reciting rhymes

This activity is designed for children 42-48 months of age

### *What you need:*

- A nursery rhyme book

### *What you do:*

- Read nursery rhymes to your child from a book.
- Repeat the nursery rhyme and encourage your child to repeat it with you.
- Pretty soon your child will be able to repeat them on their own.



### *How it helps:*

- Helps your child learn patterns in their language development.
- Helps your child learn the rhythm to different rhymes.
- Encourages your child to find other words that rhyme and may want to make up their own silly, rhyming stories.

### *Extension to activity:*

- Practice tapping out the rhymes in the books with your child. Clap your hands or stomp your feet to the words that have more than one syllable in them. For example, the word “Spi-der” would have two claps or two stomps.

# Language and communication

48-60 months

## My own story book

This activity is designed for children 48-54 months of age

### *What you need:*

- A notebook
- Crayons

### *What you do:*

- Encourage your child to tell you a story.
- Help your child by writing down what they tell you.
- Encourage your child to draw pictures after telling you their story. The pictures can be on the same piece of paper as the story.
- Your child can add more stories and pictures to their notebook.
- When your child is done, show your child their story and read it back to them.



### *How it helps:*

- This activity helps your child use their language skills to describe their pictures to you.
- This activity helps your child see their story in print and will encourage them to start to identify letters and words.

### *Extension to activity:*

- Give your child stickers to peel off of the page to add to their notebook.
- Talk about the pictures that they are drawing and ask them questions about their pictures. (Example: “What is happening in your picture?” or “Do you think the mommy is happy or sad?” or “I like the colors you are using. What colors are they?”)

# Language and communication

48-60 months

## Bedtime stories

This activity is designed for children 54-60 months of age

### *What you need:*

- Picture books your child enjoys

### *What you do:*

- Read a few books to your child each night before bedtime.
- When reading the book to your child, read slowly and move your finger along the words in the book.
- Use different variations (such as high and low or loud and soft) in your voice to make it interesting to your child.
- Talk about the pictures in the book and ask your child questions about them.
- When you are done reading each story, ask your child what their favorite part of the book was and why.



### *How it helps:*

- This activity helps your child identify different words when you use your finger to show them each word while you are reading.
- This activity helps your child use more language when talking about the pictures and their favorite part of the story.

### *Extension to activity:*

- Ask your child, “What do you think will happen next?” before turning a page.

# Language and communication

48-60 months

## Grocery shopping

This activity is designed for children 54-60 months of age

### *What you need:*

- Use this activity when grocery shopping in the store.

### *What you do:*

- While shopping for groceries, talk about what you need to buy.
- Discuss how many of each item you will buy.
- Talk about the shape, color, and size of each item (Example: “This tomato is red and round. It’s not as big as this watermelon, it’s smaller.”)



### *How it helps:*

- This activity helps children understand the differences between various objects.
- This activity helps your child learn the meaning of adjectives.
- This activity helps your child learn how to use describing words properly when talking about items in their environment.

### *Extension to activity:*

- Have your child bring a little notebook with a pencil so that they can “write” what you need from the store.





# Problem-solving

These activities involve children using curiosity, exploration, observation and persistence to develop reasoning and understanding about objects and actions around them.





## Bright socks

This activity is designed for babies 1-4 months of age

### *What you need:*

- A blanket
- A colorful sock for your baby

### *What you do:*

- Place your baby on their back on a blanket on the floor.
- Put a brightly colored sock onto your baby's foot.

### *How it helps:*

- Helps your baby learn to look at their feet.
- Helps encourage your baby to pull at their feet and grasp their foot.



# Problem-solving

0-12 months

## Peek-a-boo

This activity is designed for babies 4-8 months of age

### *What you need:*

- A blanket

### *What you do:*

- Hide your face behind a blanket.
- Say “Where is mommy?”
- Drop the blanket and say “Peek-a-boo” or “Here I am!”
- You can also hide a favorite toy under the blanket.



### *How it helps:*

- Helps your baby learn that you are still there behind the blanket.

## Hide the toy

This activity is designed for babies 8-12 months of age

### *What you need:*

- Highchair or another seat with a tray
- A cup
- A small toy

### *What you do:*

- Place the cup on the tray and put a small toy under it so that it's hidden.
- Ask your baby where the toy went.
- If they don't lift the cup up, lift it up for them and show them the toy.
- Do this several times while using phrases such as "You found it" and "Where did your toy go?"
- Soon, your baby will be able to lift the cup up on their own.
- Later you can add a second cup and hide the toy under one of the cups and ask them which cup their toy is under.

### *How it helps:*

- Your baby will learn to remember where an object is hidden.
- Your baby will begin to hide the toy on their own.



# Problem-solving

12-24 months

## Copy cat

This activity is designed for children 12-16 months of age

### *What you need:*

- You and your child.

### *What you do:*

- Do something then try to get your baby to imitate you.
- For example, clap your hands. When your baby claps, say “Look, you can clap too!”
- Try other actions such as touching your nose or sticking out your tongue. After each one, say, “You try!”
- Be silly and have fun.



### *How it helps:*

- Helps your child imitate actions.
- Your child will enjoy this repetitive activity for hours of fun.

# Problem-solving

12-24 months

## Matching socks

This activity is designed for children 16-20 months of age

### *What you need:*

- Clean laundry with different socks

### *What you do:*

- Show your child one sock of a pair.
- Have your child find the other matching sock.
- Show your child how to match the socks if they need help.
- You can ask your child questions such as, “Whose big blue socks are these?”

### *How it helps:*

- Your child will learn to put similar items together.
- Helps your child begin to learn how to sort different objects by what is similar.



# Problem-solving

12-24 months

## Pouring and scooping fun

This activity is designed for children 20-24 months of age

### *What you need:*

- A sandbox, medium sized plastic bin or a tray
- Uncooked rice, noodles, popcorn or sand
- Different sized container.

### *What you do:*

- Show your child how to scoop and pour the material in the bins or box.
- Talk to your child about what the sand feels like in their hands.
- Talk to your child about the cups being empty and full when they scoop and pour.
- Encourage your child to pour sand from one container to another.
- Poke holes in the containers so that sand can fall slowly.



### *How it helps:*

- Helps your child learn the meaning of “empty” and “full.”
- Helps your child learn how to scoop and pour.



# Problem-solving

24-36 months

## Dish helper

This activity is designed for children 24-30 months of age

### *What you need:*

- A step stool or chair
- Apron
- Plastic dishes
- Sponge or washcloth
- Towels or a dishrack



### *What you do:*

- Bring a step stool or chair over to the kitchen sink.
- Fill the sink up with mild-temperature water with soap to wash dishes. Be sure that the water isn't too hot so that your child doesn't get burned.
- Put plastic dishes in the sink for your child to wash with the sponge or washcloth.
- Show your child how to wash and rinse the dishes and then place them in a dish rack or on a towel to dry.

### *How it helps:*

- Your child will learn how adults wash dishes.
- Your child will feel important with helping you in the kitchen.
- Helps support your child's wish to copy household tasks that adults do.

### *Extension to activity:*

- Say to your child, "The dishes are wet. What do we need to do now to get them dry?"

# Problem-solving

24-36 months

## Following directions

This activity is designed for children 30-36 months of age

### *What you need:*

- A ball, shoes or anything your child can use when following a direction you give them.

### *What you do:*

- Give your child fun two step directions that give them something to do. (Example: “Please take off your shoes and put them on the mat by the door” or “Please take the wrapper and put it in the garbage can.”)
- Other two step directions include: “Please pick up the ball and put it in the hoop” or “Please open the cupboard and take out a plate for me.”
- This is a good time to be a role-model for your child and use “please” when giving directions and saying “thank you” when they complete the direction.



### *How it helps:*

- This activity helps your child learn how to remember steps to the actions.
- Your child will also learn the correct order for steps when following directions.

### *Extension to activity:*

- Ask your child, “What can we do with the plate now?” Your child can show you or tell you what to do next.

# Problem-solving

24-36 months

## Counting and grouping

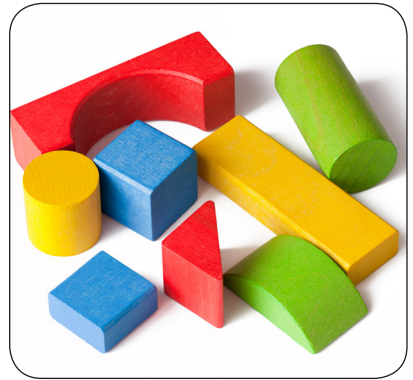
This activity is designed for children 24-36 months of age

### *What you need:*

- Two pieces of cereal
- Two small blocks
- Two small balls

### *What you do:*

- Give your child a piece of cereal.
- Tell your child, “Here is one piece of cereal.”
- Give your child another piece of cereal and tell them, “Here is another piece of cereal. Now there are two pieces of cereal”
- Do the same thing with the balls and blocks.
- Then group the cereal, balls and blocks in twos. (So the cereal pieces are together, the balls are together and the blocks are together)
- Tell your child, “See, there are two cereal pieces, two balls and two blocks. Let’s count them.”
- You can do this activity as often as your child shows interest.



### *How it helps:*

- Your child will begin to learn the concepts of how many items there are together (quantity).
- Your child will begin to learn what one-to-one correspondence is and how things can be grouped together.

### *Extension to activity:*

- Ask your child to bring you two objects that are the same.

# Problem-solving

36-48 months

## Puzzle picture

This activity is designed for children 36-48 months of age

### *What you need:*

- Scissors
- Empty cereal box

### *What you do:*

- Cut the front of a cereal box into six to seven pieces to make puzzle pieces.
- Using the pieces, show your child how to put the pieces together to make a puzzle. The puzzle when finished should look like the front of a cereal box.



### *How it helps:*

- This activity will help your child complete a puzzle by moving pieces around to make the puzzle pieces fit.
- Your child will use their memory skills to remember what the cereal box looks like when all of the puzzle pieces are together.

### *Extension to activity:*

- If your child has mastered this activity, cut smaller picture pieces out of another cereal box or a magazine to make another puzzle in order to make the activity more challenging.

# Problem-solving

36-48 months

## Shopping with pictures

This activity is designed for children 36-48 months of age

### *What you need:*

- Scissors
- Envelope
- Grocery advertisements from a newspaper

### *What you do:*

- Cut pictures of different foods you will need from the grocery store.
- Place the pictures in an envelope and take them to the store with you.
- Have your child hold the envelope for you and they can take the pictures out one at a time.
- When they pull out a picture, ask your child what the picture is and tell them that you need to buy that item.
- Continue doing this with the other pictures in the envelope.



### *How it helps:*

- Your child will practice their skills with picture to object correspondence.

### *Extension to activity:*

- While in the grocery store and holding the picture cards, ask your child, "What do we have to do to find this?"

# Problem-solving

36-48 months

## Hunting for colors

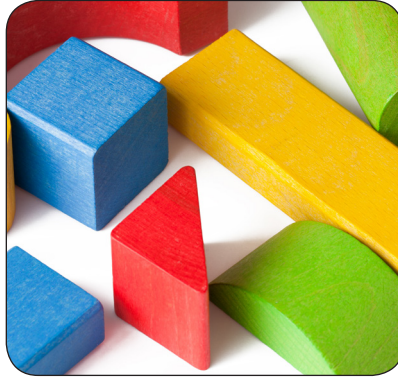
This activity is designed for children 36-48 months of age

### *What you need:*

- Different colored objects at child-level in your house

### *What you do:*

- This will be a scavenger hunt for colors in your home.
- Ask your child to find something that is the color yellow around your house.
- Have them bring you the object when they find something yellow.
- Repeat with different colors.
- Be sure to praise your child for bringing you back the right colored objects (and praise them even if they don't for trying!)



### *How it helps:*

- Your child will practice remembering the colors and color recognition.
- Helps your child remember directions when they leave the room.

### *Extension to activity:*

- Ask your child to bring you two objects that are the same color or bring two different colored objects to you.

# Problem-solving

48-60 months

## Count and wait

This activity is designed for children 48-60 months of age

### *What you need:*

- When you are waiting for something to happen, count out with your child how long it takes for it to happen.

### *What you do:*

- You can try this when riding in the car and waiting for the light to change or when waiting for a train to pass on the railroad tracks.
- You can also try this activity when it's a sibling's turn to play with a toy or when it's time to switch toys or activities.



### *How it helps:*

- This activity helps your child learn to be more patient and will help her with waiting in the future in situations when you are not around.
- This activity helps your child with their counting.

### *Extension to activity:*

- Provide a kitchen timer or an hourglass sand timer. Ask your child how many turns they think they should have and their sibling should have while the timer is running. You can flip the timer two times during one child's turn.

# Problem-solving

48-60 months

## Missing object

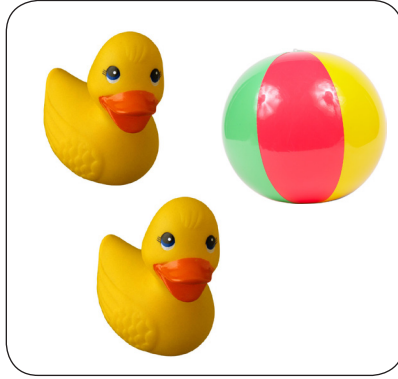
This activity is designed for children 48-60 months of age

### *What you need:*

- Two to three toys

### *What you do:*

- Lay out two to three toys on a table.
- Have your child look at the toys for a while.
- When they are ready, have your child wait in the other room while you hide one of the toys.
- See how long it takes for your child to find out which toy is missing. If needed, you can give clues to your child to help.
- Hide a different toy next; you can also switch roles for who has to find the missing toy.



### *How it helps:*

- This activity helps your child with memorization.
- This activity helps your child focus on the task and what items to remember.

### *Extension to activity:*

- You can add more toys to the table for a higher level of difficulty.



# Problem-solving

48-60 months

## Telling stories

This activity is designed for children 48-60 months of age

### *What you need:*

- A comfortable place for you and your child to sit

### *What you do:*

- Make up a story that includes a problem and tell it to your child.
- Be sure to use exaggerated words, different voices, facial expressions and lots of body movements, especially when pretending to be different characters.
- Encourage your child to tell you a story with a problem in it and help get them to use lots of facial expressions and different voices too.



### *How it helps:*

- This activity encourages your child to use their imagination when telling their story.

### *Extension to activity:*

- Ask your child questions about what happens next in the story or how to help solve the problem in the story.



# Personal - Social

These activities allow children to practice daily living skills such as feeding, dressing, and grooming. Activities encourage children to learn about their environment as well as develop a sense of body awareness.





## Silly face play

This activity is designed for babies 1-4 months of age

### *What you need:*

- A blanket or changing table

### *What you do:*

- Place your baby on his back on the blanket or changing table
- Make different faces with your baby such as sticking out your tongue, puckering your lips, or making a kiss noise. You can also make an “oh” face or make fish lips.
- Hold each expression on your face and see if your baby will make noises or imitate the face back to you.
- Let your baby know that you like it when they imitate you by smiling at them when they do.



### *How it helps:*

- Helps your baby learn to imitate facial expressions.
- Helps your baby and you to create a social connection.

# Personal - Social

0-12 months

## Feeding fun

This activity is designed for babies 4-8 months of age

### *What you need:*

- A highchair
- Two baby spoons
- Baby food

### *What you do:*

- Place your baby in their highchair.
- Give them a plastic baby spoon to hold.
- As you feed your baby their food, pretend to take a bite off of their spoon and then feed them a bite.



## Tickle tickle, kiss kiss

This activity is designed for children 8-12 months of age

### *What you need:*

- Your baby during your bedtime routine

### *What you do:*

- Say “goodnight” to different body parts (Example: “goodnight little nose”) with a kiss.
- After you say goodnight to each body part, give a “goodnight tickle.”
- Ask your baby what part of their body needs a goodnight kiss or tickle.



### *How it helps:*

- Helps your baby learn the names of different body parts.
- Helps create a social routine with you and your baby.

# Personal - Social

12-24 months

## Clean up, clean up

This activity is designed for babies 12-16 months of age

### *What you need:*

- A bin or box
- Baby's toys

### *What you do:*

- Ask baby to help you clean-up their toys.
- Show them how to pick up each toy and put it in the bin.
- You can encourage your baby to help you by singing a song such as “clean-up, clean-up, everybody everywhere, clean-up, clean-up everybody do your share.” A song should grab their attention.
- Be sure to praise your child when they put a toy away.



### *How it helps:*

- Encourages your baby to help others.
- Helps your baby learn that cleaning up after playing is important.



## Little helper

This activity is designed for babies 16-20 months of age

### *What you need:*

- Sponge or washcloth.

### *What you do:*

- Give your baby a damp sponge.
- Let your baby wipe the table, chairs, floor, walls and doors - whatever they can reach.
- Your baby will enjoy doing this while you are getting his dinner.
- Tell your baby, “Thank you for helping.”



### *How it helps:*

- Encourages your baby to be proud of doing things “just like mommy.”
- Encourages independence.

# Personal - Social

12-24 months

## Baby beds

This activity is designed for children 20-24 months of age

### *What you need:*

- A doll or stuffed animal
- A box
- Dish cloth or towel

### *What you do:*

- Help your child make a bed for their favorite stuffed animal.
- Use a shoebox for the bed with a dish cloth or towel for a pillow and blanket.
- Your child can help their “baby” go to bed at night. They can read a story or tuck them in.
- Don't forget a kiss!

### *How it helps:*

- Helps your child imitate their routine.



## Dressing self

This activity is designed for children 24-30 months of age

### *What you need:*

- Loose fitting clothing including clothing with an elastic waist.

### *What you do:*

- Have your child sit on the floor.
- Help them put both legs in the holes of the pants or shorts.
- Stand them up and let them pull up their pants themselves.
- For shirts, help them see the holes where their head and arms go.
- Lay the shirt on the floor with the front of the shirt face down.
- Show your child how the tag in the shirt goes on their back.
- Help them get their head and arms through each hole.
- Once dressed, have them look in the mirror at themselves and cheer them on for being so big and dressing themselves.
- With practice, dressing on their own will get easier for children.



### *How it helps:*

- This will help your child feel important and will boost their self-esteem.
- Your child will begin to become more independent with dressing and other self-care activities.

### *Extension to activity:*

- Lay out two outfits for your child and have them pick one that they would like to wear that day. Then help them, as needed, with putting their clothing on.

# Personal - Social

24-36 months

## Being a little parent

This activity is designed for children 24-30 months of age

### *What you need:*

- Plastic dishes, such as a cup, spoon, plate and fork
- Baby blanket
- Hairbrush
- Plastic baby doll or stuffed animal



### *What you do:*

- Show your child how they can use the spoon or fork to feed the baby doll.
- Show your child how to use the brush to “brush” the doll’s hair.
- Your child can use a baby blanket to cover the baby doll during “nap time.”

### *How it helps:*

- Your child will practice pretend play skills using real life objects with the dishes and doll.
- Your child’s imagination will grow with more pretend play opportunities during regular playtime.

### *Extension to activity:*

- As your child gets more practice from pretend play, ask your child questions to further their thinking. Example: “What should your baby have to eat today?” or “What do you think your baby wants to do today?”

## Cooking together

This activity is designed for children 30-36 months of age

### *What you need:*

- Mixing bowls, spoons, dishes, silverware, food

### *What you do:*

- When you are preparing a meal, have your child set the table for you. They can put out the silverware, cups, plates and napkins.
- Have your child help you stir things in a bowl, tear lettuce, pour things or throw things away.
- Tell your child they are a great helper.



### *How it helps:*

- Your child will feel important when they help you.
- Your child will start to learn how to help others prepare for meals.

### *Extension to activity:*

- Have your child help you choose meals to have on your weekly menu. Have your child help you prepare the meals on the menu and give them special tasks they can help you with.

# Personal -Social

36-48 months

## Counting with taking turns

This activity is designed for children 36-42 months of age

### *What you need:*

- A basketball or other plastic ball
- Basketball hoop or another container to throw a ball into

### *What you do:*

- Tell your child that you are going to count with them while they shoot hoops.
- When you count to 10, tell your child that it's their sibling's turn or your turn to shoot hoops.
- Repeat counting and taking turns as long as your child is interested.



### *How it helps:*

- Your child will practice their counting skills.
- Helps your child understand how long to wait their turn.
- Your child will learn how to take turns with others when you are not around.

### *Extension to activity:*

- Have your child count to 20 while their sibling takes two turns in a row. Switch taking turns with each child. You can keep building this up by tens as your child masters each set of counting.

## Playing dress-up

This activity is designed for children 42-48 months of age

### *What you need:*

- Hats
- Scarves
- Oversized shirts
- Shoes
- Skirts

### *What you do:*

- Children love to copy what others do. By providing dress-up clothes, children are able to pretend and to role-play with others.
- Help your child get into the dress-up clothes.
- Put on hats and items of clothing yourself and play along with your child.



### *How it helps:*

- This activity will help your child practice their pretend play skills.
- Your child will enjoy doing this activity with you and learn different roles to play.

### *Extension to activity:*

- Encourage your child's imagination by asking them questions such as, "Are you going to a fancy party?" or "Where are you going now?"

# Personal - Social

36-48 months

## Pouring practice

This activity is designed for children 42-48 months of age

### *What you need:*

- Small plastic pitcher
- Cups
- Water or another beverage
- Measuring Cup (optional)
- Napkins



### *What you do:*

- Give your child a small plastic pitcher (you can also use a measuring cup to start with) with a small amount of water in it.
- Show your child how to slowly pour the water into a cup.
- Let your child practice doing this at mealtimes.

### *How it helps:*

- Your child will learn how to control their hand while pouring the water into the cup.
- When you cheer your child on, they will feel very important and will become a great helper to the family.
- If there is a mess, this is a good time to teach your child how to clean it up.

### *Extension to activity:*

- Once your child is able to pour into a cup well, try making it more difficult by pouring into a water bottle or other object that has a skinnier opening than a regular cup.



## Clean faces

This activity is designed for children 48-54 months of age

### *What you need:*

- A washcloth
- Step stool
- Hand towel
- Toothbrush

### *What you do:*

- Keep a special washcloth, towel and step stool for your child in the bathroom.
- Show your child in the mirror how to wash and dry their face.
- You can show your child how to brush their teeth too, if they don't already know how.
- Praise your child when they wash their face or brushes their teeth on their own.



### *How it helps:*

- Your child will feel proud when you notice them washing their face.
- This activity can lead your child to washing and drying themselves when they take a bath.

### *Extension to activity:*

- Practice having your child wash their different body parts with a washcloth. You can turn it into a game and act silly by naming the wrong name on each of your child's body parts. See if they can tell you the correct name of each body part instead.

# Personal - Social

48-60 months

## Flower walk

This activity is designed for children 54-60 months of age

### *What you need:*

- Small flowers, real or fake
- Elmer's glue
- Paper towel sheets
- A heavy book (such as a phone book)
- Plain paper



### *What you do:*

- Take your child on a walk in your neighborhood, park or yard.
- Help your child pick small flowers and bring them home.
- Place your flowers on paper towels in between pages of a heavy book. This will ensure that the flowers get flattened. Leave them in there for a few days to dry out and flatten.
- Then take the flowers and have your child glue them on paper.
- You can use it to make a notecard or a letter.

### *How it helps:*

- This activity encourages children's creativity when making a notecard for someone while using real-life items.
- This activity also promotes early literacy skills when practicing writing in the notecard.

### *Extension to activity:*

- Your child can mail the notecard or letter to a family member or friend. Your child can help you address the letter and add a stamp to it too.

## Role plays

This activity is designed for children 54-60 months of age

### *What you need:*

- Pad of paper
- Pencils
- Play food
- Play money

### *What you do:*

- Collect some items that your child can use to create a pretend restaurant or doctor's office or another setting.
- Have your child take turns playing different roles with another person.



### *How it helps:*

- This activity encourages your child to make decisions and solve problems with others.
- This activity promotes creativity in your child when using pretend play items.

### *Extension to activity:*

- When role playing with your child, ask them more questions to help them think further about their role. For example, when playing restaurant, say to your child things like, "I really like French fries. Can I get some French fries with ketchup?" or "Does this restaurant have milkshakes? What kind of milkshakes do you have?"

# Parent time

## Parents learn and grow, too!



As your child learns and grows, so does your parenting knowledge and skills. Parents play the primary role of supporting their child's development and helping them understand the world around them. Parents provide guidance and support as children become more independent. As your child grows, you need opportunities to set realistic expectations for yourself and your child. The role of parenting can make you feel great joy and great concern. Give yourself permission to focus on your own needs to bring your best energy and thinking to the exciting, rewarding and challenging role of parenting.

# Take care of yourself



Parents need to take care of themselves in order to take care of

their children. Here are some activities to help take care of you:

- Spend time doing activities that you enjoy and that make you feel good.
- Talk with other parents about parenting for problem-solving, laughter and insight.
- Make time to get outdoors; taking a twenty minute walk can change your outlook on the day.
- If parenting feels overwhelming, contact a friend, family member or professional for support.
- Take advantage of free playgroups, parenting workshops, parent café and family events in your community.
- Allow yourself to pursue your hopes and dreams.

# Developmental Stages

At this age, almost all children will be able to...

## One month

- Raise head slightly off floor or bed, when lying on stomach
- Hold head up momentarily when supported
- Briefly watch and follow objects with eyes
- Avoid mildly annoying sensations
- Make some "noise in throat" sounds

## Two months

- Hold head erect, bobbing when supported in sitting position
- Imitate or respond with occasional smile
- Follow moving person with eyes
- Vocalize
- Move both legs and arms equally well

## Three months

- Lift head and chest when lying on stomach
- Show vigorous body movement
- Show improved head control
- Recognize breast or bottle
- Coo - chuckle

## Four months

- Have good head control
- Roll from side to side
- Begin reaching
- Laugh aloud
- Take object (rattle) when held near hand
- Follow objects when in sitting position
- Enjoy play
- Use comforting when distressed

## Six months

- Sit with a little help
- Roll from back to stomach
- Support weight
- Babble - more than two sounds
- Hold one toy and reach for another

## Nine months

- Sit alone - change position without falling
- Creep or crawl on all fours
- Express affection
- Hold two objects at the same time
- Say Mama - Dada
- Show fear of strangers

## Twelve months

- Pull self to standing-may step with support
- Pick things up with thumb and one finger
- Put one toy in another
- Give toy on request
- Give affection
- Follow simple directions

## Fifteen months

- Walk without support
- Stack three blocks
- Use five or six words
- Vocalize-voice up and down like conversation (jargon)
- Partially feed self with a spoon or fingers
- Find a hidden toy under a cover

### **Eighteen months**

- Walk well
- Climb up or down one stair
- Walk backwards pulling a toy
- Make marks with crayon on paper
- Use five to ten words

### **Two years**

- Kick large ball
- Turn pages of a book
- Imitate housework
- Ask for items by name
- Recognize familiar pictures
- Use two or three words together

### **Three years**

- Walk up stairs
- Stand momentarily on one foot
- Jump up with both feet
- Feed self
- Put on a coat with help
- Verbalize toilet needs

### **Four years**

- Hop in place
- Throw ball overhand
- Catch ball when bounced to him/her
- Copy circles
- Know own sex, age, last name
- Point to five basic colors
- Play with other children
- Use sentences with correct grammar

### **Five years**

- Walk backward toe to heel
- Walk on tiptoe
- Print a few capital letters
- Recognize own printed name
- Play with others
- Identify a penny, nickel, and/or dime
- Answer verbally to "Hi. How are you?"
- Lace shoes

Early On® Oakland is a network of services for families of children birth to age three who are developmentally delayed, or are at risk of developing delays because of an established medical condition, or who have a disability.



Early On® Oakland is based on a partnership between families and service providers, and helps the families find the support they need for their child. There are no income restrictions for eligibility.

For free information and resources about your child's development, call 248.209.2084 or toll-free at 866.456.2084.

Project Find Michigan is a statewide system of service to promote the awareness of special education supports and/or services provided by the public school system. Project Find looks for children and youth from birth to 26 years of age who have physical, social emotional, speech and language or cognitive impairments that may affect their educational performance.



For more information about evaluation and services for children and students ages three through twenty-six, or to make a referral, you may either contact your local school district or Lydia Moore at 248.209.2308 or [Lydia.Moore@oakland.k12.mi.us](mailto:Lydia.Moore@oakland.k12.mi.us).



# Help Me Grow!

ASQ Online Developmental Screening

**Parents:**  
Support your  
growing child!



**Stay updated on your child's development.**

**FREE** Ages and Stages Questionnaire (ASQ-3)

For children 2 months to 5 years of age

**Only takes about 10 minutes to complete**

Available in English and Spanish

**Visit:**

**[www.greatstartoakland.org/developmentalscreenings](http://www.greatstartoakland.org/developmentalscreenings)  
to complete the ASQ on-line**

Easy as 1, 2, 3, 4!

1. On the first page, enter your child's date of birth and the number of weeks if your child was premature (enter 0 if your child wasn't premature)
2. On the next page, choose option #3 to enter your results online or choose option #1 if you want to print off the questions and enter them in online at a different time.
3. Enter in demographic information for you and your child (be sure to include an e-mail address where your results may be sent). Answer all of the questions on each page and click on the arrow at the bottom of each page to go to the next section.
4. On the last page, click on the SAVE button. Once it's saved, click on the FINALIZE button. Click on the OK button to send your results.

Your ASQ will be sent to the Developmental Screening Specialist who will confidentially review and send you an email with the results, resources, and fun activities to do at home!

**For questions or information, contact Kristine at: 855.876.4646**

# Helpful web resources



Bright Futures ..... [www.brightfutures.org/tools/](http://www.brightfutures.org/tools/)

Center for Disease Control ..... [www.cdc.gov/parents/](http://www.cdc.gov/parents/)

Early On® ..... [www.1800earlyon.org](http://www.1800earlyon.org)

Great Start Collaborative

Oakland ..... [www.greatstartoakland.org](http://www.greatstartoakland.org)

Healthy Children ..... [www.healthychildren.org/parent](http://www.healthychildren.org/parent)

Kids Health..... [www.kidshealth.org](http://www.kidshealth.org)

Let's Move ..... [www.letsmove.gov](http://www.letsmove.gov)

Metro Parent ..... [www.metroparent.com](http://www.metroparent.com)

National Association for the Education of Young Children

(NAEYC) ... <http://families.naeyc.org/learning-and-development>

Oakland County Moms ..... [www.oaklandcountymoms.com](http://www.oaklandcountymoms.com)

Zero to Three..... [www.zerotothree.org](http://www.zerotothree.org)



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