



Early Childhood
ACTIVITY BOOK

This book belongs to: _____



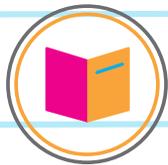
About the Activity Book



Research has shown that a child's earliest years, from prenatal development through thirty-six months, furnish a window of opportunity for enriching children's development that can provide life-long positive outcomes.



We have created this activity booklet to help guide you through your child's growth and development during the first three years of their life.



We hope you enjoy each activity. Spending one-on-one time with your little one creates lasting memories and will prepare and support them for great success in school and life!



Root for Kids

Understanding the Activities

Children develop skills in six main areas of developments: gross motor, fine motor, cognitive, language, self-help and social/emotional. Look for the icons below next to activity name to know which area of development you are working on!

Gross Motor Activities

Gross motor skills are larger movements your little one makes with his arms, legs, feet, or his entire body. Examples of these movements are crawling, running, and jumping. The following activities will get you and your little one up and moving in a big way!

Fine Motor Activities

Fine motor skills are all about eye-hand coordination and small movements of our hands and fingers. Together, you and your little one will enjoy smaller activities that will prepare them for success in reading and writing in school. When we learn and gain understanding we strengthen our cognition skills. The action of this learning is shown through our skills such as gross motor and fine motor.

Cognitive



Cognitive development is how children think, explore and problem solve. It is the growth and change in a child's intellectual and mental abilities such as remembering, reasoning and decision making.



Language

Language development is a critical part of your child's overall development. It supports your child's ability to communicate, and express and understand feelings. In their first 12 months, babies develop many of the foundations for speech and language development.

Self-Help



Self-help skills include tasks that meet your child's needs and wants- the importance being that they are tasks your little one completes independently. It's important to allow your little one to practice self-help skills during meal times, when getting dressed and reaching for something. Your little one will gain confidence in their ability to try new things, and self-esteem in their independence.



Social-Emotional

Your child's social-emotional development encompasses a few different things. It includes your little one's expression and management of his emotions, as well as the ability to create and sustain positive and rewarding relationships with others.⁴

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About Root for Kids

Root for Kids (formerly The Learning Center for Families) is a non-profit organization located in Southern Utah that provides services for children and families in need of extra support. We help provide education and a nurturing environment for optimal growth and development for each child. Since 1993, Root for Kids has served over 15,000 families through Early Head Start, Early Intervention and Parents as Teachers home visiting programs in Washington County, Utah and the Arizona Strip.

0 - 6 MONTHS

MY FAVORITE FACE



- 1 month
- There will be times when your little one will cry and you may not be able to find out why. Naturally you will try to meet the various needs he may have such as being hungry, cold, too hot, or a fresh diaper. Sometimes all it takes is some face to face time with your new bundle of love.
 - Try comforting your little one by talking softly and patting or stroking him as he lies in bed.
 - If he still cries, pick him up and cuddle him while talking or singing in a soft voice. He will learn to be comforted by your voice and touch.
 - You will see him begin to quiet his cries when seeing you and hearing your voice.

SIDE TO SIDE FUN



- 1 month old
- Rattle, bell, or familiar face
- During the first month you might notice that your little one prefers one side over another. It is important that they spend some time turning their head side to side to avoid muscle tightness on one side and flattening of the head.
 - Place your child on their back or stomach or hold them in your lap in a sitting position.
 - Shake the rattle, ring the bell or talk and smile to your child to get their attention.
 - Then move the object or your face slowly from one side to another, encouraging them to follow with their eyes.
 - Pay attention to your child's cues this can be a tiring exercise. Signs that they are feeling overwhelmed and needing a break include avoiding eye contact, turning their head in the opposite direction, close their eyes or begin to fuss.

SOCIAL SMILES



- 2 months
- Just you and your little one!
- Around this age baby's begin to respond with smiles and vocalizations in response to any social interaction. Individual children respond differently so make sure and vary your approach and note your little one's reactions.
 - Hold your child or lean over her as she lays down. Warmly and clearly speak to her saying things like, "Hello there!" "How is Mary today?" Watch for reactions from your baby such as cooing and smiling.
 - Touch her cheeks gently to help her look at you and watch for her expressions.
 - Play "baby games" with her. Place her carefully on your lap so that she is lying face up. Hold the child's hands and bring your face close while you make nonsense syllables or vowel sounds such as "ooh, ahh, ee, or ma-ma-ma".
 - You will have your own personal ways of communicating with your little one. Use every opportunity to let the child know that you are there and happy to be with her. The more you communicate her, the more responsive she will become.

OOO-AHH



- 2 months

- During the early months, your little one will begin to experiment by moving his mouth, tongue, and lips. He will start to make “cooing” sounds. Vowel sounds are the first ones he will make.

- When he begins to ‘coo’ and you are holding him, smile and pat him gently.

- Don’t make sounds when he is “talking”. Your voice will usually cause him to stop.

- When he stops cooing, repeat the sounds you just heard from him and smile. You can begin to model, even this early on, how communication is a back and forth experience. He makes sounds, then you make sounds.

WHO ARE YOU?



- 2 months
- You will notice your little one begin to show specific responses for individual people. She may even cry when her mom leaves, even when other people are present or caring for her.
 - Your little one will begin to know you at an early age. She will want to be fed, held, and comforted by you.
 - When you leave the room for a few minutes, smile and tell her where you are going and that you will be back. At first, she will not understand what the words mean, but your calm voice will comfort her.
 - When you leave her with others, stay away just a short while at first, and a little longer later on.

HOLD TIGHT!



- 2 months
- Rattle, toy that your child can grasp
- The goal of this activity is for your child to learn how to grasp an item for about 5-10 seconds. Over the next couple of months, this time will lengthen as her understanding and interest in things expands. It's important to remember that during your baby's first year she will put everything in her mouth- this is necessary! It's like an additional sense that helps them learn.
 - Place your little one in a supported sitting position or lay her on her back.
 - Place your finger or a small toy in your little one's hand. At this age, they often keep their hands closed tightly, so you may need to gently grasp your child's forearm or tap the bottom of her palm to encourage her to open her hand.
 - She may hold the toy for several seconds and then drop it. As she gets stronger, she will be able to control opening and closing her hand better.

Did you know that
most babies by **10 weeks**

Startle to sound

Begin to coo

Hold up their head

Look at objects



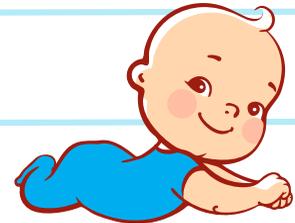
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BABY PUSH-UPS



- 3 months
- Rattle, mirror, small towel
- Tummy time for your little one is so important for strengthening their neck which leads to rolling and crawling. Your little one will often fight it with lots of pouty faces and tears, but stay strong! Even trying for 1-2 minutes is better than none at all. To begin, your child may need some help.

- Take a small towel, and roll it up like a burrito.
- Place the towel under your child's armpits so that their elbows can touch the ground. Having this support under their chest and shoulders will encourage them to better hold up their heads.
- Encourage your child to look up at a their favorite toy or a mirror.
- Your child should take frequent breaks as this takes a lot of work. Encourage them with lots of positive praise and smiles.



LET THE GOOD TIMES ROLL



- 4 months
- Child's favorite toy, mirror, and you!
- When our little ones become mobile, our whole world changes. We must be aware of chokeable items in the carpet, wires and outlets, etc. Rolling for your child is a big developmental milestone.
 - While your child is lying on her back playing, help her lift both legs toward her chest. Then tilt the child's hips and legs toward one side.
 - Show the child a toy or mirror placed on the same side toward which her legs are pointing. This will encourage your child to reach toward it.
 - As the child reaches toward the toy, provide assistance to complete the roll by stretching the child's legs out while she is lying on her stomach.
 - Be sure to help your child practice rolling to both the right and left sides.

EYE CONTACT MEANS I CARE



- 3 months
- By about two months old babies will briefly look at faces; by three months old, she may begin to turn her head toward a sound to find it, and may look more directly at a person while they speak.
 - When your little one is comfortable and wakeful, place her in a safe and comfortable position.
 - Move quietly away from where the child can see you (about 10ft). When she is distracted by a rattle, mobile or her own hands, call her name clearly.
 - Repeat and talk to the child in a natural way. See if she is looking directly at your face after finding you in the room (alternate your movement to the right and left of your little one).
 - Remember to carry on conversations with your little one while you are not in direct physical contact with her. This should occur naturally throughout the day, while you are busy with other tasks. Even the youngest child needs to hear your voice, and you will have a beautiful reason to think out loud!

PEAK-A-BOO!



- 4 months
- Blanket or small piece of fabric
- During the first year your little one will move through different stages of understanding object permanence. This concept is that we understand that something continues to exist even when we can no longer see it. This is an easy activity to help your baby practice this skill.
 - Everyone knows how to play peek-a-boo, there's nothing too extravagant with this activity!
 - Remember, there is nothing your baby loves more, than your beautiful face. They will love playing peek-a-boo with you.
 - As we've recommended before, watch for sign that your little one is overwhelmed or tired such as avoiding eye contact, turning their head away from you, closing their eyes. Make sure and take breaks often.

I LOVE TO EAT!

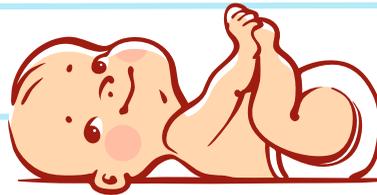


- 4 months
- Bottle, baby cereal, spoon
- When your little one can display anticipatory excitement to seeing his food being prepared so an understanding of what comes next. Ways that he will let you know he is anticipating eating are kicking, waving arms, vocalizing or opening his mouth.
 - Have the child's food almost ready.
 - Place or hold the child upright, facing you as you prepare his food.
 - Show your little one the bottle or bowl of cereal you are preparing.
 - Talk about the food and his hunger in a happy tone of voice as you fix it and as you feed him.
 - When you come to the child, let him see the food and say, "Here's your cereal" or "Here's your bottle".
 - Begin to feed him and talk about the food.
 - If he is very hungry or irritable, do not delay feeding.

YOU LAUGH, I LAUGH!



- 4 months
- Laughter is one of the best sounds, especially when it comes from your little one. You may be in competition between your family members to be the first to make him laugh! The more time you spend with him, and the more fun you have, the more likely you will be to hear his beautiful laughter.
 - Play active games with your child that he enjoys.
 - Movements such as bouncing, lifting, and tickling often encourage your little one to take deeper breaths and make louder sounds.
 - When he laughs, you will too!



WIGGLES & GIGGLES



- 4 months
- Your little one will show pleasure in interacting with another person and will cry or show unhappiness when the person stops playing or leaves the child. He will begin to enjoy social games of talking and playing with others.
 - When he tries to get your attention by cooing, gurgling and reaching toward you, pick him up and begin to play.
 - Your little one's favorite game may be when you echo him sounds and you laugh with him, repeating each other.
 - Many children this age also enjoy batting at toys you hold. They may play 'drop the toy' so you pick it up and place it again in their hands.
 - Some children enjoy being gently stroked and tickled on the chest or stomach. If the child enjoys that kind of touching, you might press your lips on his stomach and make a raspberry blowing sound.
 - Watch your little one closely to see what games he likes best. Respond to his smiles, wiggles and laughs in response to the games.
 - Also watch to see what happens when you stop playing with him. If he begins to cry, you might try a 'slow down' time after active play to help him transition happily.

LET'S RAKE IT UP



- 6 months
- Cheerios, graham cracker, small pieces of bananas
- Your child is ready to start implementing some solid foods and to have a try at self-feeding. His hand-eye coordinating isn't perfect yet, so some of the food won't make it to his mouth- that's okay. That's why this activity is good to try again and again! He will pick up food using his last 2-3 fingers using a raking motion.
 - Have your child sit in a highchair. Be sure he is supported with his back straight and head facing forward. If necessary, place small towel roll on either side of him to prevent him from leaning to one side.
 - Place small pieces of his favorite foods in front of your little one on the tray. Be sure to not give your child pieces of hard food that may cause choking (i.e. raw carrots, peanuts, grapes, hot dogs, etc.).
 - Encourage your child to pick up the food, modeling for them. You may need to give him a taste of the food to motivate him to reach for it.

WHERE'D IT GO?



- 6 months
- Your child's favorite toys
- The goal of this activity is for your little one to look for a toy that has fallen and will try to reach for the toy. Playing this game helps your child understand the concept of object permanence that something continues to exist even after you can no longer see it. This will help him feel safe when you leave his view and know that you will return.
 - Get your child's attention by holding a toy and calling their name, "look a block".
 - Drop the block on the floor and say, "Where's the block?" or "Where did it go?" Use your voice and face to show him this is an exciting game.
 - Lean over where the block fell and say, "Look, here it is!" and point to it.
 - Pick it up, telling the child, "Here's the block", while showing him the block. Show your excitement at finding it.
 - Repeat with various toys until he begins to look for dropped item.
 - When he first looks for the block, even by just moving his head, you can say, "Oh, did you find it?" or "Good! You found it!"

DRINKS ON ME



- 6 months
- Cup with handle
- In order for your little one to begin drinking from a cup, he must be able to grasp a handle and lift a cup to his mouth. It's easier to practice using an empty cup, or to only have a swallow of water in the cup.
 - When your little one is in his high chair or on your lap at a table, put a small toy or block in front of him.
 - Attract his attention to the toy by saying, "see the cube".
 - Place the cube in the cup with the handle toward your little one and say, "The block is in the cup. Where's the block?"
 - Encourage your little one to lift up the cup to see the toy.
 - If he seems confused, show him how to lift the cup by holding the handle.
 - Put the cup back down and encourage him to pick up the cup.
 - You may include safe plastic cups with handles among your little one's toys so he can experiment and practice grasping them.

Did you know that
most babies by **6 months**

Roll over

Babble

Look towards sound

Reach and grasp objects



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7 - 12 MONTHS

I CAN FEED MYSELF



- 7 months
- Finger foods
- Most babies with 2-4 teeth like lumpier foods, but babies don't need teeth to chew. Gums can chew soft foods. Do not offer nuts, carrots, hot dogs or popcorn to young children, they are choking hazards.
 - Put your little one in a high chair and put bite-sized finger foods on the tray.
 - Experimenting with food is important. Allow your little one to look, poke, feel the textures and be messy with her foods. It's all part of learning to feed oneself.
 - As she becomes more adept at using her fingers, she should be able to feed herself part or all of a meal.

LET'S ROCK AND ROLL!



- 7 months
- Favorite toys
- Your child is getting so close to crawling on their hands and knees. It is now time to make sure your home is officially baby proof!
 - Place your child on their stomach
 - Gently bend both legs up underneath them.
 - Hold your child's favorite toy in front and above their head to encourage the child to push up with both hands. This will put him in the 4-point position.
 - If the child doesn't push up with both arms, put one of your hands on the child's hips and press down gently. This should make it easier for the child to push up.
 - Be sure that the child's legs stay together under him and the feet are turned with toes together.
 - Each time you try this, help him a little less. Encourage him to try and stay in this position without assistance.
 - As he becomes more confident, he will begin to rock in place as he prepares to take his first movements forward. Celebrate his successes!

I DON'T KNOW YOU



- 7 months
- Once your little one has learned who the special people are in her life, she will prefer the people she knows. She will show this by holding onto familiar people or showing fright or crying when someone new comes too close. Remember that even though you know the person is grandma or uncle or a friend, they may still be 'new' or 'strange' to your little one.
 - When a new person approaches, your little one may want to stay close to you. Talk to her in a calm voice about the new person.
 - Try to stay relaxed and calm so that even if your child cries or clings, she will not be so afraid.
 - You can encourage her to get to know a new person by:
 - o Having the new person approach slowly
 - o Having the new person sit near the child and talk to you first, then to the child
 - o Having the new person offer the child a favorite toy
 - If your little one gets upset, hold and comfort her in a calm voice saying, "This is Uncle Perry" or "This is Mrs. Jones".

WHAT'S THAT NOISE?



- 8 months
- Squeaky toy, rattle
- During this activity we'd like to see your little one purposely move a toy with intent to hear the sound it can make. You will want to remove other distractions and noises so that your child can hear the noises she can make.
 - Sit on the ground facing your child. If she can't sit alone yet, prop her up with pillows to help her sit up.
 - Hand her the noise making toy and let her hold and explore the object.
 - When she moves it to make a noise, respond positively by saying something like, "You made a noise!" or "Listen for the sound!"
 - If she doesn't figure out how to make the noise on her own, put your hand over hers and shake or tilt the toy until it makes a noise.
 - Encourage her to keep trying and help as needed.

TRY TO COPY ME



- 9 months
- When dressing, changing or bathing your little one, make simple sounds for her to imitate.
 - Your little one will be more likely to imitate sounds she has already learned to make. Start with these sounds first.
 - When feeding her say, “Mmmm, good” as she swallows her food. Imitate her when she makes the same sound. This reinforces her efforts to communicate.
 - Hold her in your lap, facing you. Make a raspberry sound by blowing briskly through your loosely closed lips. This is a sound babies love to make and will often imitate. When she imitates you, smile and imitate her back.
 - Quickly pull your tongue down from the roof of our mouth to make a clicking sound. If she tries to make the sound, smile and make it again.

SIT TALL, SIT PROUD



- 9 months
- Favorite toys
- Balance is another foundational skill prior to standing and walking. Practicing this skill of sitting, your child will also spend time strengthening their fine motor and cognitive skills.
 - During playtime with your child, place her in a sitting position with their hands in front for support.
 - To practice not using their hands for support, offer them a toy to play with preferably a toy that requires the use of both hands.
 - Be alert and watchful so you can help if the child loses balance and starts to topple over.
 - To add some variety, hold the toy out and to the side causing her to reach for it and practice holding her balance in a new way.



HOLD, BITE & CHEW



- 9 months
- Cracker, wafer, or cookie
- Now your little one's fine motor skills are beginning to progressed to where she is using her thumb and index finger to pick up items. This skill makes it easier for your little one to pick up things and hold them with better control.
 - Have your child sit in a highchair. Be sure she is supported with her back straight and head facing forward.
 - Hand your child a cracker and watch see whether she can grasp it and bring it to her mouth.
 - Stacy near your little one as she begins trying solid foods. There is a concern for choking as learns how to bite and chew. Have water on hand to offer when she needs it.

Did you know that
most babies by **9 months**

Continue to babble
Begin to crawl
Sit alone while playing
with a toy



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WHERE'D IT GO?



- 10 months
- Handkerchief, small blanket, toy
- This activity is another step towards understanding object permanence. The goal is for your little one to understand that a toy continues to exist even when you cover it with a blanket, and to search it out by moving the blanket.
 - Playing games can help your little one develop this skill.
 - Sit on an uncluttered floor, facing your child.
 - Place a small familiar toy in front of your child, just out of reach. Say to him, "Here's your bear!"
 - Quickly cover the toy with a small blanket and ask, "where did your bear go?"
 - Pause and wait for your child to respond. You can prompt him by saying his name and "find your bear". If he still doesn't seem interested in finding the toy, uncover a portion of the toy and ask him again to find the toy.
 - Celebrate his successes at finding the toy.

PICTURE BOOKS



- 10 months
- Books, pictures of family members
- Books should be a part of your child's daily life as soon as they are born. There are building blocks to literacy even from the start. At the age your little one will begin to look at pictures with interest or recognition if only momentarily.
 - Currently, exploring the books with his hands and mouth seem to be of more interest to him, and that's okay. You can begin to point out pictures of items and people he is familiar with such as a cat or a ball.
 - Making a homemade book of family pictures can also be motivate him to look at pictures.
 - Sit beside your child or hold him in your lap.
 - Pick a book with simple pictures or photographs of real things.
 - Open the book in front of you and say, "Look David!" and point to a picture. Continue through the book pointing out pictures.
 - A lack of interest or recognition at this stage may show you that the child needs more pleasurable experiences with books and pictures. Be sure to make them a part of his everyday play.

DA-DA, MA-MA



- 10 months
- Your little one will first learn the names of people she hears everyday. As you and your family interact with each other, make sure and say your names and relationships, such as ma-ma, da-da, sissy, etc.
 - Your little one needs to hear names often. Say things such as, “Mama’s coming” or “Mama loves you” or “Give Mama a kiss”.
 - Have other people say “Where’s Mama?” and “There’s Mama”.
 - Play a game such as peek-a-boo. Cover your face with a cloth and say, “Where’s Mama?”
 - Remove the cloth and say, “Here’s Mama!”
 - Repeat with Da-Da and other family members. Pick one name for each person so that the child can learn the name more easily.

CRUISING ON OVER



- 11 months
- Furniture such as a low table or couch
- Now your child is becoming much more mobile! Now is the time to start encouraging him to walk around furniture.
 - When your child is standing, holding on to a piece of furniture, hold out his favorite toy just out of his reach, or hold out your hand to encourage his to reach out and grab it.
 - Your child should sidestep toward you or toward the toy while holding onto the furniture.
 - While the child is sidestepping along the furniture, put out a second piece of furniture such as a chair to encourage them to move from one piece of furniture to another.
 - Your child may get to a point that he is walking along the wall.



MY FIRST DOODLES



- 11 months
- Paper, crayon
- Practicing marking on paper are the beginnings to reading and writing for school and a progressive future. This activity has no real purpose or expectation of an end product. Random marks are fun!
 - Sit your child on the floor, at a table, or in their highchair. Hold or tape a piece of paper down where your little one can reach it.
 - Show your child how to make a mark on the paper.
 - Offer her the crayon. She will most likely grasp it in her fist. If she has difficulty holding the crayon, wrap the crayon with foam or tape to make it wider and bigger. This will make it easier for her to hold it.
 - Encourage your child to mark on the paper.
 - If necessary, place your hand over her hand and guide the crayon.

A WARM WARNING



- 11 months
- Your little one has become mobile which has led her to reaching things that she shouldn't. You may find yourself starting to say "no" more and more. This is the age where she will start to understand your request. You also need to be careful with how often you use the word 'no', if you use it too often, she may think it is not really important. You want to save it for times when she might hurt herself, someone else, or she is touching something special. The way to lesson your need to say 'no' is to create a 'yes' environment, a safe one where her choices are okay.
 - When you want her to stop doing or touching something say "no" firmly and shake your head 'no' at the same time.
 - It will be easier if you had her a toy before taking away the object you don't want her to touch.
 - You may need to remove her from the activity you want her to stop and give her some thing different to do.
 - Remember, she may stop what she is doing when you say 'no', but then go right back to the activity. This is her beginning her understanding of the meaning of the word.

PLAY, LAUGH, PLAY AGAIN



- 11 months

- Your little one will begin to repeat his performances in response to laughter from others. Some children think that laughter is a negative thing. If your little one stops an activity when others laugh, let him know that you approve of what he does by smiling and hugging him. Say, "I like that! You made me laugh".

- Many time throughout the day show your little one how much pleasure he gives you. When he dances to music, plays pat-a-cake or models adult behavior and an adult or older child laughs or claps for him, the behavior will usually be repeated. He is beginning to know that what he does affects other people.

- An adult may initiate any of his favorite games to observe whether the adult's laughter encourages your child to copy the activity.

- Remember some children don't like to hear other's laugh and may act shy or clinging. Let him know you appreciate what he does with smiles and hugs.

JIBBER JABBER



- 12 months
- Your little one has really grown into his own voice, probably adding in some screams and yells between words and sounds. Jabbering is a form of verbalizing that is an important part of learning to speak. Try not to interrupt this flow of sounds as he practices.
 - When you are playing with your little one he may begin to jabber. Usually this will not be directed to you or mean anything specific.
 - When he pauses, you can speak naturally, saying things such as, "That is some story!" or "What happened next?"
 - Smile at your little one when you hear these 'long stories' to encourage this important practice.

HATS & SHOES NOT REQUIRED



- 12 months
- Hat, shoes
- Through this section of self-help activities you will help your little one learn how to dress and undress in small steps. At this stage, remember your little cannot untie or unbutton.
 - Put a hat on your little one's head and say, "hat off", guiding his hand to pull off the hat.
 - Then encourage him to pull the hat off without assistance.
 - Sitting next to your little one, untie or loosen his shoes.
 - Pull the shoe part of the way off and say, "shoe off". Assist the child in pulling the shoe off, if needed.
 - Then encourage the child to take off his shoes independently.
 - Talk about each activity as your practice and praise all attempts and progress he makes.

LET'S GET DRESSED



- 12 months
- Loose, easy fit clothing, easy slip on shoes
- Make dressing a fun time for your little one and you by talking, smiling, and playing peek-a-boo or toe counting games.
 - Hold out an armhole of a shirt. Touch your child's arm and say, "arm out". You may need to help by taking her wrist. Hold up her arm and say, "arm out", and gently pull her arm through the shirt.
 - Praise her and say, "other arm". If she lifts her other arm say, "good", smile and pull her other arm through. If she doesn't try, hold her arm again and talk through it saying, "good, arm out".
 - Name body parts and actions involved as you dress the child, such as, "leg up, foot out, over the head" etc.

I'M A BIG KID... BUT I NEED MY MAMA!



- 12 months
- Your little one continues to learn that she is separate and unique and is beginning to know herself as an independent person. She is at a point where she struggles with a desire for independence and an awareness of how much she needs her parents.
 - You can help your little one at this level of development by encouraging her to practice new skills that give the feeling of "I can do it!"
 - Do not rush through routines, allow her to 'help' as much as possible.
 - Understand that tears and anger are often the child's only way to express frustration. She wants to be able to walk without falling, say what she wants, and perform tasks that adults do easily.
 - Patience and reassurance at this time will help your little one through this stage. You should also verbalize the frustrations that she feels. Say, "You are angry because you fell. You aren't hurt, but I think you need a hug".
 - It is good to redirect her to a familiar activity.

Did you know that
most babies by **1 year**

Take their first steps
Respond to their own name
Say “ma-ma” and “da-da”
with meaning
Point with their index finger



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13 - 18 MONTHS

WHERE'S THE BALL?



- 13 months
- Ball, favorite toy
- This activity will help teach your child to look in the appropriate place when asked, "Where is the"
 - When you are with your little one, make a game of looking for objects.
 - Put a toy or familiar object on the sofa or on the floor where he can see it.
 - Say, "Where is the ball?" If he does not see it, point and say, "There's the ball!" Encourage him to go get the object.
 - If he doesn't go towards the object, pick up the item up and say, "Here's the ball!"
 - If he does go towards the object and picks it up, respond positively and say, "That's right! It's a ball."
 - Do this activity may time throughout the day in different rooms while eating, bathing, dressing and playing.

I SEE IT, I LIKE IT, I WANT IT



- 13 months

- You're child's toys

• Infants and toddlers can't be expected to share toys. Their cognitive (brain) development hasn't grown to the point where they understand the concept of sharing. What your little one holds, they own. When in an environment with other children, it's important to have multiple toys of the same kind so each child can have their "own". During this activity, we want to help your child begin the early stages of taking turns. You will be asking your child to hand you a toy.

- When your little one is actively playing with a toy, sit down and quietly watch.

- Reach out your hand and say, "Can I see your toy?"

- If he gives it to you say, "Thank you!" or "I like it" and then quickly return the toy.

- If he refuses, pick up another toy and actively play with it. When he becomes interested and perhaps extends out his hand say, "Do you want to see this toy? Here you go" and hand it to him.

- Continue practicing until he freely hands you a toy upon your request.

FREE THE TOESIES!



- 14 months
- Child-size socks
- Taking socks off independently is another step in self-help independence.
 - Sitting beside your little one, pull one sock off until the toes are still in the sock.
 - Place your hand on your little one's hand and pull the sock saying, "sock off".
 - Repeat until the child can do it independently. Celebrate each attempt.
 - When he can pull socks off his toes, then pull his sock off just after his heel. Then have the child practice pulling it off.
 - Continue until he can pull his socks off completely.

POP A SQUAT



- 15 months

- Toys

• Babies are master squatters. They can squat down and play for a while and stand back up no problem. It's pretty amazing. At this age your child is ready to start practicing this skill.

- Stand with your child and demonstrate squatting down and standing back up. If your child struggles to keep her balance, hold her hands.

- Scatter toys around the room and encourage your child to bend down and pick up each toy.



STEP ONE, STEP TWO



- 15 months
- Set of stairs, your child's favorite toy
- Stairs can be a scary task for your child but climbing them is an important skill. Always supervise your child when they use the stairs. In the beginning, they will only be comfortable going up the stairs. Your child's understanding of depth perception is beginning to take shape and they also tend to have no fear. For their safety, please stay with them as they practice climbing stairs.
 - Place your child at the bottom of the stairs and their favorite toy a few stairs above them.
 - Sit by your child and encourage them to climb toward their toy.
 - Stay close and help your child as needed, guiding their hands and knees to the next step.
 - Don't force him to stay on the stairs if he is afraid.

I NEEEEEEED IT!



- 15 months
- Be aware of your little one's early non-verbal efforts to let others know what she wants. She may point or gesture towards a toy that is out of reach. She may also close her mouth and shake her head when she sees food she does not like. Often she will simply cry in frustration when she can't communicate what she needs.
 - During daily routines, notice her efforts to communicate her wants and needs.
 - When she indicates that she wants something by her body language or vocalizations, try to translate her gestures into words. "You want your ball? Here it is!"
 - If you correctly translate her meaning into words, praise your little and say, "Good! You wanted your ball."
 - If you guess incorrectly, pick her up to assure her you want to help and say, "Tell me (or, show me) what you want."
 - Watch for little communication clues such as body language and praise her efforts to 'tell' you what they need.

ONE STEP AT A TIME



- 15 months
- Children learn to climb up stairs before learning to crawl down stairs. Make sure and use safety gates to protect your little one from falling down the stairs unexpectedly.
 - When you close by to watch your little one, sit with her at the bottom of the stairs.
 - If she seems to be afraid or is not interested in climbing, talk quietly and calmly about the stairs and climbing.
 - Place a toy on the stairs just out of reach to encourage climbing. When she climbs to where the toy is placed, lift the child up with the toy and say, "good job, you went up!"
 - Repeat a few times, then distract her with another play activity as you securely the safety gate.
 - Never force a little one who seems afraid to try this skill.

IN THE CAN, OUT THE CAN



- 16 months
- Empty coffee can or show box with a 2" hole cut in the lid, small toys or blocks
- Putting items in and out of a container allows your child to practice strengthening their grasping skills and muscle control of their hands.
 - Invite your little one to watch you drop a toy through the small hole into the container.
 - Offer your child a toy and them to drop it in the container. Offer more objects to put in the container. Celebrate!
 - Show her how to take the items out of the container. She might not be capable of removing the lid to the container just yet, but she can learn to remove the items from the container.
 - As her skills progress, offer her different containers with smaller holes and objects.

WHISTLE WHILE WE WORK



- 16 months
- Household objects such as small broom, washrags, pots & pans etc.
 - As you perform routine tasks, allow your little one to watch you. Talk about what you are doing (“I’m washing to dishes. Can I have your plate, please?”) Continue describing the clean-up process and allow him to ‘help’ in any way possible. Perhaps he could wipe the table with you.
 - Place real objects in your little one’s play environment and encourage him to use the in real or pretend situations.
 - Model some of these imitation games when playing with your little one. Cook and stir, wash baby dolls, dust tables, etc.
 - Remember to talk about what your little one is doing in full sentences. Such as, “David is putting a diaper on the baby” or “You helped wipe the table after you ate your food.”

I CAN BE LIKE DAD



- 16 months
- Plastic dishes, broom, toy tools
- As your little one grows, he wants to be just like you and do what you do. Encourage him to be your little helper when it's safe and possible.
 - Talk about what you are doing. Say, "Daddy is wiping the dishes. I'm sweeping the with the broom."
 - Invite him to play with another object like the one you are using. Include household items in his play toys to encourage exploration too.
 - Ask him to help you when you are washing or drying plastic dishes, sweeping with a broom, wiping or dusting furniture, putting clothing in a basket or scrubbing the floor.
 - Talk about what he is doing, such as "John is dusting the table".

TINY TOWER



- 17 months
- Four 1" blocks
- Building towers of blocks is a great way for your child to practice balance and to fine tune their fine motor skills.
 - Using 1" blocks, build a tower of two cubes.
 - Ask your little one to also build a tower of two cubes.
 - Then help him place a third cube on the tower, until they can do it on their own. Then move onto four cubes.
 - Don't forget to celebrate! This is a big milestone.

WE WANT A PITCHER



- 18 months
- Tennis sized ball, beanbags, bucket or pan
- You might have noticed that your child enjoys throwing dishware and food from their highchair. They are getting ready to master the skill of throwing items overhand while keeping their balance. They will learn eye-hand coordination.
 - Show your child a ball, or bean bag, and demonstrate how to throw the ball overhead. Offer your child the ball.
 - Encourage your child to throw the ball as you did. He may want to experiment and throw it in another way, maybe underhand. That's okay! Life is all about experimenting and learning.
 - To begin with, stay close to your child so they don't have to throw very far. Gradually move further away as your child learns to throw. This will help him develop aim in his throwing skills.
 - Play games by throwing the ball or bean bag into a bucket or at a target.

SCRIBBLES



- 18 months
- Paper, pencil
- Your little one is ready to make more purposeful marks on paper. This means her control is strengthening. You want to see her scribble in a back and forth motion and a circular motion.
 - Tape a piece of paper to the floor or table to prevent it from slipping away or getting crinkled by your child's motions.
 - Model for your child a back and forth motion, making something looks like a bunch of lines garbled together. Hand her the pencil to try. She can hold the pencil anyway she wants. At this age, there is no right or wrong way to hold a pencil.
 - Next, encourage her to try making a circular motion. This engages her brain and fine motor skills in a different way. Again, remember it doesn't need to be anything that truly resembles lines or circles. We are just having fun learning!
 - The goal of this activity is for your child to scribble spontaneously without prompts or help from you holding their hand to make the motions.

I SPY



• 18 months

• At this stage, many children will begin to learn names for things. Your little one's favorite phrase may be "What's that?" or "Zat?" while pointing at something. Children learn best when they can easily touch the object. Whenever possible, hand the child the object as you label what it is.

- When you are playing with the child on the floor, make up a game by asking her to choose an object or toy. Use two familiar objects that do not sound alike.

- Hold up two different toys and say, "Do you want the car or the ball?"

- If she points to one, say, "You want the car".

- If she tries to say the word, say the name again so she will learn how to say it. "Good, you want the car!" You may accept the conventional name or your little one's name for the object. Don't worry about her articulation.

- Encourage her to explore and play with the object. Continue practicing labeling items as long as your child's attention allows.

Did you know that
most babies by **18 months**

Walk alone well

Say 10 to 15 words

Point to body parts

Enjoy simple pretend play



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THIS IS A _____!



- 18 months
- Your little one might have a couple of words at this point. To build his vocabulary you can play this game to introduce the names of objects, one at a time.
 - Start the game by asking your little one to choose an object or toy.
 - Hold up two different toys and say, "Do you want the car or the ball?"
 - If he points to one say, "You want the car".
 - If he tries to say the word, say the name again so he will learn how to say it. Then say, "Good! You want the car".
 - Allow him time to play and explore the item he selected. When he's ready start again with new items.

TWO STEPS FORWARD



- 18 months
- Your little one has begun to understand simple one step directions, now it's time to begin working on following two step directions. This type of activity will help your little one increase her memory skills.
 - Ask her to follow a two-step command. Ask her the following: "Get the ball and give it to me" or "Pick up the spoon and put it on the table."
 - Repeat the instructions and help as needed. This will take some practice.
 - Try not to point or use your hands to tell your little one what to do. This activity is intended to help her listen to your words.
 - Continue to include two step directions in your normal conversations with your little one. Praise every effort she makes to follow your directions.

DON'T WORRY, MY TEMPER TANTRUMS ARE NORMAL



- 18 months
- At this stage, temper tantrums are common and normal. Your little one cannot be reasoned with or really talked to during a tantrum.
 - Temper tantrums may show that your little one is upset or confused. She must try to understand many new things around her. Sometimes she does not know what is wrong or may not know how to tell you, except in a tantrum.
 - Try not to let her get over-tired or over-excited. Make sure that she has had good meals. Don't ask her to do too many difficult activities to sit, or to be still too long. Make sure she knows what to expect and what you expect from her.
 - You may try to distract her when she starts a tantrum. You may leave her alone in a safe place such as a playpen. Don't try to reason with her during a tantrum, but let her know you understand. You might say, "I'm sorry you are upset."
 - Don't reinforce tantrums or she will learn to get her way by using a tantrum.

19 - 24 MONTHS

ALL DONE!



- 19 months
- Child's dishes

- When your little one has stopped eating, ask, "are you finished? Do you want more? No? Okay, please hand me your plate."
- If she appears confused, touch the plate and say, "here's your plate. Please give me your plate."
- If she still hesitates, pick up the plate and say, "Plate, please". Place it back on the tray and ask her again, "give me the plate".
- When she lifts the plate, take it and say, "good Sarah. You gave me the plate".
- Go through these steps for several days until she responds to your request. Remember to celebrate!

PUSH AND PULL



- 20 months
- Push toy, broom, stroller, large box
- Children usually learn to push objects before they learn to pull them. Both are important skills. Use your creativity to find items around the house that your child can practice pushing and pulling.
 - Provide your child a toy that she can push around the room.
 - Encourage them by saying, “Come on Mary, push the box!” “Ready, set go!” Help her as needed.
 - Additional ways to practice this skill, have your child push a broom around the kitchen, push their favorite stuffed animal in a stroller.
 - For more of a challenge, offer your child a shorter object that she must bend down to push, or offer her a bigger or heavier toy to push or pull.
 - Another idea is to put heavy objects in a laundry basket and encourage them to push it around the house.

EYES, EARS, MOUTH & NOSE



- 20 months
- Children learn body parts from adults labeling them during daily routines such as bathing, dressing or playing games.
 - Begin by teaching one body part at a time.
 - Taking your little one's index finger, guide his hand to touch your nose and say, "Nose". Repeat this a second time.
 - Then ask, "Where is Tommy's nose?" If he doesn't point to his nose, take his hand again and guide it toward his nose and say, "Nose". You can also use a baby doll to practice pointing to body parts.
 - During bathtime label his body parts as you wash him.
 - o "I'm washing your toes!"
 - o "Rub your tummy."
 - o "Did water get in your eyes?"
 - When dressing your little one say things such as:
 - o "Put your arm in."
 - o "Let's put your sock on your foot."

MY FAVORITE CHAIR



- 21 months
- Chair, toy, book
- This activity will encourage your child to use their climbing skills to get in an adult sized chair or couch to sit down.
 - Put your child's favorite toy or book up on a chair or couch or of the reach of your child. Call them over to come and sit next to you.
 - To begin with, you may need to help your child climb into the chair by putting your hand under the child's foot and boosting her up. Or, you could put a stool in front of the couch for them to climb up and better reach the seat.
 - Once the child is in the chair, help her turn and sit down.
 - Later, she will learn to climb back down. They usually turn and slide down on their tummy.

VOCABULARY EXPLOSION!



- 21 months
- Your little one is understanding more and more words everyday. He needs to hear a word hundreds of times before he can say the word himself. It is important to talk to your little one and name things frequently during the day.
 - Around this age, you'd like to have your little one using at least 20 words spontaneously.
 - Match this vocabulary game with the routine you are working on, such as cooking a meal. While in the kitchen highlight words such as:

STOVE	TABLE	CHAIR	STIR
SINK	REFRIGERATOR	PLATE	HOT
FORK	CUP	PAN	WASH

- Come up with vocabulary words to highlight during diaper changes, bathtime, playtime, while outside etc.
- As your child begins to use the words you've introduce them to, pause and let them take the lead in labling objects.

“I’M HUNGRY! I’M THIRSTY!”



- 21 months
- Many children at this stage are beginning to learn words at an amazing rate. It is important to know that for every word your little one says, he understands at least ten words. Pretty amazing! At this stage you will start to have them make requests for their needs such as food and drink.
 - Whenever you hear your little one tell you what she needs by a single word, such as “cup”, or a phrase like “cup milk” encourage the language by responding and adding the missing words. An example being: You want milk in your cup? You are thirsty!”
 - Encourage your little one to express what she wants or needs by listening and responding to him.
 - If the request is unreasonable, encourage the language by looking at the child, saying, “You want more cookies? Not now, you just had some”. Use quick thinking to distract the child with a favorite activity.

TWO WORDS, ONE MEANING



- 21 months
- Some little ones are starting to use more than one word to describe what they see, do, or want. You can help the child use two words by demonstrating combinations as you play with her. Pairing words and actions will help her learn meaning.

- When playing, you may say, "Push car" and wait for the child to move the car. Then smile and say, "Good Martha. Now tell me, 'push car'". Recognize her use of the two words. If she isn't interested in this activity, follow her lead and wait for another chance to practice two word sentences.

- Your daily routines such as bathing, getting dressed and meal times all have simple ways to add two word sentences. Examples could be: hat on, coat off, pants up, wash toes, eat banana.

CLEAN UP, CLEAN UP!



- 21 months
 - Toys, familiar objects
 - It's important that your little one's environment is structured and predictable to he gains a sense of control. Toys should regularly be kept in the same place.
 - Before beginning to play with a favorite toy, talk to the child about where it is kept. Say, "you want a ball? The balls are kept in the blue basket."
 - Help him find the toy with words or by taking a hand and showing him.
 - When he is no longer playing with the toy ask, "where does the ball go?" If he put it in the basket, give him lots of praise!
 - If he doesn't respond, simply say, "I remember where it goes! I'll put it in the blue basket."
- Encourage any efforts to help you.

PUZZLE MAKER



- 22 months

- 3-piece puzzle

- Your child's first puzzle is best when it's simple, something like 3 shapes: circle, square and triangle. Don't worry about spending money on pricey puzzles. You can make a puzzle out of paper.

- Place the puzzle in front of your little one.

- Put the circle in the puzzle, take it out and give it to your little. Say, "put it in the hole".

You may need to help him by guiding his hand. After some practice, you can move your prompting to pointing to the right spot instead of guiding of their hand.

- Continue with the other two shapes.

- If he is having trouble finding the correct hole, cover the other holes with your hand so he can tell which one is the right spot.

CREEP ON DOWN



- 23 months
- Stairs and favorite toy
- Your child has mastered climbing up the stairs and should be getting ready to climb back down—well, really, they creep backwards! As always, please supervise your little one as he practices this skill.
 - Encourage your child to climb up the stairs, using a toy to entice them if needed. Follow close behind them to catch them if they slip and fall.
 - Once your child has reached the top, take a few steps down, and call your child encouraging him to start the trek down.
 - Allow him some time to explore ways to get back down the stairs, including moving down on their bottom, or sliding down on their belly.
 - If the child seems frustrated or afraid, offer to help them move one stair at a time. Don't pressure them if they aren't ready. Try again in few days or weeks.

WHO AM I?



- 23 months
- Between the ages of 21-24 months, many children will begin to use pronouns (often incorrectly) in their speech such as, 'you' 'me' and 'I'. They are also learning to refer to themselves by name.
 - Use your little one's name often when you describe her actions and routines.
 - When dressing her say, "Sally's shirt".
 - Show your little one photos of the family including a picture of her. Ask her to name the people in the pictures.
 - Remember she may not say her name clearly at first. When she does try to say it, respond "Good, Sally!"



PAPER AIRPLANES



- 24 months
- Paper, napkins
- Folding paper is another way to strengthen your child's fine motor skills. This activity has her using her fingers and brain in a new way. It's important to remember that perfection is not the key! Don't worry if the folds are not even and if she doesn't make definite creases in the paper.
 - Model for your child how to fold over a piece of paper and make a crease. Do it simply, don't stress about matching corners to make an even fold.
 - Open the paper you folded and give it to your little one and say, "you fold it". You will start with her folding over the crease you made.
 - Continue practicing folding. Fold lots of pages and you make a book!

LINES AND CIRCLES



- 24 months
- Paper, crayon or pencil
- Your little one is ready to make more precise movements while drawing and writing. Again, they won't be perfect but we're building bit by bit. We will focus on practicing vertical and circular strokes.
 - To start with, you will only use your finger not a crayon.
 - Show your child how to make a circular motion with your index finger. Make this motion 2-3 times. Then ask your little one to try it. Celebrate!
 - Repeat until he can imitate you by making a circle several times. Don't use the words "circle" or "round" in your instructions.
 - Next, use a crayon or pencil to draw your circular motions. Then have your child try. Assist him as needed.
 - Next, follow this same process to practice drawing vertical strokes.

LITTLE, BIG



- 24 months
- Pair of objects- each set must have one larger and one smaller.
- Identifying size differences is a new task for your little one. To help him, make sure the objects you choose have an obvious difference in their sizes.
 - Use size words often during the day to introduce your little one to this new concept.
 - Gather common objects from the house that are different sizes. Items such as combs, teddy bears, shoes, spoons, cups, balls, etc.
 - Start with one pair of items and see if your little one can pick out objects according to size.
 - Put two matching objects in front of your little one. Then make a request, "Give me the big shoe". Praise him if he picks the correct object.
 - If he doesn't select the right one, pick up the correct item and say, "This is the big shoe."
 - Give your little one plenty of opportunities to play size games. It will take some time to learn this new concept, be patient.

I'M A BIG KID



- 24 months

- Being able to remove clothing independently is preparatory to potty training. To help you child be successful next year with potty training, you want him to be capable to remove his pants.

Remember that at this stage, she will need help with buttons for a while.

- Your little one has learned to pull off several different pieces of clothing and she will be ready to undress with little assistance soon.

- At undressing time, ask your little one to take off the things you know she can do.

- Help her if needed. As she undresses, celebrate, 'Great! You took off your shoes!'

- When your little one is very tired, do not expect her to undress without assistance. You will need to undress her or help her more.

LET'S ROLE-PLAY



- 24 months
- Doll or stuffed animal, blanket or towel
- Your little one has been imitating you for a little while now and is enjoying playing make believe. He will begin to put stuffed animals to sleep, cook pretend food and dress up as people he knows.
 - Just before your little one's bedtime, put all toys away except a doll or stuffed animal. Say, "Let's put dolly to bed now".
 - Lay the blanket down or wrap the stuffed animal in it. Cuddle and sing a song to it. Say, "Put dolly in bed".
 - Encourage him to add this to your bedtime routine.
 - Model cooking pretend food and dressing up.



Did you know that
most babies by **2 years**

Walk up stairs

String large beads

Use words to communicate

Use 2-word sentences



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25 - 36 MONTHS

FLIP IT AND REVERSE IT



- 26 months
- 3-piece puzzle
- A couple of months ago you introduced your little one to a 3-piece shape puzzle. Now let's add another layer to this activity by switching things around a little!
 - Place the puzzle in front of your child.
 - Remove the puzzle pieces and place them in the front of their correct spaces. Then say to your child, "put the pieces in their spots".
 - If your little one doesn't respond to the directions say, "let's do it together!" Place a shape in your child's hand and guide them toward the right spot. Celebrate with your child, "you put the circle in its place!"
 - Next, pull out the shapes from their spots and reverse the shape board so the shapes are in front of the wrong spots.
 - Encourage your little one to find the right spots. Allow her to explore and experiment as long as she seems interested.

JUMP!



- 27 months
- Set of stairs or low surface of a height
- The skill of jumping will grow and change in the coming year or so. To begin learning, encourage them to practice jumping off of something such as the bottom step, the curb or any other stable surface.
 - Demonstrate jumping from a low surface such as a board or the curb of the sidewalk. Encourage your child to copy you.
 - Offer to catch her when she jumps.
 - Once she is confident from jumping off a low surface, gradually increase the height of the surface. Be sure not to teach them to jump from a place they could get hurt!
 - In the beginning, your child will jump with something closer to a two step walk rather than the actual jumping motion. Overtime, as she strengthens the skill, she will learn to jump with both feet together.

WHAT IS THIS?



- 30 months
- This activity you want to see that your child can name at least 5 pictures when you ask him, “What is this?”

- When reading picture books, point to pictures of familiar objects and label them for your little one.
- If he attempts to say the name of the picture praise him and respond, “That’s right, it’s a”
- If the name of something is already in his vocabulary, ask him, “What is this” to encourage him to practice labeling items.
- After your little one can name large objects in pictures, like dog or girl, focus on the small parts of the large objects. For example, the dogs tail or the girl’s dress. This is broaden his vocabulary.



TOYS AWAY, TOYS AWAY



- 30 months
- Make helping fun for your little one at this stage. Do not expect that he will be able to clean up without a lot of encouragement from an adult. You need to be very much a part of the putting away process for the child to learn this important self-help skill.
 - Talk to your little one when you put things away. Say things like, “Here’s where the blocks go. Let’s put the big ones on the shelf. Gather your books to put in the box.”
 - Encourage him as he puts toys in their place by saying, “You put so many blocks in their place. You helped me clean up!”
 - It is best to help him put away toys that are not being used, in a natural way throughout the day. Clean up time can be overwhelming for your little one. There can be so much to do, and he might not want to ‘hide’ away his favorite toys.
 - Although he will need help for a long time, you will be most successful helping him learn by keeping expectations reasonable and encouraging every effort.
 - This exercise is also good for practicing sorting skills and language building skills.

THE LEANING TOWER



- 33 months
- 10 one-inch cubes
- Building this tall tower of 10 cubes proves to be a test of balance and a steady hand!
 - Model for your child how to build a tower by stacking one block on top of another until you reach five cubes. Then encourage your child to try the same.
 - In the beginning, your child may struggle to get more than five cubes stacked. Having the tower fall over can bruise his little ego a bit. Be encouraging and help him try again.
 - Slowly build your child's skills by focusing on smaller towers in the beginning. Start with a 5-cube tower and then focus on a six cube tower, etc. until your child successfully creates a 10 cube tower.

ONE FOR YOU, ONE FOR ME



- 33 months
- Multiples of objects such as blocks, box or can
- Your little one can begin understanding small math concepts even at this age. During this activity you will help your child learn the concept of 'one'.
 - As you give your child a toy, a cracker, a book say, "Here is one cracker" and emphasize the word one.
 - Using blocks and a can, hold up one block and say, "one" and drop it in the can. Then give you him one block and ask him to put it in the can. As he does, say, "one block in the can." Celebrate with him. If he doesn't put it in the can, prompt him again.
 - Count out the blocks saying, "one for you and one for me" or "one for Jack and one for Daddy".
 - Find other ways to incorporate this into your routines such as household chores, meal time, bath time, shopping, etc.

FOLLOW ME, ONE, TWO, THREE



- 33 months
- You've previously worked with your little one to practice following one and two step directions. Now it's time to work on three step directions. This will continue to help her increase her memory skills.

- Here are a few examples of three step commands to use:
 - o Ask your little one to "get the ball, raise it up, and give it to Daddy."
 - o "Pick up the spoon, shake it up and down, and put it on the table".
- Repeat the instructions as needed and assist her if needed.
- Try not to point or use your hands to tell the child what to do.
- Continue practicing until she can follow a three step command independently.

Did you know that
most babies by **2.5 years**

Pick up toys
Understand big and little
Participate in nursery rhymes
Follow two-step requests



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ONE FOOT IN, ONE FOOT OUT



- 36 months
- Ball, low table or chair
- All your child has learned over the last three years has come to this moment! It's all about finding his balance.
 - At first, you may offer your child your hands, or a low table or chair to hold on to. Then model picking up one foot at a time, and slowly let go of the surface you are holding onto.
 - Place a ball on the floor and encourage your child to kick the ball. Demonstrate kicking the ball if he tries to pick up the ball rather than kick it.
 - Play games such as "Hokey Pokey" or "Simon Says" with him to demonstrate standing on one foot. Encourage your child to imitate you.

UP, DOWN, ALTERNATE!



- 36 months
- Set of stairs with railing
- The skills your child has been learning for going up and down stairs have slowly evolved during the last year. Now it's time to start practicing going up and down, alternating their feet from step to step.
 - Ask your child to put one foot on the step and to step up while holding onto your hand or the railing. Say something like, "One foot up".
 - Encourage them to use their other foot for the next step by saying, "Other foot up". You may need to touch the other leg to show the child what to do.
 - Start with just a few steps, and gradually grow to a point of going all the way to the top without stopping, using alternating feet.

OPEN, SHUT



- 36 months
- Narrow strips of paper, child size safety scissors
- Activities that include scissors are always stress inducing for a parent, but it is a necessary skill to learn and practice. Always supervise your child when they are using scissors.
 - To prepare for this activity, you will need to cut strips of paper that can be cut in half in one snip.
 - Place the scissor handles over the middle finger and thumb of your child's hand. At this age she probably doesn't have a preferred or dominant hand. It is best to ask for one of her hands and let them choose which one.
 - Hold a narrow strip of paper in front of your child and say, "open". Help her position the scissors across the paper. Then say, "shut", and encourage the child to cut completely through the paper in one stroke.
Gradually decrease your help until the child cuts a narrow strip of paper in one stroke without assistance.
 - Then provide a strip of paper wide enough to require two short snips of the scissors to cut it in two pieces. Assist her with holding the paper and positioning the scissors as necessary. Say, "open, shut, open, shut".
 - Gradually use wider paper and help her cut in a continuous line until she can cut a sheet of paper in two without assistance.

NURSERY RHYMES & SONGS



- 36 months
- Your little one cannot succeed in this skill unless she has had many opportunities to hear children's music and listen to nursery rhymes. Make sure that this is a part of your daily routines.
 - While playing with your little one and during your regular routines, sing simple songs or nursery rhymes.
 - Use music in play to help her develop in memory skills. The beat of music and the child's movement with help her learn words to simple songs.
 - It's important that your little ones doesn't feel pressure to perform to please you. It should be lighthearted fun.



Did you know that
most babies by **3 years**

Shows affection without prompting

Can name most familiar things

Does puzzles with 4 pieces

Speaks in 2-3 sentences

Pedals a tricycle



If you have any concern or questions about your child's development,
fill out a form online at rootforkids.org or call us at 435.673.5353

IN, OUT, UNDER & OVER



- 36 months
- Block or small toy, box or can
- Learning prepositions are critical to your child's language skills and to understanding spatial relationships between objects and people.
 - You can teach your little one prepositions by talking about what you see and do during the day. For example, "the book is on the chair" and "my pencil rolled under the table".
 - Using a block or other toy, ask your little one to hide the item while you cover your eyes. As you find it, say, "it's under the box" or "it's behind the box".
 - Make a game out of placing items in, on and under a box.
 - If you have a ring stacking toy, or something similar, you can say "off" when she takes a ring off, and "on" when she stacks them again.

POUR ME ANOTHER



- 36 months
- Two cups, water, sand
- Learning to pour from one container to another will help your little one with spatial awareness and judging quantity correctly when pouring from one container to the next.
 - To start with, show your little one how to dump a small toy from one container into another.
 - Give the containers to him and if necessary, place your hands over his and assist him. Encourage him to practice dumping the toy from one cup to the next.
 - When he is taking a bath, show him how to pour water from one cup to another. This is a safe space to allow for spills!
 - Another way to practice is to spread a plastic tablecloth on the floor and place a dishpan half-full of water on it, then practice pouring from one cup to the next. This is also a fun outside activity.
 - If you don't want to practice with water, you can also use sand or dry macaroni noodles.

AM I A BOY OR A GIRL?



- 36 months
 - Your little one is beginning to recognize the difference in boys and girls and will soon identify themselves as a boy or a girl.
 - As you look at picture books, identify the people in the pictures, “there is a boy. This is a girl”.
 - Ask your little one to point out boys and girls in books.
 - Next, have your little one imitate you saying, boy and girl. Ask him to say the word ‘boy’. If she makes any sound at all, recognize it and say, “yes, a boy”.
 - When he can say the word boy or girl and can point to pictures of boys and girls, you are ready to ask, “are you a boy?” Assist as needed by helping with sounds.
- When he can answer if he is a boy, then begin asking, “Are you a boy or a girl?”

I AM ANGRY!



- 36 months
- Up till now your little one has mainly expressed her anger and upset feelings through hitting, pinching, or throwing things. You will begin to notice a shift as she learns to express these emotions more through words.
 - Your little one needs to learn a way to let people know about angry or upset feelings.
 - When you see she is becoming upset, help her understand by saying what you think her feelings are. Say, "You're upset because your toy broke" or "It made you mad when John took your toy".
 - Encourage her to tell someone what is wrong. "Tell Daddy you're upset because your toy broke. Maybe he can fix it."
 - You will need to supervise her and help her to say what's wrong.

STEP ONE, STEP TWO



- 15 months
- Set of stairs, your child's favorite toy
- Stairs can be a scary task for your child but climbing them is an important skill. Always supervise your child when they use the stairs. In the beginning, they will only be comfortable going up the stairs. Your child's understanding of depth perception is beginning to take shape and they also tend to have no fear. For their safety, please stay with them as they practice climbing stairs.
 - Place your child at the bottom of the stairs and their favorite toy a few stairs above them.
 - Sit by your child and encourage them to climb toward their toy.
 - Stay close and help your child as needed, guiding their hands and knees to the next step.
 - Don't force him to stay on the stairs if he is afraid.



Nurturing strong beginnings.

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