






## Birth–12 Months

## 12–24 Months

## 24–36 Months

 <p><b>Communication/ Language</b></p>	<p>Sing for your infant a nursery rhyme that includes hand actions, such as “Twinkle, Twinkle Little Star.” Sing the song slowly and move your hands in pronounced, simple ways that correspond to words of the song.</p>	<p>Encourage your child to pretend to be a favorite character in a book. Offer suggestions about the character’s noises or words and actions.</p>	<p>Help your toddler understand “far away” and “come back.” Talk about a familiar faraway place, such as a relative’s home or military/work assignment. Describe actual or anticipated times someone comes back. Use pictures, if possible.</p>
 <p><b>Cognitive</b></p>	<p>Offer a nonbreakable cup and a small toy that fits inside the cup. Encourage your infant to put the toy in the cup and explore ways to play with the items. Put the cup over the toy and ask, “Where did our toy go?”</p>	<p>When you read a favorite book with your child, invite him/her to say the names of things you point to in the book’s pictures. Offer hints as needed.</p>	<p>Share with your child a book that includes pictures of some things you have in your home. Ask your child whether things shown on a page are in your home. Invite your child to find similar items in your home.</p>
 <p><b>Self-Regulation</b></p>	<p>Support concentration skill by encouraging your infant to watch you move your hands in different and exaggerated ways. Clap your hands as you say “clap, clap, clap.” Pat your knees as you say “pat, pat, pat.”</p>	<p>Put in a basket three different types of toys, such as 2–3 animals, 2–3 blocks, and 2–3 cars. Invite your child to line up the toys in front of him/her, and then put together the same types of toys (three separate groups).</p>	<p>Secure some picture cards, such as cards in a memory game. Put together 1–2 sets of cards that match and 1–2 sets of cards that do not match. Encourage your child to tell how cards are the same and not the same.</p>
 <p><b>Social-Emotional</b></p>	<p>Imitation is a powerful learning tool. While your infant is watching, engage in a pretend give-and-take conversation with a doll or similar toy. Talk in short phrases, pause often as if listening, and use responsive facial expressions.</p>	<p>Invite your child to make a happy face with you. Then invite your child to make a sad face with you. Talk about what makes your faces look happy or sad, such as a smile or frown.</p>	<p>Look with your child at the facial expressions of characters in a book your child enjoys. Explain how mouth, eyes, and other features of an expression tell us how someone might be feeling, such as happy or sad.</p>
 <p><b>Physical/Health</b></p>	<p>Support your infant’s use of one or both hands to make a sound by tapping a toy drum, box, or the bottom of a container that will make some sound when tapped. Describe how your child uses his/her hand to make a sound.</p>	<p>Create 4–5 sock balls by rolling an adult tube sock into a ball. Use a piece of fabric or something similar as a pretend pond. Invite your child to throw one sock ball at a time into the pretend pond. Aim for same or different places in the pond.</p>	<p>Secure a puzzle that has different sizes of pieces. Identify two pieces that differ in size. Invite your child to remove the pieces and feel how one piece is larger. Encourage your child to feel with whole hand and then with several fingers.</p>