






Readiness Starts Early: Tips for Promoting Your Child's Learning

Birth–12 Months

12–24 Months

24–36 Months

 <p>Communication/ Language</p>	<p>Emphasize the names of people who live in your home, especially when you notice your child looking at someone. Use nicknames as appropriate. Emphasize the names of staff at the center at drop-off/pickup.</p>	<p>Encourage your toddler to join you in doing hand and finger actions for “Itsy Bitsy Spider” or a simple nursery rhyme you know. Move your hands slowly with the words that describe an action.</p>	<p>Invite your child to join you in pretending to row a boat. Move your upper body slightly back and forth as you make circle movements with your arms. Emphasize the word “row” and maybe sing “Row, Row, Row Your Boat.”</p>
 <p>Cognitive</p>	<p>Offer your infant a toy that has moving parts, such as a rattle or a small vehicle. Talk about what happens as your infant explores the item. Example: “The rattle makes a sound. You move the rattle. The rattle makes a sound.”</p>	<p>Provide experiences in rolling a ball through a tube, such as a mailing tube, or under a small table. A goal is for the ball to be briefly invisible. Take turns in rolling and catching the ball. Support excitement in seeing the ball reappear.</p>	<p>Support your toddler in putting together pieces of a fit-together toy, such as snap beads. Show and describe how pieces fit together, if appropriate. Talk about your child’s efforts.</p>
 <p>Self-Regulation</p>	<p>Encourage your infant to watch you slowly move an appealing toy, such as a block, from side to side within the infant’s line of vision. Then slowly move the item to the front of the infant so he/she can touch or grasp it.</p>	<p>Make a simple paper butterfly. Encourage your child to watch you move and then stop moving the butterfly when it gets hungry. Invite your child to move the butterfly when you say “fly!” and stop when you say “hungry!”</p>	<p>Use a piece of paper to make a large circle in a solid color, such as red or orange. Encourage your child to clap hands and/or move arms, and then stop movements when you show and say “circle.” Support repeated practice.</p>
 <p>Social-Emotional</p>	<p>Include feeling or affect words when you describe basic care routines. Examples: “It feels good to have a clean diaper!” “I have fun helping you eat.” “I am happy to see you!”</p>	<p>Invite your child to join you making a face that shows we are sleepy (yawning, eyes partially closed), excited (eyes wide open, smiling), and any other situation or emotion of interest to your child. Talk about what our faces look like.</p>	<p>Share with your child a story that describes different feelings experienced by the book’s main character, such as happy, sad, and angry. Talk with your child about the feelings, especially feelings of particular interest.</p>
 <p>Physical/Health</p>	<p>Gently and slowly guide a young infant’s legs in a bicycling motion when the infant is alert and on his/her back. Make up a simple rhyme about riding a bike. An older infant may wish to move legs independently or with less guidance.</p>	<p>Encourage your toddler to move a shaker or bell in contrasting ways: (1) with arm and then with hand; (2) with one hand and then with the other hand; (3) with one hand and then with both hands; (4) slowly and then quickly.</p>	<p>Provide experience in kicking a ball from a standing position in a safe area. Identify a target for the ball, such as a wall. Use a ball made from soft material. Emphasize how your child lines up his/her body with the ball.</p>