






## Birth–12 Months

## 12–24 Months

## 24–36 Months

 <p><b>Communication/ Language</b></p>	<p>Farm animals are often a favorite of young children. Show your child pictures of some common farm animals. Name and briefly describe the animal as you point. Make the animal's sound. Describe your child's reactions.</p>	<p>Provide several crayons or markers and a piece of blank paper for your child to draw something of his/her choice. Talk about your child's efforts by emphasizing words that describe marks on the paper, such as line, circle, dot.</p>	<p>Talk with your child about animals that begin life in an egg, such as a birds, turtles, and fish. Invite your child to pretend to be a little animal in an egg. Suggest kneeling and pretending to push out of an egg that is cracking open.</p>
 <p><b>Cognitive</b></p>	<p>Support your child's awareness of different images in a picture. Most book pictures show more than one thing. When you share a book, point to and briefly describe the main image plus one other aspect of a picture.</p>	<p>Support creative problem-solving skills by asking your child to think of places where a small animal could hide in your home. Walk around several rooms with your child as he/she suggests hiding places.</p>	<p>Provide a toy, such as a Potato Head toy, that involves putting together different parts. Support your child's initiative and creativity in figuring out how to put things together.</p>
 <p><b>Self-Regulation</b></p>	<p>Provide practice in calming down after a stimulating activity. Hold your infant in your lap or arms, sing or hum a gentle song, and pat or rub your infant's back. Explain we are calming down.</p>	<p>Provide your child with practice in calming down after an exciting activity. Encourage your child to breathe slowly and deeply, and to close his/her eyes or look at one thing for a short while. Explain we are calming down.</p>	<p>Draw attention to details. Point to and talk about some specific parts of pictures and objects. Example: "Look at how the child in this picture is standing. Both feet are on the ground. Where are the child's feet in this picture?"</p>
 <p><b>Social-Emotional</b></p>	<p>The next time your child is engaged in play with an object, secure a similar object to play with alongside your infant. Gently help your infant notice what you are doing by quietly talking about what you are doing.</p>	<p>Invite your child to show some ways to tell others he/she is happy about something. Offer suggestions as appropriate, such as making a big smile, clapping hands, saying "I'm so happy!" or "hooray!"</p>	<p>Talk with your child about some good things we can do for ourself and others. Examples: brush our teeth, wash our hands, draw a picture as a gift for someone, pet a friendly dog or cat, give a "thumbs up" when we like something.</p>
 <p><b>Physical/Health</b></p>	<p>Provide focused support for a physical development skill that is emerging in your child, such as sitting, creeping or crawling, standing, or walking.</p>	<p>Prop up one end of a piece of cardboard or similar material to create a small ramp. Offer a small toy vehicle to use with the ramp. Emphasize using one hand to pick up and hold the toy, place it at the top of the ramp, and let it go.</p>	<p>Provide a ball of play dough about the size of your child's fist. Encourage your child to try different ways to change the dough: flatten with two hands, pull off little bits of flattened dough with fingers, roll small pieces into little balls.</p>