

# 18 MONTHS TO 36 MONTHS



### Screen time

Protecting children from negative impacts of screen time is a challenge, especially when there are older siblings or a mixed age group. Healthy brain development, language development, social emotional development, and physical health are all impacted by screen time. For children younger than 18 months, avoid use of screen media other than video-chatting. Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing. (American Academy of Pediatrics Guidelines).



### Sign Language

Have you ever felt like you had something to say and yet, no one could understand what it was? That's what your toddler experiences every day! Spoken language takes some time to develop but toddlers can use their hands much sooner. Teach some simple sign language like "more," "eat," "milk" or "all done." Your toddler will appreciate having a way to tell you what they are thinking. As they grow more confident in being able to communicate, you will notice they are less frustrated. Their spoken language will continue to develop while sign language helps fill in the gap.

# Domain 1: Physical wellbeing, health, and motor development

## Goal 1: Children engage in a variety of physical activities

### TODDLERS MAY

- ⊗ Try new activities that require physical movement, such as climbing on a chair, without adult assistance.
- ⊗ Participate actively in games, dance, outdoor play, and other forms of exercise.
- ⊗ Participate in playful and careful rough and tumble with close family or friends.
- ⊗ Begin to participate in active games such as hide and seek and tag.

### YOU CAN

- ⊗ Encourage children to play together and avoid interrupting play.
- ⊗ Play a variety of active games with toddlers (tag or a simple and safe obstacle course).
- ⊗ Provide a variety of materials and toys, changing them as children get older and more capable.
- ⊗ Limit child's screen time (watching movies, cartoons, playing computer games) to no more than one hour of quality programming each day. Adults should watch and discuss programming with the child.
- ⊗ Move to music and sing songs with child.



## Goal 2: Children demonstrate strength and coordination of gross motor skills

### TODDLERS MAY

- ⊗ Primarily walk heel to toe, not tip toe.
- ⊗ Carry toys or objects while walking.
- ⊗ Walk and run, changing both speed and direction; avoid obstacles.
- ⊗ Walk backwards.
- ⊗ Climb in and out of bed or onto a steady adult chair.
- ⊗ Enjoy pounding objects (hammers peg with accuracy).
- ⊗ Kick and throw a ball, but with little control of direction or speed.
- ⊗ Jump in place.
- ⊗ Balance on one foot briefly.
- ⊗ Bend over easily at the waist, without falling.
- ⊗ Walk in a straight line.
- ⊗ Walk up and down stairs, not alternating feet, without assistance.
- ⊗ Swing a small stick, bat or paddle.
- ⊗ Enjoy riding toys they can move by pushing their feet on the ground.



### YOU CAN

- ⊗ Provide space and opportunities indoors to encourage toddlers to run, throw, jump, kick, and climb.
- ⊗ Play outdoors with toddlers every day except in extreme weather.
- ⊗ Provide a variety of materials and equipment scaled to size of the children (riding toys, low climbing structures).
- ⊗ Provide opportunities for child to try different body positions (bending, twisting).
- ⊗ Use music to encourage movement through song games and dance.

## Goal 3: Children demonstrate stamina in daily activities

### TODDLERS MAY

- ⊗ Participate actively in games, outdoor play, and other forms of physical movement.
- ⊗ Run spontaneously across the room or yard.
- ⊗ Engage in unstructured physical activities for at least 60 minutes and up to several hours each day.
- ⊗ Increase physical (aerobic) activity with age to 15 minutes at a time, for at least 30 minutes each day.
- ⊗ Sleep well, awakening rested and ready for daily activities.
- ⊗ Ride trikes or toys by pushing themselves along with their feet on the ground.
- ⊗ Think of ways to encourage activity in daily tasks – let them “help” sweep, put away groceries, fold laundry, check the mail.

### YOU CAN

- ⊗ Engage in at least an hour of physical activity together each day.
- ⊗ Offer freedom of movement for much of the day (not in car seat, high chair or crib).
- ⊗ Provide riding toys they can push with their feet on the ground. Provide wagons.
- ⊗ Provide child-sized equipment, musical instruments, active follow-along songs and basic rhythms.
- ⊗ Ensure daily calm and rest periods or nap times.
- ⊗ Give objects toddlers can dump and fill and containers they can use to carry objects.
- ⊗ Encourage sustained play, without interruption.
- ⊗ Limit screen time (watching cartoons, movies, playing computer games) to no more than 1 hour of quality children’s programming, with adult watching and talking about the content.
- ⊗ Take daily short walks.

## Goal 4: Children demonstrate strength and coordination of fine motor skills

### TODDLERS MAY

- ☼ Turn book pages one page at a time, most of the time.
- ☼ Scribble with crayons and begins to imitate marks (a circle), uses a paintbrush.
- ☼ Fold blanket, cloth diaper, or paper, with assistance.
- ☼ Pour liquid from small pitcher or cup.
- ☼ Attempt to stack small wooden blocks into a tower 4-6 blocks high.
- ☼ Open doors, with assistance, by turning and pulling doorknobs.
- ☼ Use spoons and forks (sometimes) appropriately.
- ☼ Work simple “insert” puzzles (completes simple puzzle, uses shape sorter box).
- ☼ String large beads.

### YOU CAN

- ☼ Use crayons, chalk and child markers with child.
- ☼ Provide experiences that support the use of hands in many different positions (painting at an upright easel).
- ☼ Provide materials such as play dough or squishy foam toys to squeeze.
- ☼ Engage child in activities that promote moving fingers individually (finger plays, typing on a toy keyboard, making music, using a remote control).
- ☼ Engage child in playing with and stacking blocks and/or small household objects.
- ☼ Help child learn to crank a jack-in-the-box or a wind-up toy or music box.
- ☼ Show how fine motor skills are used in your daily life – making a grocery list, knitting, repairing a net and cooking.

### Concerns about development.

If there is a concern about a delay or progress in any of the learning domains, there are free resources for a child to be screened and to support their development. For children under age three, the State of Alaska offers the Infant Learning Program throughout the state, and an interactive map helps find their local Infant Learning Program. Staff there can arrange for a free screening and, if needed, free help if a child is found to have some delays. <http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx>

If the child is older than three years old, the same services are available through your local school district, and may include free preschool for children needing some additional support. <https://education.alaska.gov/sped>

The Help Me Grow Alaska website has a free “Ages and Stages Questionnaire” for parents to complete, either online or a paper version. The American Academy of Pediatrics recommends every child be screened at 9, 18, and 24-30 months, or whenever there is a concern.

Parents can also ask their medical provider about developmental screening. Head Start/ Early Head Start, child care providers, and pre-school teachers are additional resources.

## Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)

### TODDLERS MAY

- ⊗ Respond to music with body movements.
- ⊗ Imitate animal sounds and movements.
- ⊗ Enjoy sensory activities such as playing in the tub or making mud pies.
- ⊗ Eat food with a variety of textures.
- ⊗ Explore and gather materials of different textures (rocks, sticks, shells, leaves).

### YOU CAN

- ⊗ Provide physical experiences that integrate child's movements with all of the senses (shadow play, painting with feet, playground equipment).
- ⊗ Provide a variety of sounds in the environment: some are soft, some louder, some quiet.
- ⊗ Model movements and invite child to participate (dance or drum together).
- ⊗ Provide sensory materials such as water, snow, mud, or sand for children to explore.
- ⊗ Avoid sensory confusion with scented items that are not edible (scented markers, scented play dough).
- ⊗ Provide objects toddlers can chew.
- ⊗ Sing familiar songs, especially ones where the child can make choices such as "Old MacDonald".
- ⊗ Observe and participate in cultural events and activities such as food, dances, games and stories.
- ⊗ Provide textures from nature such as animal skin and horns/antlers, bark, flowers.



## Goal 6: Children practice health skills and routines

### TODDLERS MAY

- ⊗ Use tissue to wipe nose, with assistance.
- ⊗ Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.
- ⊗ Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).
- ⊗ Drink from an open cup independently.
- ⊗ Communicate with caregiver when he/she is not feeling well.
- ⊗ Wean from pacifier (if used).
- ⊗ Start brushing own hair with assistance.
- ⊗ Drink water from a cup before bed; no longer uses a bottle.
- ⊗ Cooperate and assist caregiver with tooth brushing.
- ⊗ Feed self with spoon.
- ⊗ Help put on their shoes and socks.
- ⊗ Show interest in toilet training and can use toilet regularly by 36 months, with assistance.
- ⊗ Participate in sleeping routines such as getting and arranging his/her bedtime comfort items.
- ⊗ Clean up after a meal with little assistance.

### YOU CAN

- ⊗ Model and practice proper hand washing and drying with child.
- ⊗ Support child's efforts in toileting, brushing teeth, bathing, and washing hands.
- ⊗ Show child how to clean up after self, acknowledging when he/she does clean up.
- ⊗ Talk with child about health rules (cover mouth when coughing, throw away soiled tissues in wastebasket).
- ⊗ Model words to describe symptoms of illness ("I feel hot." "My tummy hurts.").
- ⊗ Provide opportunities for child to participate daily in personal care (choose clothes to wear, use toothbrush, get dressed).
- ⊗ Offer opportunities for child to be responsible for personal belongings (hanging up own jacket).
- ⊗ Provide easy on/off clothing to allow child chance to practice personal care.
- ⊗ Read with child and practice other calming routines at bedtime and naptime.
- ⊗ Provide child-sized cups.



## Goal 7: Children eat a variety of nutritious foods

### TODDLERS MAY

- ⊗ Begin to recognize and eat a variety of nutritious foods.
- ⊗ Tell the difference between food and non-food items.
- ⊗ Make personal food choices among several nutritious options.
- ⊗ Try new foods when offered.
- ⊗ Consume age-appropriate amounts of nutritious beverages (water, milk, occasional 100% juice).
- ⊗ Scoop foods onto their plates with assistance.
- ⊗ Begin to help prepare simple food with assistance (tear lettuce, cut up banana with dull knife).

### YOU CAN

- ⊗ Establish regular meal and snack times in daily schedule.
- ⊗ Prepare and provide a variety of nutritious snacks and meals from child's own cultural background and other cultures.
- ⊗ Model eating nutritious foods yourself (avoid drinking soda pop and eating junk food in front of children).
- ⊗ Talk with child about how food and water help us to be healthy.
- ⊗ When adding a food to the menu that is new to child, include other foods that are child's favorites.
- ⊗ Encourage child to drink plenty of water throughout the day.
- ⊗ If child has food allergies, talk with him/her about healthful food choices that fit his/her needs.
- ⊗ Provide opportunities for the child to serve themselves at mealtimes.
- ⊗ Avoid using sweets as a reward or incentive (to put on a coat or finish their dinner).
- ⊗ Allow children time to feed themselves (including using utensils and cups).
- ⊗ Provide finger foods for children to feel successful at mealtimes.

## Goal 8: Children are kept safe, and learn safety rules

### TODDLERS MAY

- ⊗ Begin to recognize and avoid dangers (hot stoves, sharp knives) but cannot be relied upon to keep safe.
- ⊗ Know to hold caregiver's hand when walking in public places.
- ⊗ Begin to identify safe adults.
- ⊗ Be mostly willing to wear appropriate clothing for current conditions.
- ⊗ Tell an adult when someone hurts him/her or makes him/her feel bad.

### YOU CAN

- ⊗ Teach (repeatedly) that guns, lighters, and matches are not toys; for adults only.
- ⊗ Use poison symbols in classroom and at home and teach children what they mean.
- ⊗ Teach the difference between good touch / bad touch (any touch in area of swimming suit).
- ⊗ Respect child's decision to hug or kiss friends and relatives.
- ⊗ Closely watch children learning to use scissors and tools.
- ⊗ Teach child to tell an adult if he/she is afraid, has been hurt by an adult or another child, or sees something that is not safe.
- ⊗ Introduce child to safety personnel and places (firefighters, fire stations, health clinics, health aides, Village Public Safety Officers (VPSOs), doctors and hospitals).
- ⊗ Provide individual or sanitized helmets for all people riding bikes, scooters, snow machines, 4-wheelers, sledding, etc.
- ⊗ Compliment the child when he/she behaves safely.
- ⊗ Ensure child begins swimming lessons and how to be safe around water.

# Domain 2: Social and emotional development

## Goal 9: Children develop positive relationships with adults

### TODDLERS MAY

- ☼ Looks to adults for help and responds to offers of help from familiar adults (takes hand to walk to car).
- ☼ Follow directions with support (“Let’s go brush our teeth.”).
- ☼ Initiate interactions with adults (brings favorite book to the adult).
- ☼ Communicate thoughts and feelings, likes and dislikes (“I want more.”, “No”).
- ☼ Seek independence (helps with dressing self).
- ☼ Follow basic safety guidelines (walks with adult when near street).



### YOU CAN

- ☼ Show empathy and understanding to children (matches facial expression to their expression, stays close, helps problem solve).
- ☼ Listen carefully and with interest to what children say and expand on the message (“Your dad is home now! What do you like doing together?”).
- ☼ Help children manage feelings (“You seem sad, you wanted your aunt to stay longer. What can you do to feel better? You can look at books or play with your friends. What’s best for you?”).
- ☼ Provide opportunities for children to interact with familiar and unfamiliar, trustworthy adults (“Let’s wave to the firefighters”, “Let’s say hello to my friend.”).
- ☼ Demonstrate to children how to meet and greet a new adult (wave or say hello).

## Goal 10: Children develop positive relationships with other children

### TODDLERS MAY

- ⊗ Be happy to see other children (“Denali is here!”).
- ⊗ Play side-by-side with children, shares toys (parallel and associative play).
- ⊗ Share and takes turns, with assistance.
- ⊗ Indicate preferences and intentions by answering yes/no questions (“Are you finished with that? Are you still using it?”).
- ⊗ Have preferred playmates.
- ⊗ Recognize similarities and differences between self and others (“Nyamal doesn’t like ham, but I do.”).
- ⊗ Be aware of others’ feelings (move towards upset child and offers a toy).
- ⊗ Be aware of other children’s belongings and space (puts another child’s toy in their cubby during clean up).
- ⊗ Imitate roles and relationships through play (“I’m the mom and you’re the brother.”).
- ⊗ Use words and gestures to communicate (“Play with me”, “Stop”).

### YOU CAN

- ⊗ Spend time with children playing and interacting, following the child’s lead when possible.
- ⊗ Provide guidance and shows how to play with children (plays side by side offering to trade toys).
- ⊗ Provide toys that can be played with by two or more children at the same time (doll house, open ended materials such as play dough or Duplos).
- ⊗ Support children if he/she plays with or discusses imaginary friends or plays opposite gender roles (a boy wears girls’ clothes and plays with his “pretend” friend).
- ⊗ Provide photos, dolls, tools and clothes that represent diversity in cultures and abilities.
- ⊗ Read stories about diverse friends who are playing together.
- ⊗ Schedule play dates with same-age children.
- ⊗ Teach rules, values, or limits. (“We are helpful, we are kind, we keep it safe.” Share examples, reinforce by noticing and taking photos of children, reteach by reviewing photos).
- ⊗ Provide children with ample time to play with other children and toys until finished.
- ⊗ Role-play with puppets or dolls, demonstrates problem solving scenarios.
- ⊗ State feelings and intentions when interacting with children and others (“I don’t like it when she yells. I’m going to take some deep breaths and calm down.”).
- ⊗ Teach children to avoid aggressive behaviors (biting, hitting, yelling, name calling. Calm with slow breathing, acknowledge feelings, empathize with what was wanted, offer two positive choices).
- ⊗ Demonstrate and explains taking turns (“When you gave Gala a turn on the swing, she smiled because she didn’t have to wait anymore.”).
- ⊗ Finds out how other adults in children’s lives problem solve and share these strategies.

## Goal 11: Children demonstrate awareness of behavior and its effects

### TODDLERS MAY

- ⊗ Show understanding that playing with objects will get adult's attention, which includes both desirable and forbidden objects.
- ⊗ Learn consequences of behavior, but may not understand why the behavior justifies the consequence (put away toy toddler is using to hit the wall, but doesn't understand why).
- ⊗ Recognize that behaving with challenging ways will cause corrective action or unhappiness from adults.

### YOU CAN

- ⊗ Read books with child that show consequences of behavior by characters.
- ⊗ Play games with child that demonstrate how behavior and actions cause effects (Simon Says).
- ⊗ Talk with child about how his/her behavior might make others feel.
- ⊗ Talk to child and shows him/her about behaviors (waiting your turn in store checkout line).
- ⊗ Provide time for child to figure out a solution to a problem and praise him/her when problem is solved.



## Goal 12: Children participate positively in group activities

### TODDLERS MAY

- ⊗ Follow family routines (meal time behavior).
- ⊗ Show increasing excitement about being in the company of loved ones or trusted adults.
- ⊗ Begin to share and take turns, with assistance.
- ⊗ Participate in group games (chase, pretend play).

### YOU CAN

- ⊗ Provide opportunities for child to play with multiple children.
- ⊗ Offer group activities such as singing and movement games.
- ⊗ Encourage child to participate in group activities and household chores.

## Goal 13: Children adapt to diverse settings

### TODDLERS MAY

- ⊗ Separate from primary caregiver in familiar settings outside home.
- ⊗ Ask questions or acts in other uncertain ways in unfamiliar settings and environments.
- ⊗ Explore and play in a range of familiar settings.
- ⊗ Show comfort in a variety of places with familiar adults (home, community events, store, playground).

### YOU CAN

- ⊗ Accept that child may be uncomfortable when routines change. Provide comfort when needed.
- ⊗ Introduce child to a variety of settings, including diverse cultural settings.
- ⊗ Talk with child about how one setting is different from another setting (school and store).

## Goal 14: Children demonstrate empathy for others

### TODDLERS MAY

- ⊗ Notice other children who are happy or sad.
- ⊗ Demonstrate awareness of feelings during pretend play (comfort a crying baby doll).
- ⊗ Name emotions experienced by self and others.
- ⊗ Express how another child might feel (“She is crying and must be sad.”).
- ⊗ Express interest and excitement about animals and other living things.

### YOU CAN

- ⊗ Explain responses to loss, injury or pain.
- ⊗ Encourage child to develop understanding of the feelings, ideas and actions of others.
- ⊗ Help child to understand that everyone has feelings.
- ⊗ Provide ways to identify emotions with mirrors, pictures, posters, books.

## Goal 15: Children recognize, appreciate, and respect similarities and differences in people

### TODDLERS MAY

- ⊗ Begin to play in presence of other children.
- ⊗ Ask simple questions about other children.

### YOU CAN

- ⊗ Provide opportunities for child to interact with children with diverse abilities, cultures, and ethnic backgrounds.
- ⊗ Provide child with a variety of pretend play materials reflecting cultures of families in community.
- ⊗ Introduce child to diversity through books, songs and people.
- ⊗ Talk to child in home language, which will help build a strong cultural identity.
- ⊗ Show appreciation and interest in diverse people and cultures.

## Goal 16: Children show awareness of their unique self

### TODDLERS MAY

- ⊗ Test limits and strive for independence.
- ⊗ Recognize and call attention to self when looking in the mirror or at photographs.
- ⊗ Identify self and uses own name when asked (“I am a boy.” “My name is Rueben.”).
- ⊗ Show awareness of being seen by others (exaggerate or repeat behavior when notices someone is watching).
- ⊗ Occupy self appropriately for brief periods of time (10 to 15 minutes).
- ⊗ Identify objects as belonging to him or her.
- ⊗ Point to and names some of own body parts.
- ⊗ Show preference for familiar adults and peers.
- ⊗ Make choices when given two to three options to choose (what clothes to wear).
- ⊗ Show preference for favorite books, toys, and activities.
- ⊗ Indicate preferences and intentions by answering yes/no questions (“Are you done with that?” “Are you still using it?” “Can José use it now?”).

### YOU CAN

- ⊗ Give child appropriate and varied choices (“do you want grapes or orange slices?”).
- ⊗ Give child limits.
- ⊗ Provide opportunities for child to talk about self and others, being aware of cultural and language characteristics.
- ⊗ Sometimes allow child to play without your interaction.
- ⊗ Provide opportunities for child to express him/herself through the arts (drawing, painting, drama).
- ⊗ Expect child to protest as he/she expresses individuality.
- ⊗ Teach preferred behaviors.
- ⊗ Tell family stories and reads books from child’s home culture.
- ⊗ Show happiness for child’s abilities and preferences (“You really like to draw with those crayons, don’t you?” “You are walking carefully over tree roots.”).
- ⊗ Describe activities and introduce vocabulary to accompany child’s actions during play, using language from child’s home and school if different.
- ⊗ Delight with child over accomplishments and explorations.
- ⊗ Explain family traditions, rituals, language, and activities.
- ⊗ Invite others to share their culture and traditions with child.

## Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment

### TODDLERS MAY

- ⊗ Want to take care of self.
- ⊗ Recognize own accomplishments.
- ⊗ Show completed projects (drawing, pile of blocks) to caregiver.
- ⊗ Act as though she/he is capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom).
- ⊗ Seek help after trying something new or challenging.

### YOU CAN

- ⊗ Encourage child to engage in new tasks they can accomplish successfully.
- ⊗ Provide safe environment for active exploration.
- ⊗ Celebrate with child over accomplishments and explorations.
- ⊗ Monitor child as he/she pushes self to try new abilities (keeps going higher on ladder when asked to stop).

## Goal 18: Children understand and follow rules and routines

### TODDLERS MAY

- ⊗ Test limits and strive for independence.
- ⊗ Anticipate and follow simple routines, with reminders and assistance (wash hands and help set table at snack time, help to pick up and put away blocks at clean-up time).
- ⊗ Anticipate and follow simple rules, with reminders (expect to be buckled up when he/she gets in car seat).
- ⊗ Accept transitions and changes in routines with adult support.
- ⊗ Anticipate consequences for not following rules.

### YOU CAN

- ⊗ Establish consistent routines while being flexible to meet child's needs.
- ⊗ Give praise when a child behaves well.
- ⊗ Set simple rules and responds consistently to child's behavior.
- ⊗ Offer child two real choices ("Do you want to wear a red or blue sweater?").
- ⊗ Maintain consistency when establishing limits (bedtime, sweets, etc.).
- ⊗ Recognize that a child protesting limits are a normal part of development.
- ⊗ Make changes between structured activities fun and low stress (sing the clean-up song).



## Goal 19: Children regulate their feelings and impulses

### TODDLERS MAY

- ⊗ Show developing ability to cope with stress and or strong emotions such as getting familiar toy or blanket, or seeking caregiver support.
- ⊗ Name some emotions (happy, excited, sad, mad, tired, angry, scared).
- ⊗ Begin to control impulses (say “no” when reaching for forbidden object; restrains self from stepping on a book on the floor).

### YOU CAN

- ⊗ Recognize and name child’s feelings and behaviors (“you seem happy today”).
- ⊗ Help child explore safe ways to manage and express feelings and impulses (self-regulation, redirecting to appropriate activity when necessary).
- ⊗ Gently assist child who is having difficulty regulating impulses (offer choices, teach negotiation skills: when two children are fighting over a toy, help them to problem-solve).
- ⊗ Notice and voice support of child’s efforts to calm self and make connections with caregivers.
- ⊗ Read books, tell stories, sing songs, play games, and use multisensory materials with child that focus on emotions and controlling emotions.
- ⊗ Show how to take turns by saying “I can wait,” when two or more children want to do the same activity.

## Goal 20: Children express appropriately a range of emotions

### TODDLERS MAY

- ⊗ Recognize and express emotions towards familiar people, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.
- ⊗ Name emotions (happy, excited, sad, mad, tired, scared).
- ⊗ Learn about own feelings and that it is ok to feel silly, sad, angry, and all other emotions.

### YOU CAN

- ⊗ Listen carefully and with interest to what child says, expanding on the message.
- ⊗ Use words and pictures to teach child to associate feelings with their proper names, using language from child’s home and school if different.
- ⊗ Support and comfort child if he/she develops fears.
- ⊗ Talk with child about positive and negative feelings.
- ⊗ Understand child may need assistance in discussing and expressing feelings.
- ⊗ Recognize that some children may not express emotions verbally (invite child to draw pictures, use signs or gestures, or go for a walk to express emotions).
- ⊗ Consider the values of families and cultural groups regarding emotional expression (do not force or deny child’s emotional expression).

## Goal 21: Children demonstrate awareness of family characteristics and functions

### TODDLERS MAY

- ⊗ Recognize family members by voice. Know own first and last names.
- ⊗ Recognize role within own home (“Daddy cooks supper and mommy washes the dishes.”).
- ⊗ Pretend to nurture a doll by feeding and talking to it.
- ⊗ Give names to toys and dolls that reflect family and circle of friends.
- ⊗ Identify boys and girls.
- ⊗ Recognize that family members’ hunting will provide for family.
- ⊗ Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).

### YOU CAN

- ⊗ Provide opportunities for family members to talk with child about family history and culture.
- ⊗ Provide props and dress-up clothes for child to play different family roles (both male and female).
- ⊗ Read books to child that show people in a variety of roles.
- ⊗ Display photos of child and his/her family at child’s eye level.
- ⊗ Encourage child to participate in food gathering activities (picking berries, setting up camp, finding items in the grocery store).

## Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles

### TODDLERS MAY

- ⊗ Identify the possessions of other children.
- ⊗ Show interest in peers by including them in play, referring to them by name.
- ⊗ Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).
- ⊗ Participate in family routines.

### YOU CAN

- ⊗ Engage child in using clothing and props for dramatic play that represents different roles in society.
- ⊗ Take field trips in the community to increase awareness of roles people play (library for story hour, fire department, nursery where children can pot plants).
- ⊗ Encourage child to participate in classroom duties and household chores.
- ⊗ Display pictures and read aloud books that portray a variety of workers and community helpers.

## Goal 23: Children demonstrate civic responsibility

### TODDLERS MAY

- ⊗ Try out roles and relationships through dramatic and pretend play.
- ⊗ Begin to recognize that there may be different rules in different places (school rules may be different from those at home).
- ⊗ Help adult with simple chores.
- ⊗ Follow adult directions when given simple guidance.
- ⊗ Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).

### YOU CAN

- ⊗ Discuss how each person, including adults, can share in classroom responsibilities.
- ⊗ Give child options rather than commands. Have child help make rules for dramatic play.

## Goal 24: Children demonstrate awareness and appreciation of their own and others’ cultures

### TODDLERS MAY

- ⊗ “Chat” with family members, although only half of the words they use may be recognizable.
- ⊗ Identify known people in photographs.
- ⊗ Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help.
- ⊗ Identify basic similarities and differences between themselves and others.

### YOU CAN

- ⊗ Provide food, music, art materials, books, photos, and dramatic play props that reflect child’s own family and culture.
- ⊗ Display images reflective of child’s own cultural heritage and physical appearance.
- ⊗ Provide accurate and compassionate answers to help child develop a sense of appreciation for the differences of others.

# Domain 3: Approaches to learning

## Goal 25: Children show curiosity and interest in learning

### TODDLERS MAY

- ☉ Explore the immediate environment (ask about a new object he/she finds, actively search through collection of toys).
- ☉ Ask simple “wh” questions (why, what, where).
- ☉ Try new ways of doing things and begin to take some risk.
- ☉ Initiate play with others.
- ☉ Choose one activity over another and pursue it for a brief period of time.
- ☉ Show interests in wanting to take care of self (dressing).
- ☉ Initiate activities at caregivers’ suggestions.
- ☉ Seek and take pleasure in both new and repeated skills and experiences.

### YOU CAN

- ☉ Make child’s surroundings safe and inviting to encourage exploration.
- ☉ Provide child with a variety of safe and interesting objects that increase interest.
- ☉ Interact with child by asking simple questions and responding to his/her questions.
- ☉ Wonder aloud with child about why things happen.
- ☉ Read and tell diverse stories that introduce child to many people, places, and cultures.
- ☉ Try new tasks with child and describe them.
- ☉ Support child’s choices during daily activities (selecting books to read together).
- ☉ Provide consistency in the environment and the routine so child develops confidence and a sense of mastery.

## Goal 26: Children persist when facing challenges

### TODDLERS MAY

- ☉ Show interest in favorite activities over and over again.
- ☉ Complete simple projects (3- to 5-piece puzzle, stacking blocks on top of one another).
- ☉ Continue to try a difficult task for a brief period of time (build a block structure for 3 to 5 minutes).
- ☉ Insist on some choices (what to wear, completing a project).
- ☉ Seek and accept assistance when encountering a problem.
- ☉ Listen and participate in story time (turning pages of book, using hand motions such as clapping at appropriate times).

### YOU CAN

- ☉ Provide time for child to engage in sustained activities.
- ☉ Respond to child’s requests for assistance.
- ☉ Limit environmental distractions to help child sustain attention to activities (turn television off while child plays in the room).
- ☉ Talk with child about his/her activities using open-ended questions (“How did you do that? Tell me more.”).
- ☉ Involve child in active movement and language games (fingerplays, hokey pokey, freeze dance).
- ☉ Tell the child what he/she is doing while he/she does it (you are climbing the slide, and now you’re coming down.)

## Goal 27: Children demonstrate initiative

### TODDLERS MAY

- ⊗ Try new ways of doing things and begin to take some risks.
- ⊗ Initiate play with others.
- ⊗ Choose one activity over another and pursue it for a brief period of time.
- ⊗ Propose an idea for how to spend time.
- ⊗ Show interest in wanting to take care of self (e.g., dressing).
- ⊗ Initiate activities at caregivers' suggestions.
- ⊗ Seek and take pleasure in both new and repeated skills and experiences.
- ⊗ Pretend to be in new and familiar places with new and familiar roles.

### YOU CAN

- ⊗ Provide child with many opportunities to play by self and with other children.
- ⊗ Try new tasks with child and describe them.
- ⊗ Support child's choices during daily activities (selecting books to read together).
- ⊗ Provide consistency in the environment and the routine so child develops confidence and a sense of mastery.
- ⊗ Help child feel safe and capable of trying something new or taking reasonable risks in a variety of settings.

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## Goal 28: Children approach daily activities with creativity and imagination

### TODDLERS MAY

- ⊗ Invent new uses for everyday materials (bang on pots and pans).
- ⊗ Approach tasks experimentally, adapting as the activity evolves.
- ⊗ Display an understanding of how objects work together (get the dustpan when adult is sweeping the floor).
- ⊗ Enjoy opportunities for pretend play and creating things ("cooking" dinner for adult, feeding pretend food to adult).
- ⊗ Pretend and use imagination during play.
- ⊗ Use creative language to describe events.
- ⊗ Build with blocks and other manipulatives.
- ⊗ Play with dolls, costumes and acts out animal roles.
- ⊗ Pretend to be in new and familiar places with new and familiar roles.
- ⊗ Create an art project and with a simple story to accompany the artwork.

### YOU CAN

- ⊗ Provide child with art materials and a place to use them without adult-created models or specific instructions.
- ⊗ Provide opportunities for child to remain absorbed in play.
- ⊗ Engage child in creating and completing projects using different media (clay, collage, paint, music, dance, chalk, box construction, etc.).
- ⊗ Encourage child to talk about and revisit his/her creative work.
- ⊗ Use open-ended questions and descriptive language when interacting with the child.
- ⊗ Make sure child has props from own culture to support pretend play.
- ⊗ Encourage child to pretend, make-believe, and use his/her imagination.
- ⊗ Engage child in narrating or dictating a story about a picture he/she drew.



## Goal 29: Children learn through play and exploration

### TODDLERS MAY

- ⊗ Substitute similar objects (stack boxes like blocks).
- ⊗ Realize that behaviors can precede events (“If mom or dad put the pot on the stove, she/he is going to cook something to eat.”).
- ⊗ Alter behavior based on a past event and builds on it (hand-washing prior to mealtime).
- ⊗ Relate an experience today to one that happened in the past (hand-washing prior to mealtime).

### YOU CAN

- ⊗ Think “out loud” and talk about ideas with child using descriptive language (“you remembered where the puzzle piece fits.”)
- ⊗ Invite the child to share thoughts and ideas about the world around him/her.
- ⊗ Provide materials that are similar but produce different results (crayons, markers, paint).
- ⊗ Narrate child’s play to him/her by describing what you see and hear.
- ⊗ Demonstrate, explain and provide opportunities for child to think about and avoid negative or dangerous behavior (“The stove and iron are hot”).

# Domain 4: Cognition and general knowledge

## Goal 30: Children gain reasoning and critical thinking

### TODDLERS MAY

- ⊗ Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (rolling a car down a ramp repeatedly).
- ⊗ Explore cause and effect by repeating an action and observing the reaction (rolling a car down a ramp repeatedly).
- ⊗ Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them.
- ⊗ Make simple decisions, takes action, and observes the impact of their actions on others (pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts).
- ⊗ Engage in pretend play and games requiring several sequential actions (playing kickball, which requires kicking a ball, running, and then stopping at a base).
- ⊗ Treat objects differently as they begin to understand similarity and difference (squeezing stuffed animals and throwing balls).

### YOU CAN

- ⊗ Provide clear explanations for cause and effect (when child tries to touch something hot, say “HOT! Stop! Hands off.”).
- ⊗ Play with and manipulates different materials so child can see changes (mixing flour and water makes dough).
- ⊗ Provide opportunities for children to experiment with outcomes (turning lights on and off). Describes how objects react (“when you kick the ball it rolls;” “listen, when you bang the bell, it rings”).
- ⊗ Show child how to compare objects’ size, shape, and other characteristics (explore how a flower is different from a tree).
- ⊗ Ask child what he/she likes and does not like about experiences.
- ⊗ Engage child in routine activities, explaining the “why’s” (“We vacuum the floor to clean up the dirt”).
- ⊗ Help child make generalizations (“If it is sunny here it will probably be sunny at the park”).

## Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

### TODDLERS MAY

- ⊗ Make plans before attempting to solve a simple problem.
- ⊗ Understand actions in sequence (saying “goodbye” and then leaving, or asking for music and then dancing).
- ⊗ Put two actions together in sequence (grabbing a large ball and rolling it).
- ⊗ Know where things are kept in familiar environments.
- ⊗ Successfully follow two-step directions.

### YOU CAN

- ⊗ Provide opportunities for child to work out problems with and without assistance.
- ⊗ Talk through a process out loud, or otherwise demonstrates possible solutions, while problem solving (“I can’t find my keys so I want to remember the last time I had them. Oh, they’re in this coat pocket!”).

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## Goal 32: Children use symbols to represent objects

### TODDLERS MAY

- ⊗ Find objects after they have been hidden nearby.
- ⊗ Draw or scribble and explain the drawing.
- ⊗ Experiment with new uses for familiar objects.
- ⊗ Provide a simple description of a person or object that is not present (child barks when asked what noise the dog makes).
- ⊗ React to mental images of objects or events (claps hands when told aunt/uncle is coming to visit).
- ⊗ Identify symbols for familiar objects correctly (photo of dog).

### YOU CAN

- ⊗ Engage child in exploration, supporting imaginative play (“Did you make me some coffee in that cup?”).



## Goal 33: Children can distinguish between fantasy and reality

### TODDLERS MAY

- ⊗ Play make-believe with props (dolls, stuffed animals, blocks).
- ⊗ Create an imaginary friend.
- ⊗ React to people in costume as if they are the characters they portray.
- ⊗ React to puppets as if they are real.

### YOU CAN

- ⊗ Play make-believe with child (“Let’s pretend that we are cooking dinner.”).
- ⊗ Understand that the line between fantasy and reality is unclear at this age, and a child may become frightened by this confusion.
- ⊗ Discuss child’s dreams, ideas, and imagination with him/her.
- ⊗ Allow child to have imaginary friends.
- ⊗ Read fiction and non-fiction books and share family and traditional oral stories with child, discussing how they are different.

## Goal 34: Children demonstrate knowledge of numbers and counting

### TODDLERS MAY

- ⊗ Understand that putting two sets of objects together makes more and taking sets of objects apart will make less.
- ⊗ Add and subtract with sets of objects smaller than three.
- ⊗ Begin to say or gesture the number two when asked how old they are.
- ⊗ Put objects in accurate, one-to-one correspondence (placing one plastic egg into each indentation of an egg carton).
- ⊗ Name their first number word, typically “two” (or holds up two fingers).
- ⊗ Count up to five objects.
- ⊗ Name and identify some written numerals.
- ⊗ Identify numerals as being different from letters.
- ⊗ Bring two treats when asked to get treats for two people.
- ⊗ Count to ten (or in some way indicates a knowledge of words for the numbers from one to ten in sequence) with occasional errors.

### YOU CAN

- ⊗ Use numbers in everyday routines (ask child if he/she would like one or two more pieces of something).
- ⊗ Pair objects during daily activities (“One child gets one snack.”).
- ⊗ Provide child with math-related toys and objects from own and other cultural backgrounds.
- ⊗ Talk about using math and writing numerals in daily activities in front of child (cooking).

## Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length

### TODDLERS MAY

- ⊗ Find and point to small objects (the tiny mouse on the pages of Goodnight Moon).
- ⊗ Use words such as “big,” “small,” and “more.”
- ⊗ Understand and use general measurement words, such as “big” and “hot.”
- ⊗ Recognize when their food bowl is empty and gesture to indicate that, or say “more” or “all gone.”
- ⊗ Notice when another child has more of something and gestures or verbalizes “want more”.
- ⊗ Put groups of objects together and begins to subtract (share) objects by offering one or more to a friend or adult.
- ⊗ Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch.”

### YOU CAN

- ⊗ Use size words, such as “many,” “big,” and “little” when talking to children.
- ⊗ Provide sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump.
- ⊗ Help child measure (during cooking, art projects, grocery shopping).
- ⊗ Help child to arrange blocks, toys, or objects from smallest to largest or shortest to longest.
- ⊗ Chart child’s changes in height and weight.

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## Goal 36: Children sort, classify, and organize objects

### TODDLERS MAY

- ⊗ Separate objects by a single feature (“all the red blocks go here”).
- ⊗ Match simple geometric forms (circle, square, triangle).
- ⊗ Notice when two things share similar attributes (cars and buses have wheels).
- ⊗ Recognize and extend a simple repeating pattern (stomp/clap, stomp/clap).
- ⊗ Match small and large objects (counting bears to make “Mommy and Baby” pairs).
- ⊗ Copy an adult’s made-up verbal pattern (“me, me, moo”).
- ⊗ Recognize patterns within stories and songs.

### YOU CAN

- ⊗ Show simple patterns using children, objects, or a flannel board (tallest to shortest, same color on boots).
- ⊗ Engage child in comparing and putting in order objects (blocks, crayons).
- ⊗ Help children see patterns in nature (types of leaves).
- ⊗ Play matching games with familiar sights (artwork, murals, clothing, utensils).
- ⊗ Provide play and art materials that have different shapes (circles, squares, triangles).

## Goal 37: Children collect information through observation and manipulation

### TODDLERS MAY

- ☼ Use all five senses to examine different objects with attention to detail.
- ☼ Identify similarities or difference in objects.
- ☼ Systematically explore the world (notice different types of insects).

### YOU CAN

- ☼ Explore the environment with child and show interest in objects found and observed.
  - ☼ Provide materials for a variety of sensory experiences (rice, sand, playdough).
  - ☼ Provide opportunities for child to examine things in detail by asking open-ended questions (“Why do you think spruce needles are so sharp?”).
- 

## Goal 38: Children make predictions and experiment

### TODDLERS MAY

- ☼ Ask simple questions about the natural world (“Where did the rainbow go?”).
- ☼ Observe and/or manipulate objects and events to answer simple questions about the natural world.
- ☼ Make guesses about what might happen based on past experience.

### YOU CAN

- ☼ Engage child in discussions about thinking ahead by asking “what if” questions about the natural world.
  - ☼ Help child notice patterns in behaviors and discusses what comes next. (“After we read a bedtime story, we turn out the lights.”)
- 

## Goal 39: Children observe and describe the natural world

### TODDLERS MAY

- ☼ Show understanding of how things grow and change.
- ☼ Comment on what it takes to make things grow (“The plant needs water.”).
- ☼ Ask questions about the earth.
- ☼ Identify weather (sun, rain, snow).
- ☼ Identify or labels earth’s materials (water, rocks, dirt, and leaves).
- ☼ Demonstrate curiosity about the natural environment by asking “Why” questions (Why is the flower red?”).

### YOU CAN

- ☼ Provide opportunities for child to play safely with water.
- ☼ Play with child outside and talks about safety (stay in yard, wear warm clothes).
- ☼ Safely introduce child to pictures of natural phenomena (sea, caves, waterfalls, forests).
- ☼ Help show child how to take care of the environment.

## Goal 40: Children differentiate between events that happen in the past, present, and future

### TODDLERS MAY

- ⊗ Remember and communicate what happened earlier in the day.
- ⊗ Recall basics of recent events (are able to follow a daily routine).
- ⊗ Anticipate recurring events in typical routines (“After I eat lunch, I will hear a story.”).
- ⊗ Connect new experiences to past experiences. Experiment with general terms related to the elements of time (“Today we are going to Grandma’s”).
- ⊗ Make predictions about what might happen in the future.

### YOU CAN

- ⊗ Use pictures to talk with child about what will happen in the future and what has happened in the past.
- ⊗ Tell stories from the past, indicating awareness of time by beginning, “A long time ago...”
- ⊗ Talk with the child to recall what happened yesterday or last night.
- ⊗ Show the child pictures and tell stories about the way something or someone looked in the past compared to now.

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## Goal 41: Children demonstrate awareness of location and spatial relationships

### TODDLERS MAY

- ⊗ Match familiar shapes (circle, square, triangle) that have the same size and the same orientation.
- ⊗ Attempt to stack blocks as high or higher than themselves.
- ⊗ Match simple shapes (placing a shape on a shape board).
- ⊗ Explore gravity (push toy cars down an incline, such as a slanted board).
- ⊗ Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by pointing.

### YOU CAN

- ⊗ Use position words in a conscious way (suggest child puts magazine under the book that is on the table).
- ⊗ Play “travel” with child, (takes “trips” on a bus or plane, use road maps and pictures of different places he/she has been).

## Goal 42: Children demonstrate knowledge of the relationship among people, places and geography

### TODDLERS MAY

- ⊗ Know different environments (sees pictures of fish and says “They live in water.”).
- ⊗ Recognize familiar buildings (home, school, post office, library, community building).

### YOU CAN

- ⊗ Read aloud books and tell family and traditional stories about children living in different climates and discuss how their food, clothing, and houses are different.
  - ⊗ Take child to geographical locations that may be unfamiliar (parks, mountains, ocean, new neighborhoods.)
  - ⊗ Take child for walks and points out signs and landmarks that indicate locations.
- 

## Goal 43: Children demonstrate awareness of economic concepts

### TODDLERS MAY

- ⊗ Recognize relationship between supply and demand (understand that he/she cannot have another cracker because they are all gone).
- ⊗ Recognize and use objects for barter or trade during play (with assistance).

### YOU CAN

- ⊗ Provide child with play materials that have economic uses (cash registers, wallets, purses, checkbooks, credit cards, receipts, for dramatic play).
- ⊗ Use the names of coins and currency, demonstrating and explain both their real and relative value (“buy” groceries from child).
- ⊗ Read books to child about jobs in different parts of the world.

## Goal 44: Children demonstrate awareness of the relationship between humans and the environment

### TODDLERS MAY

- ⚙ Help with home and class routines that keep the house/classroom clean.
- ⚙ Discard trash in trash can.
- ⚙ Recognize and responds to characteristics of the environment (exclaims out loud when he/she sees bird or a very tall tree).
- ⚙ Use natural objects for play (makes mud pies, makes a house out of sticks, uses leaves for a pillow).

### YOU CAN

- ⚙ Make taking care of the indoor and outdoor environment a normal part of the daily routine.
- ⚙ Use recycled materials to create props for play (empty oatmeal box, wrapping paper tube).
- ⚙ Carry a bag on walks with child to pick up litter.
- ⚙ Collect and uses natural materials for play (leaves, sticks, shells).

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## Goal 45: Children use technology appropriately

### TODDLERS MAY

- ⚙ Play with battery-operated toys and learning objects, with assistance.
- ⚙ Make mechanical toys work, if labeled safe for children under three years.
- ⚙ Change their behavior in response to their environment by using the “tools” around them (If a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy). Adapt “tools” (using a stick to reach something under a chair).
- ⚙ Use objects in new ways to solve a problem or meet a goal (propping up a track with a block so a toy train can pass underneath).

### YOU CAN

- ⚙ Teach child basic phone skills (“Hello,” “Good-bye,” words instead of gestures).
- ⚙ Limit child’s screen time to no more than one hour a day of quality time when more than two years old.
- ⚙ Engage in listening to stories and music from own and other cultural backgrounds.
- ⚙ Ensure that child is exposed to diverse cultures, languages and ethnic heritages.
- ⚙ Eliminate resources that contain violence, including cartoons.
- ⚙ Talk with child about how assistive technology helps people (motorized wheelchairs, communication devices.)

## Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel

### TODDLERS MAY

- ⊗ Squeeze soft clay and dough into abstract shapes.
- ⊗ Repeat the same song over and over.
- ⊗ Dance alone or with others.
- ⊗ “Play” musical instruments (attempts to blow into a whistle or harmonica).
- ⊗ Explore roles through imaginative play, such as saying “Boo” to them.
- ⊗ Demonstrate preferences for favorite colors.
- ⊗ Move their body with increasing skill to express emotions and rhythms.
- ⊗ March with musical instruments with support from adults.
- ⊗ Imitate simple songs and finger-play movements.
- ⊗ Watch and copy other children’s play activities.

### YOU CAN

- ⊗ Introduce child to a variety of art materials and allows open-ended exploration.
- ⊗ Engage child in the use of simple musical instruments (rhythm sticks, drums, tambourine).
- ⊗ Expose child to a variety of live and recorded music.

## Goal 47: Children demonstrate understanding and appreciation of creative arts

### TODDLERS MAY

- ⊗ Talk or sing to themselves for comfort or enjoyment.
- ⊗ Stop, turn their head to listen, and watch when hearing music or other rhythmic sounds.

### YOU CAN

- ⊗ Express a sense of awe and appreciation of works of art, those that the child creates and those that others create.
- ⊗ Exhibit child’s artwork in places that can be viewed and admired easily.
- ⊗ View art materials as meaningful and provides a space for their use.
- ⊗ Display local and classic art forms from child’s cultural background.





# Domain 5: Communication, language, and literacy

## Goal 48: Children demonstrate understanding of social communication

### TODDLERS MAY

- ⊗ Enjoy finger plays (songs and games that use hands).
- ⊗ Respond to action words by performing the action (child starts to eat when caregiver says “Let’s eat!”).
- ⊗ Respond by looking and attempting to locate when directed, toward a certain object (“There’s a car”).
- ⊗ Listen to short and simple stories.
- ⊗ Change intonation and tone to communicate meaning.
- ⊗ Use non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).
- ⊗ Communicate with familiar play partner (says sibling’s name instead of crying).
- ⊗ Use jargon along with regular words in conversation (child uses inflection to say sentence-like communication with embedded real words).
- ⊗ Pay attention to speaker for at least a portion of a conversation.
- ⊗ Begin to demonstrate turn-taking in play and conversation.
- ⊗ Make a related comment (adult says, “Here is your water.” Child says “Cup.” or “Water cup.”).
- ⊗ Make a formal verbal or sign request or response (“Please?” “Thank you.”).
- ⊗ Follow non-verbal directions (signal for “Come here”).
- ⊗ Follow simple verbal direction in home language and attempt to make sense of direction given in English when accompanied by a non-verbal gesture.
- ⊗ Use sounds from home language when speaking in English (Spanish “v” may be pronounced like “b” so Spanish speaking child might say “bery” for “very”).
- ⊗ Have a larger vocabulary in home language and begin to acquire an English vocabulary.
- ⊗ Recall words from simple songs in home language and recognize words from songs in English.
- ⊗ Ask simple questions in home language; use gestures or single words to ask questions in English.
- ⊗ Sometimes insert words from home language while speaking in English.
- ⊗ Enjoy creating or participating in humorous situations (child puts shoe on head as a hat, child makes up a nonsense word).

## Goal 48: Children demonstrate understanding of social communication (continued)

### YOU CAN

- ⊗ Use puppets and/or other props when reading or telling stories.
- ⊗ Have a child listen to recorded stories and nursery rhymes.
- ⊗ Include songs and stories from child's home language in group activities.
- ⊗ Use hand motions that go along with stories and songs (e.g. make a duck beak with hand to quack with ducks).
- ⊗ Hold child in arms/lap while telling stories or reading books.
- ⊗ Play simple games asking child to find toys or pat pictures in books ("Where's the doggy?").
- ⊗ Listen to child and give him/her time to respond.
- ⊗ Find places where child can play with other children, encouraging taking turns and, with adult assistance, pretend play (baby doll falls, gets hurt, caregiver talks about feelings and how to help baby feel better, rock and hug baby).
- ⊗ Demonstrate, explain, and encourage child to practice cultural values (greeting an elder).
- ⊗ Communicate using English in ways that help English Language Learner children communicate and socialize (simple sentences, repetition, use of gestures).
- ⊗ Rephrase or expand child's speech during conversations. (If child comments "I eat," caregiver expands with "You are hungry, you are ready to eat").

For English language learners, building a strong foundation in the family's home language first is essential, valued and must be celebrated. The indicators below apply to the development of the child's home language.

## Goal 49: Children listen and understand communication (receptive language)

### TODDLERS MAY

- ⊗ Follow directions with two related elements (“Get your boots and coat”).
- ⊗ Be willing to sit through most picture books and enjoys longer stories.
- ⊗ Understand a greater variety of words in the home and community (300 words by 24 months).
- ⊗ Show understanding of verb/action words (“Who is eating?” and points to a picture of child eating).
- ⊗ Answer simple questions.
- ⊗ Begin to show understanding of concept words, such as big/little, hot/cold, fast/slow, one vs. all.
- ⊗ Begin to point to a greater variety of body parts when asked (chin, cheek, knee, etc.).

### YOU CAN

- ⊗ Play simple listening games such as hiding toys and asking child to find it by listening to clues (“Your car is on the couch ... under the pillow.”).
- ⊗ Continue to play simple games during routines (When diapering ask “Where are your toes?”).
- ⊗ Ask child to help with household activities, such as doing laundry. Ask child to use listening skills to “find the sock” or “give me the shirt.”
- ⊗ Provide opportunities for English Language Learner (to ask questions in his/her home language first as that might be more closely linked to the development of understanding).
- ⊗ Use a game or echo song where child repeats what you say (“I Met a Bear” and “Down by the Bay”).
- ⊗ Read same story many times, including stories from diverse cultures and then engage child in conversation about the story.
- ⊗ Find ways to include the child’s home language when telling a story from a book or an oral story.
- ⊗ Continue to add to the child’s descriptive language by adding new words regularly (spongy tundra, slimy fish, windy day).

## Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

### TODDLERS MAY

- ⊗ Use mostly two- and some three-syllable words (“cracker,” “banana”).
- ⊗ Ask others to label unfamiliar objects and pictures by pointing and/or asking “what’s that?”.
- ⊗ Use adjectives to describe nouns (“red ball”).
- ⊗ Imitate simple two-word phrase/sentences.
- ⊗ Use some pronouns (“Mine”; older toddler adds “My, me, I, you”).
- ⊗ Use simple questions with rising intonation (“What’s that?”).
- ⊗ Use regular plural forms for nouns, sometimes (“boots”).
- ⊗ Use negatives (“I don’t want it.”) in English or home language.
- ⊗ Begin to sing along with familiar songs and fingerplays.
- ⊗ Use three-to four-word sentences with noun and verb.
- ⊗ Begin to tell others about prior event with help from caregiver.
- ⊗ Say first name.
- ⊗ Produce early developing sounds and vowels as they form simple words. Expect speech articulation errors.
- ⊗ Child’s speech is 75 percent understandable by 36 months.
- ⊗ By 24 to 36 months, demonstrate use of an expressive vocabulary of more than 100 words, or a combination of words and signs, or alternative communication, in home language.

### YOU CAN

- ⊗ Help child expand language by adding new descriptive language and more complete sentence structures (instead of “there’s a doggy,” “there’s a woman holding a dog on a leash. They’re going for a walk.”).
- ⊗ Engage child in conversations that require more than a single word response (“Tell me about ...”).
- ⊗ Read books from child’s home language and in other languages.
- ⊗ Make sure to wait long enough for the child to answer, when asking a question, as some children need more time to understand questions and put words together.
- ⊗ Recognize that English Language Learners may mix words from different languages in the same sentence; repeat what child said using all words in the same language.
- ⊗ Provide play opportunities that encourage children to engage in conversation with others and to tell family stories.
- ⊗ Engage child in a game using a small stuffed animal to demonstrate prepositions (Caregiver and child play with teddy and model “The teddy bear is in the box.” or “The teddy bear is next to the chair.”).
- ⊗ Support children to share experiences and interests with specific vocabulary across settings (childcare provider asks family to bring in family drum to share traditional song and language with peers at group time).
- ⊗ Talk during everyday activities about words and sounds (at the grocery store, identify fruits with the same beginning sound, peach and pear).
- ⊗ Learn and use keywords from home language that are used by children who are acquiring English as an additional language, including “signs” if appropriate.

## Goal 51: Children demonstrate appreciation and enjoyment of reading

### TODDLERS MAY

- ☉ Imitate tempo and speed of rhythm (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).
- ☉ Recite a song with the letters of the alphabet, with assistance (alphabet song).
- ☉ Select specific details in a story and repeat them.
- ☉ Complete a familiar rhyme or line from a familiar story or song by providing the last word (“The wheels on the (bus)”).
- ☉ Participate in rhyming games and songs with other children.
- ☉ Begin to understand that print represents words (pretend to read text).
- ☉ Turn pages, usually a single page at a time.
- ☉ Purposefully use pop-up and interactive books (child understands purpose of different text features, such as lifting a pop-up window or petting fur on page).
- ☉ Use action words to describe pictures (picture of person running, child says “run”).
- ☉ Recalls specific characters or actions from familiar stories.
- ☉ Enjoy books about different things (books about animals, occupations).
- ☉ Respond to emotional expressions in a book (point to a happy face).
- ☉ Recognize signs and images in public (stop signs, store signs).
- ☉ Request favorite book to be read repeatedly.
- ☉ Look at books, magazines, and other printed matter without assistance and as through reading.
- ☉ Make comments on book.
- ☉ Select books and magazines when asked to select favorite objects/toys.

### YOU CAN

- ☉ Read books with child in home language with supplemental reading in English.
- ☉ Print materials available in both home language and English.
- ☉ Make up rhyming songs with varied tempos using familiar names.
- ☉ Repeat favorite books containing chants and rhymes. Leave off the last word and wait to see if child can fill in the blank.
- ☉ Encourage child's attempts to identify letters in books.
- ☉ Engage child in pointing out letters and words in the environment (street names, billboards, signs, printed material).
- ☉ Sing alphabet songs.
- ☉ Look at the cover, reading the title and author's name, when reading with child.
- ☉ Read and provide child with a variety of books from home culture and in home language, as well as other cultures and cultural backgrounds.
- ☉ Sometimes run finger along text while reading with child to demonstrate text progression.
- ☉ Read big books at story time so child can see the printed word on the page and encourage child to follow the printed words on the page.
- ☉ Use creative materials to help children identify their written name (Make a name block or rock for child with his/her name on one side and child's picture on the other).
- ☉ Have child help decorate labels for objects in child's environment (bookshelf, clothes closet, and shelf).
- ☉ Point out common signs when walking in neighborhood.
- ☉ Take child to library, bookstore, or places where child is exposed to books.
- ☉ Select books that are connected to the child's life and help the child make those connections (when reading a book about gifts for grandmother, ask the child what gift he/she would like to give his/her grandmother).
- ☉ Read books yourself.

## Goal 52: Children use writing for a variety of purposes

### TODDLERS MAY

- ⚙ Enjoy “making a mark” on paper and in play outside.
- ⚙ Enjoy scribbling and may label pictures using scribble writing.
- ⚙ Begin to watch and imitate drawing a horizontal and vertical stroke as well as a circular motion.
- ⚙ Continue to observe and imitate adult writing behaviors.
- ⚙ Enjoy making large strokes and movements with paint and markers.
- ⚙ Draw simple pictures or scribble word-like marks to communicate a message or an idea, may label or tell a simple story related to their drawing.

### YOU CAN

- ⚙ Include child in cooking, involving pouring, cutting, stirring and feeling different food textures.
- ⚙ Introduce playdough and other sensory play experiences that include poking, rolling, cutting and imitating the shapes of others.
- ⚙ Encourage painting and coloring in upright positions, such as on an easel or paper taped to the wall. Offer large paper and thick handled brushes and markers.
- ⚙ Draw simple stories child is telling using “quick draws” and using scrap paper or white boards.
- ⚙ Encourage the child to use finger or sticks to make marks in outdoor environments, such as sand, mud, water painting.
- ⚙ Find opportunities to label familiar items in the child’s environment (putting name on labels above coat hook or name inside coat and boots).
- ⚙ Provide opportunities for the child to observe adult writing lists or notes.
- ⚙ Engage the child in activities where he/she can manipulate and copy letters using different textures, tools, and mediums.
- ⚙ Provide physical/motor activities to practice letter shapes (make letters with body parts, on floor with yarn, chalk).