



Guam Early Learning Guidelines

Birth to 36 Months





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Table of Contents

Introduction.....4-5

Guiding Principles6

Acknowledgments7

How To Use This Book8-9

Accommodations, Modifications, & Adaptations..... 10

 Birth to 8 Months..... 11

 9 to 18 Months..... 27

 19 to 24 Months..... 43

 25 to 36 Months..... 61

Appendices81

 Appendix A: Suggested Activities for Young Children83-84

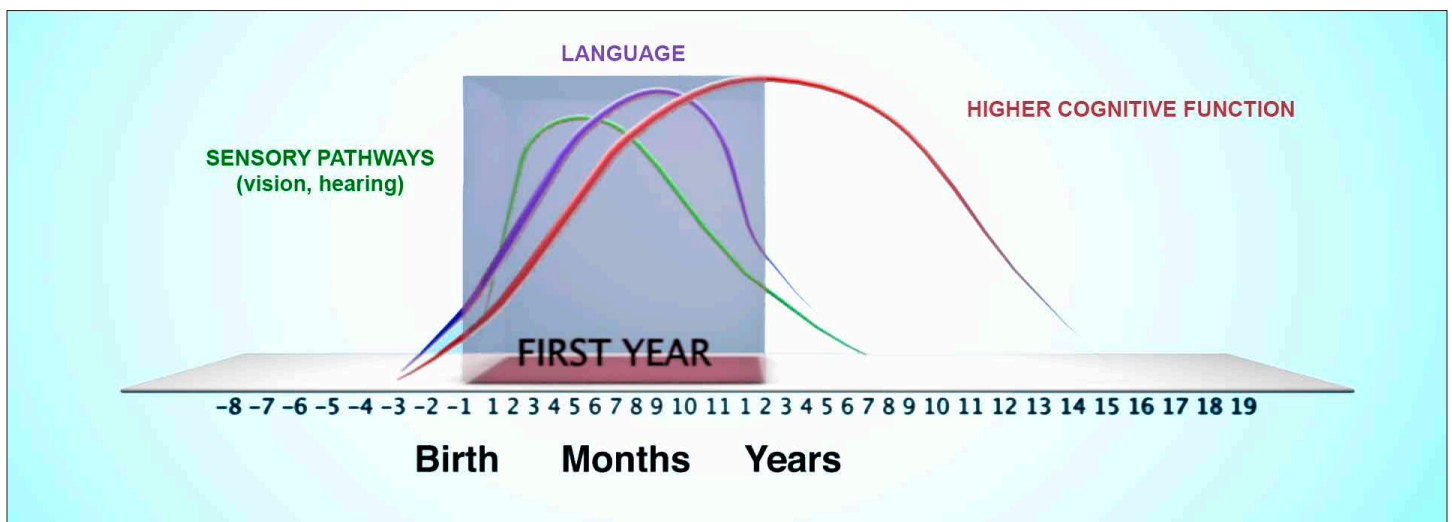
 Appendix B: Observations and Assessments..... 85

References86-87

Introduction

The first gift a child receives is life, equipped with inherited genes from both parents and a natural readiness to learn. The second gift is experience, shaped by an environment made up of healthy, positive human interactions and supported with materials and learning activities. The gift of experience comes from primary caregivers who may be the parents, grandparents, guardians, child care providers, or a combination of a few important persons who are consistent and responsible for the care of a child. They prepare and provide what it takes to enrich the environment. Both gifts are known in research as the keys to creating neurons and synapses - connections in the brain that form each child's emotions, thoughts, communication, and movement.

Research shows that the critical years impacting 90% of a child's brain development is between birth to three years or the infant and toddler years. During this period, children need steady, committed care from the same caregivers who will help them feel secure, safe, and loved.



Source: Nelson, C.A., in *From Neurons to Neighborhoods: The Science of Early Childhood Development* (2000). Shonkoff, J. & Phillips, D. (Eds.).

As the relationship and bond between child and caregiver grows, it is important that activities are based on the child's needs, are interesting, have variety, promote learning, show energy, excitement, and even awareness for the need to be calm and restful. When those activities are repeated, brain connections become more firm with knowledge and skills. Two important skills called executive function and self-regulation help a child to plan, focus attention, remember instructions, control impulses, put important things first, and manage different tasks successfully. They are crucial for success in school and for lifelong learning and development.

The *Guam Early Learning Guidelines Birth to 36 Months (GELG: Birth to 36 Months)* was first developed in 2007 to improve the quality of care and education of Guam's infants and toddlers. They have been and continue to be a free resource providing guidance to families, caregivers, teachers, and administrators on what infants and toddlers should know and be able to do as they prepare for preschool and later for entrance into kindergarten, regardless of socio-economic status, cultural background, or range of abilities.

The *GELG: Birth to 36 Months* provides a framework to help guide quality early learning experiences. It informs primary caregivers of what their infants and toddlers are learning and should be able to do. It provides sample activities that are user-friendly and developmentally appropriate; activities that begin at the child's level of learning with steps to continue growing and learning.

The first *GELG: Birth to 36 Months* was adapted from the State of Maryland, Department of Human Resources Child Care Administration's "Guidelines for Healthy Child Development and Care for Young Children (Birth to Three Years of Age)" and highlights various domains or areas of child development. The 2015 *GELG: Birth to 36 Months* revision includes the latest early care and education research findings. The framework and activities were guided by the Project Tinituhon Early Care and Education and Child Care Strategic Management Team whose members include parents, child care providers, and representatives from agencies providing funding and resources for quality child care. Project Tinituhon (Chamorro for "Beginning") is Guam's Early Childhood Comprehensive Systems (ECCS) grant funded by the U.S. Department of Health and Human Services (US DHHS), Health Resources and Services Administration. Key support was provided by Project Bisita I Familia, Guam's Maternal, Infant, and Early Childhood Home Visiting Program, also funded by the US DHHS, Division of Home Visiting and Early Childhood Systems.

Children develop in different ways, at different rates, and may have special needs. The *GELG: Birth to 36 Months* is to be used to guide or assist parents and caregivers in understanding and supporting what young children, birth to 36 months, typically know and are able to do. The *GELG: Birth to 36 Months* is useful and appropriate for all public or private child care programs, homes, or settings that serve young children birth to 36 months. It is not meant to be a tool that evaluates or judges the abilities of young children in the various domains or areas of development, nor is it meant to be seen as standards for preschool and kindergarten.





GUIDING PRINCIPLES

All children deserve equal opportunity and access to high quality early care and educational programs provided in a healthy and safe environment. These programs will ensure a good foundation for academic success and lifelong learning by:

- Nurturing overall developmental needs;
- Respecting individual characteristics and cultures;
- Strengthening relationships between parents, teachers, providers, and administrators; and
- Preparing children to enter school ready to learn and be successful individuals in life.

The following guiding principles combine what is understood about how young children learn. Early childhood programs and settings are encouraged to use the *GELG: Birth to 36 Months* and embrace these principles:

1. Families are the primary caregivers and teachers of young children, and should be respected and supported as partners in the care and education of their children. Teachers, caregivers, and administrators should work together with families to ensure that young children are provided learning experiences that best fit their individual needs and provide families with the information they need to support their children's learning.
2. All children will be respected as capable and unique individuals who have different needs, learning styles, and home environments. Families, teachers, caregivers, and administrators will respect the well-being of all children and will be open to understanding their needs, interests, and learning styles. These supports will allow young children to develop their sense of self which is the way they understand and represent their world.
3. Child care programs should be designed to support the development of the whole child by providing experiences in well-designed indoor and outdoor learning environments that are accessible to all children. Those experiences involve active engagement in fun, healthy, and safe activities that promote growth in social, emotional, language, cognitive, and physical development.

Acknowledgments

The Guam Early Learning Guidelines Workgroup was comprised of public and private stakeholders including families, child care center providers, teachers, social workers, coordinators, and administrators. Facilitated by the University of Guam, Center for Excellence in Developmental Disabilities Education, Research, & Service (Guam CEDDERS), the workgroup met over a period of four months to revise and update the guidelines. Additionally, child care centers were invited to contribute to the revision by sharing their experiences on how the 2007 GELGs had been used along with their expertise related to child care, education, child growth and development with developmentally appropriate practices for children from diverse cultures, languages, backgrounds, and abilities.

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How To Use This Book

GELGs should be used to:

- Inform parents, guardians, or family members about how young children develop and what they can do to help them before entering preschool and kindergarten;
- Guide teachers of young children when they create an early childhood program with strategies to meet different needs;
- Provide a framework for administrators to supervise early childhood programs and practices and promote support with resources; and
- Guide the selection of tools that can measure what is appropriate for learners from different backgrounds and abilities.

GELGs should NOT be used to:

- Evaluate the abilities of infants and toddlers;
- Dictate specific programs, teaching practices, or materials;
- Prevent infants and toddlers from entering preschool or kindergarten if they do not demonstrate certain skills; or leave out groups of infants and toddlers because of different socio-economic status, language, cultural background, or range of abilities.

The Guam Early Learning Guidelines Birth to 36 Months are divided into four age categories:

1. Birth to 8 Months
2. 9 to 18 Months
3. 19 to 24 Months
4. 25 to 36 Months

Each age category is divided into four developmental domains (areas of growth):

Domain 1: Social-Emotional Development

This domain refers to the skills a child needs to have and maintain basic trust and secure emotional relationships with responsible adult caregivers, control one's behavior and emotions, and develop a healthy view of self.

Domain 2: Language Development

Communication is the ability to pass on thoughts, information, or feelings by showing signs or by making sounds or speaking. Language Development refers to the early ability of a child to listen and understand others (receptive language) or to share information through communication (expressive language). Literacy refers to the knowledge and skills that set the foundation for reading and writing, such as understanding basic ideas about books or other printed materials; the alphabet, how letters and sounds relate, and the first marks of writing.

Domain 3 - Cognitive Development - Math (Numeracy), Science, & Social Studies

Cognitive development is how a child grows in thinking, reasoning, and understanding information. That process moves towards being curious and practicing with purpose and determination to gain information and achieve independence. Cognitive development in math refers to the understanding of relationships, numbers, combinations, and operations. Cognitive development in science refers to the emerging ability to gather

How To Use This Book

information about the natural and physical world and organize that information into knowledge and theories. Cognitive development in social studies refers to understanding people and how they relate to others and the world around them.

Domain 4 - Physical Development

This domain refers to physical growth, movements of large muscles (gross motor) and small muscles (fine motor), exercise, hygiene, nutrition, and safe practices.

Each domain is presented as a color-coded section in the GELG. Each section is organized into three columns:

First Column - What the Child Learns:

This column contains the content standards that offer guidelines for teaching and learning opportunities to help children develop knowledge, skills, and attitudes about a specific domain or area of child development. Based on developmentally appropriate child development, the knowledge and use of these content standards will help ensure that children have a balanced educational experience, which can prepare them for school readiness.

Second Column - What the Child May Do:

This column contains performance indicators or examples of child actions, behaviors, and skills that may show that the child has gained knowledge, skills, and attitudes related to the standard addressed in the first column (what the child learns). It is here where primary caregivers and teachers can observe how the child plays, works, speaks, and behaves, and compares this information in relation to the standards. Through observations of each child with respect to the performance indicators, primary caregivers and teachers can develop school readiness goals specific to each child.

Third Column - What You (the responsible adult caregiver or parent) Can Do:

This column contains suggested strategies that can be used by primary caregivers or teachers. These activities can help support children's learning. These activities were gathered from participating child care centers on Guam, from various state early learning guidelines and the Commonwealth of the Northern Mariana Islands, national parenting programs, and other resources. The activities reflect culturally diverse practices and knowledge and can serve as a starting point for other developmentally appropriate and culturally diverse activities that can be used for children.

SAMPLE FORMAT

 Birth to 8 Months Social Emotional Development <i>Learning About Self and Others and Expressing Feelings</i>		
Child learns (to)	What the Child May Do	What You Can Do
Content Standard		
Why is this important?	Performance Indicators	Teaching Strategies

Primary caregivers, teachers, and administrators should not strictly separate learning activities according to domains. Many of the activities in the "What You Can Do" column are related to activities in other domains.

Accommodations, Modifications, & Adaptations



All children need a natural environment that invites them to explore and learn. Natural environments are homes, child care centers, and other places that are open to all children of different abilities. Children with special needs may need an environment that is tailored to their needs and strengths. Changes, called accommodations, modifications, or adaptations, may need to be made to places, materials, people, activities, or other useful elements that affect learning. Before any changes are made, it is important to be aware of the specific needs of each child. Every child is different and some children with special needs may not need accommodations, modifications or adaptations.

Accommodations are supports put in place that will allow children to access their environment to help their learning process. For example, a child with a hearing impairment is taught simple sign language; a child who has low vision is provided sensory items to touch and explore with someone next to them talking and describing the items.

Modifications are adjustments made to a place, activity, or material that make things manageable for a child to understand and/or be able to do an activity. An example is to provide a quieter environment with soft lighting for a child who takes longer to focus and play, or provide foam grips on handles of learning tools, such as scissors, for a child who may have fine-motor difficulties.

Adaptations are adjustments to the method of instruction or the difficulty of tasks for the child. An example is to use hand-over-hand assistance to physically guide or support movement, and using verbal prompts to encourage children's verbal or motor responses.

It is important to note that children who may benefit from accommodations, modifications, or adaptations, are not necessarily in need of special education services.

Through early intervention systems, children may be identified as having a disability and accompanying special needs. If a child is determined to be eligible for special education services, specific intervention is identified for the child birth to three years in an Individualized Family Service Plan (IFSP) formed by a team of professionals and the family. The IFSP will specify the interventions to be made with goals, timelines, strategies, and resources to help the child with a disability meet the same expectations as his/her peers. Families and caregivers will need to refer to a child's IFSP to help plan his/her routines, daily schedules, and special events to ensure that the child's educational goals are addressed.

Birth to 8 Months



Early Learning Checklist

Birth to 8 Months

Name: _____ Date: _____

Age of child (in months): _____

Physical Development

- ☐ Stretches legs out when lying on stomach.
- ☐ Raises head and cheek when lying on stomach.
- ☐ Supports upper body with arms when lying on stomach.
- ☐ Grasps feet.
- ☐ Opens and shuts hands.
- ☐ Pulls to sit with no head lag (begins at 5 months).
- ☐ Sits unsupported for short periods (begins at 6-8 months).

Social Emotional Development

- ☐ Enjoys playing with others and may cry when playing stops.
- ☐ Becomes more communicative and expressive with face and body.
- ☐ Enjoys social play.
- ☐ Copies some movements and facial expressions.
- ☐ Shows interest in mirror images (begins at 5-7 months).
- ☐ Responds to other people's expression of emotion.

Language Development

- ☐ Smiles at the sound of voices.
- ☐ Makes cooing noises.
- ☐ Attends to sound.
- ☐ Startles to loud noises.
- ☐ Responds to sound by making sounds.
- ☐ Uses voice to express joy and displeasure.
- ☐ Begins to use syllable repetition (begins at 5-7 months).

Cognitive Development

- ☐ Watches faces intently.
- ☐ Follows moving objects.
- ☐ Recognizes familiar objects and people at a distance (begins at 3 months).
- ☐ Grasps objects dangling in front of him/her.
- ☐ Tracks moving objects with ease (begins at 4-7 months).
- ☐ Explores with hands and mouth (begins at 4-7 months).



Birth to 8 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Express different feelings, needs, and wants.

Why is this important?

Babies are born to communicate – to tell what they want and need. Crying is the first sound babies make. When caregivers cuddle and touch babies lovingly, that close contact sends the babies messages of safety, security, and love.

Babies have different cries and sounds for their needs. This is how they tell that they need to be changed, warmed or cooled, picked up or put down, played with or talked to, and tucked in to sleep. When their needs are met on time, they learn to depend on their caregivers and trust is built.

Babies are then ready to begin connecting with others and move on to learning about the things around them.

What the Child May Do

- ✱ Show joy and comfort by looking and listening to the caring adult; smiling, gurgling, cooing, or waving arms and kicking legs playfully.
- ✱ Show discomfort by tossing, turning away, or crying.
- ✱ Have different ways of crying to communicate if hungry, cold, hot, wet, tired, sick, scared, want to be picked up or put down.
- ✱ Arch back and cry with alarm when scared by sudden loud noises like sirens, sudden bright lights, when an unknown person comes too close, or when hurt.
- ✱ Turn away from faces of persons that are not recognized.

What You Can Do

- Listen, observe, and follow baby's lead.
- When baby cries, listen for differences in sounds and check on needs. Talk to baby as you check. Example: "Are you hungry already?"
- Practice cleaning routines by washing hands before and after meals or swabbing baby's gums after feeding.
- Follow "hunger cues" that tell when baby is hungry or full after drinking breast milk or formula. When baby has been fed, burped, and rested, place on back, stay close, and talk about baby's toes, hands, and other body parts.
- Smile at baby especially during feeding, changing, and bathing.
- Greet baby with a calm, loving voice. Loud greetings may startle or scare baby.
- Avoid any screen viewing like TV, videos, smartphones, or tablets for baby at this age.



Birth to 8 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Recognize caring adults that are seen most of the time.

Why is this important?

Babies who are cared for by the same caregivers have a strong bond of trust and love. They are more likely to have good relationships with others. They are also more likely to try new things even when they are hard to learn in the beginning, because they know that the same person who is taking care of them will be there to guide them.

It is important to note that studies have shown that babies who have too many adults taking care of them have a hard time forming trusting relationships.

What the Child May Do

- ✱ Recognize and give a friendly response to regular caring adults by:
 - reaching out;
 - touching;
 - smiling;
 - cooing;
 - laughing; and
 - making sounds as if talking.
- ✱ At 2-3 weeks old, keep eyes on a regular caring adult who is talking to him/her.
- ✱ Notice when caring adult is out of sight or does not hear voice; then stop playing, listen, and begin to cry.

What You Can Do

- Make sure baby recognizes the main caring adult for feeding, changing, and other daily activities. Very young infants each have their own schedule.
- Cheerfully say your name as you care for baby. "Mama Rose is here to give you a bath."
- Watch baby and learn his/her signals. Smiles and coos mean interest and joy. Turning away and crying mean slow down and stop.
- Play face games like "peek-a-boo" or "copy cat." (See Appendix A)
- After bath time, baby may be ready for a massage. Use a little baby oil and gently massage arms, legs, feet, back, and tummy while talking or singing quietly.



Birth to 8 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Calm and comfort self when waiting too long, uncomfortable, or upset.

Why is this important?

When babies are uncomfortable, they make different crying sounds that tell whether they are tired, hungry or wet; sick or hurt.

A loving caregiver can help baby calm down and relax so baby can continue activities.

Some ways to comfort babies include: (a) the gentle touch of a main caregiver, (b) having a clean pacifier or thumb in their mouth, or (c) having a favorite toy or blanket.

These examples of calming oneself to adjust and participate in routines are known as self-regulation.

Caregivers need to observe and learn about the different “tempers” or “natural characters” of each baby. Some are naturally active and loud, others calm and quiet. Some wake up early for food, attention and play; others wake up later, take more time, and do not need immediate attention and play.

What the Child May Do

- ✱ Suck thumb, finger, fist, pacifier, blanket, or nearest toy.
- ✱ Look around at things that move like crib mobile, curtains, or coconut branches seen outside the window.
- ✱ Look at things that don’t move like posters, pictures, and stuffed animals in the room.
- ✱ Turn head away, close eyes, or play with blanket or toy.

What You Can Do

- Know baby’s temperament or natural character. Example: active or quiet.
- Instead of patting baby to settle, stroke arms, forehead, back, or legs. Stop when baby turns away.
- Massage gently.
- Help baby calm self. Guide his/her clean fingers to mouth, give pacifier, or offer a favorite soft toy or blanket to hold.
- Sing softly, hum tunes, or play quiet music.
- Make room more calm and quiet, less busy, and adjust lights so they are not so bright.
- Bring attention to things indoors or outdoors such as watching fish in an aquarium or listening to the quiet hum of an air conditioner or fan.
- When baby continues to cry and all basic needs have been met, call a health provider. Take a small break, breathe, and calm self before going back to care for baby.



Birth to 8 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Be aware of other babies and young children.

Why is this important?

In the early years, babies play by themselves alongside each other. It is not until they are older that they learn to cooperate with each other when playing.

When babies are aware of others, they feel safer because those around them are familiar. They also have many chances to see and hear how others talk, move, and play. This helps them later to learn to have friends, get along, and care for each other. When they relate well to others, they are more curious learners and tend to do well when in school.

What the Child May Do

- ✱ Turn toward babies they have seen before and watch them play.
- ✱ Respond by making own noises, reaching out, making different faces, waving arms, and kicking legs.
- ✱ Copy sounds from other babies: laugh when they laugh, cry when they cry.
- ✱ Learn more about other babies and touch their face, hands, and ears; may even pull hair, not to hurt but to feel what it is like.
- ✱ By eight months, can look at self and others in front of an unbreakable mirror and touch, pat, stare, and smile.
- ✱ Turn away from a baby that does not make him/her comfortable and cry.

What You Can Do

- With your watchful eyes and guided loving care, let babies play alongside or facing each other.
- Watch, listen, and talk about baby's actions. "I see you looking at Maria."
- With one or more babies, sing songs, do finger plays. (See Appendix A)
- Use home language as you call each baby's name. "Hafa adai, Rai, hafa adai." "Ran annim, JP, ran annim."
- Use different toys with babies, play with them and say each one's name. Example: Using a toy bunny, make it hop to each baby as you say the rhyme and say their name.
 - "Hop, hop, hop. Hop my bunny hop. Hop to Tasi, hop to Sean. Hop to Pulan, hop to Dawn. Hop, hop, hop. Hop my bunny hop."
- Make simple toys for babies to play with. (See Appendix A)



Birth to 8 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Recognize that there are other people who are not caregivers or family members.

Why is this important?

Sometimes babies come in contact with others who are not caregivers or family members. The natural thing for them to do is to hold tightly to their caregiver, turn away from the new faces, and may cry. These are ways of expressing their feelings of fear and discomfort but at the same time trusting that they will be protected by their caregiver. The “new” adults may need friendly reminders to allow time for babies to get used to them. Babies who are given time to get to know new people and situations tend to be better at making adjustments, feeling safe, and continuing to learn.

What the Child May Do

- ✱ Stop playing or feeding.
- ✱ Look carefully at the new person; face may show signs of discomfort.
- ✱ Reach out to main caregiver or family member and may cry.
- ✱ Hold on tight or hide face against chest, arms, or shoulder of main caregiver or family member.

What You Can Do

- When baby shows discomfort, slowly introduce baby to the “new” person. Watch baby’s response. If baby turns away, give some time to adjust.
- Hold and calm baby by stroking gently and talking softly.
- “Whisper Power” – walk, dance, rock and whisper loving words, or hum quietly.
- Offer favorite blanket, toy, or clean pacifier to help baby relax.
- “Soften” the room – soft lights, quiet music, soft toys.
- When baby is ready, and the “new” person can slowly offer a favorite toy or an interesting activity.
- Take baby on walks or visits in the village, family gatherings, or other places on island that you go to most of the time. Talk to baby about the places and people you trust. Caution: Take notice of environment and people and make adjustments if needed.



Birth to 8 Months

Language Development

Understand and Communicate

Child learns (to)

Build a receptive vocabulary by listening to familiar sounds and words.

Why is this important?

Receptive means responsive – to be alert and ready. As babies listen to their caregivers talking and singing, they will soon learn the meaning of those sounds and learn the words for them. As caregivers talk about what babies hear, see, touch, smell, and taste, babies will learn the words that go with those experiences.

Recordings can be too fast for very young babies that they are not able to catch up and get the sounds and meaning.

It is recommended that for very young babies, caregivers do the “live” singing, rhyming, and reading stories. They should also take time to watch their babies’ response before they move on.

What the Child May Do

- ✱ Look as caregiver names and describes familiar objects.
- ✱ Listen and respond to nursery rhymes, songs, and stories.
- ✱ Listen to different sounds around them – water from the faucet, door closing, or a squeaky toy.
- ✱ Touch things that feel different and listen to the words as caregiver tells how the things feel.
- ✱ Smell things that seem pleasant; watch and listen as caregiver shows and tells what the items are.
- ✱ Taste different liquids and food like water, milk, and baby food; listen as caregiver talks about the liquids and foods.

What You Can Do

- Greet baby as you show and tell items to use: wash cloth for bath time; or diaper for changing.
- Sing and act out nursery rhymes until baby shows that the rhymes sound familiar (stops, looks, listens, moves mouth and body as if following along).
- Show, name, and talk about things indoors and outdoors to see, hear, touch, smell, and taste.
 - Listen to the water at bath time or the waves from the ocean.
 - Touch a soft blanket and the hard wood of the crib.
 - Smell and taste warm milk or cool water.
- Use movements or simple sign language to give meaning to the words and phrases you are saying.
- Introduce baby’s home language.



Birth to 8 Months

Language Development

Emergent Literacy

Child learns (to)

Show interest in picture books and things with pictures.

Why is this important?

As caregivers read to their babies, babies in turn, look at the pictures on the pages and listen to the words being read. Babies' brain cells are hard at work making connections.

When caregivers connect what is happening in stories to babies' real lives, there is more meaning for the babies. Additionally, as favorite stories are repeated over and over, brain connections are strengthened.

What the Child May Do

- ✱ Look at pictures of different objects or pages of a picture book. Pat the pictures.
- ✱ Listen to caregiver for a few seconds as pictures are named and described.
- ✱ Choose a book or safe objects with pictures that he/she seems to like.
- ✱ Turn a page even if sentence is not finished.

What You Can Do

- Choose picture books that show photographs of real objects and people.
- By 6 months, baby will want to handle cloth, vinyl, or cardboard books. Read to baby while he/she sits on your lap.
- For picture books – let baby handle and pick pages he/she wants. Read out loud and notice how baby responds.
- Choose books from baby's culture and language. Add books from other cultures, too.
- Look for baby-safe specialty books. Some have textures and sounds in them.
- Take photographs, of each family member to make a small family book. (See Appendix A)
- For objects that are not books but have pictures, let baby look and touch objects and listen as you talk about them.



Birth to 8 Months

Language Development

Understand and Communicate

Child learns (to)

Listen and respond to voices and other sounds.

Why is this important?

By listening to sounds and seeing what is making them, babies will remember both experiences.

From there, they will soon learn to copy sounds and try to talk with you, to tell how they feel, and to tell what they need and want.

What the Child May Do

- * Listen to sounds of things and turn in same direction. Example: Hear door open and look towards it.
- * Hear human voices talking, humming, or singing and stop to listen, turn, and watch persons.
- * Look as caregiver is talking or singing and later try to copy speech or song by forming lips, and blowing "bubbles."
- * Turn away or cry when wet, hungry, tired, too hot, too cold, or just want to be picked up.
- * Stop crying when fed, changed, picked up, or have other needs met.

What You Can Do

- Smile, look face to face, and talk to baby in a soft voice – not sudden or loud.
- Greet baby by name and use it often when you "talk" together especially during routines like feeding and diaper changing.
- Talk to baby as you touch and name his/her body, toys, or things. "Hands. I'm touching your hands now. Blanket. I'm folding your blanket."
- Look for things that have sounds. Move them, say baby's name, and tell what the object is. "Ilan, here's your rattle. Listen."
- Watch what sounds baby turns to or looks at. Talk to baby about that object or person. Use simple words or phrases. Examples:
 - "Did you hear Daddy's truck?"
 - "Is Papa whistling?"
- Do finger plays, songs, and simple games. (See Appendix A)



Birth to 8 Months

Language Development

Understand and Communicate

Child learns (to)

Recognize and respond to sounds of language.

Why is this important?

As babies listen to their caregivers talk, sing, or do rhymes, they hear the sounds of language. As these sounds are repeated, babies will remember and try to copy them. The early sounds they make are called "cooing" (oooo/aaaa) and then later called "babbling" (ba-ba-ba/ma-ma-ma).

When caregivers "coo" and "babble" back, they are communicating with their babies in a fun way. Songs, finger plays, stories, and just listening and talking, will help babies build their vocabulary. Sounds will become words, then on to sentences as they learn the language. When babies have many good language experiences, it will help them later to do well in school.

What the Child May Do

- ✱ Turn and look when caregiver calls his/her name.
- ✱ Listen and look towards direction of familiar sound or a new sound.
- ✱ Turn, reach out, coo, or babble when caregiver says, "Here's your milk," or "Here's your blanket."
- ✱ Listen, look, suck thumb or pacifier, or kick legs when favorite music is played, nursery rhymes are said, or baby books are shown and read.

What You Can Do

- Continue saying baby's name while greeting and doing daily activities or routines.
- When baby starts to "coo" or "babble," let him or her know that you are interested and join in "conversation."
- Expand on language. Example: When baby says "ba-ba-ba", say "Yes, it's time for your bottle."
- Sing and act out nursery rhymes and finger plays. (See Appendix A)
- Use simple words or phrases. Use baby's home language to tell what you are doing every day:
 - Drink your milk. *Gimen i leche-mu.* (Chamorro)
- Play games with sounds and words.
- Use books and toys that talk about the sounds they make or how they move.



Birth to 8 Months

Cognitive Development

Explore, Discover, and Learn

Child learns (to)

Remember recent routines, activities, and people.

Why is this important?

When there are many sensory experiences coming together with the language from their caregivers, babies need time to process – to remember each experience and put them in an order that makes sense.

They also need to do things over and over to understand the words that go with the experiences.

What the Child May Do

- ✱ Recognize caregiver and family members by faces and voices and smile at them.
- ✱ Look carefully, turn away, and cry when there are new faces and voices.
- ✱ Look for a toy, cup, or other item that has been dropped.
- ✱ Begin to copy songs by watching, forming lips, and making sounds.
- ✱ Begin to copy finger plays and games by watching and moving hands, feet, and body.
- ✱ Turn face away when caregiver comes with a tissue in hand.
- ✱ Hold out hand to caregiver to play a game again.
- ✱ Begin to understand that people and things are still there even when they are not in sight (known as object permanence).

What You Can Do

- Make a daily schedule of activities and follow it as much as possible.
- Continue to greet, smile, talk with, and listen to baby.
- Follow baby's lead.
- Introduce baby to new people and places when taken around.
- Play "Peek-a-boo."
- Play a hiding game. Cover most of a toy with a blanket. Give baby time to find the toy.
- Sing songs and play games that repeat like "If you're happy and you know it" or "Pat-a-cake." Try translating to baby's home language.



Birth to 8 Months

Cognitive Development

Explore, Discover, and Learn

Child learns (to)

Explore cause and effect.

Why is this important?

As babies explore and discover things and events, they will learn that when they do certain actions (at around 8 or 9 months), they can make certain things happen. As they repeat these experiences they remember the cause and the effect. These memories are good examples to go back on when there are new situations that babies have to figure out.

What the Child May Do

- ✱ Cry out, then wait and watch for caregiver to come in.
- ✱ Clap hands and look up at caregiver to start a clapping game.
- ✱ Watch caregiver wind up a musical toy. When it stops, touch caregiver's hand to make it start again.
- ✱ Bang tray with a spoon, listen, then do it again.
- ✱ Put objects into a container, dump them out, then do it again.
- ✱ Hit buttons on a push-button toy, watch things pop up, then push buttons again.
- ✱ Splash hands in water, notice how face and body get wet, then splash again.
- ✱ Find out that people and things are still around even when they are not seen, heard or felt; and that they still exist through time, place, or moment (object permanence).

What You Can Do

- Provide a comfortable, clean, safe space with materials that are safe and interesting for baby to move, explore, and figure things out.
- Play games like peek-a-boo, hide-and-seek, and putting things in your pocket or under cups to understand that things and people are still there even when out of sight.
- Give baby different materials that are safe and clean for exploring and discovery:
 - toys that can be picked up and handled;
 - containers and small blocks;
 - large wooden beads;
 - objects that make noise when dropped;
 - pull toys especially those that make noise;
 - push button toys.
- Respond to baby, pointing out the effects of action. Example: As baby splashes water during bath time, say, "Look how wet you are!"



Birth to 8 Months

Physical Development

Coordinate Movements

Child learns (to)

Move and repeat movements of different body parts.

Why is this important?

The brain connections that control movement are formed during the first four years of life. When babies move, both sides of the brain are used in learning skills. As they move and repeat the movements of their bodies, they have better coordination (control) of their hands, arms, legs, and whole body. More movement means more exploring. More exploring means more discoveries. Babies use all this information - known as perceptual information to explore again – so they can keep learning.

When babies do not have many chances to move and explore, they still learn, but not as much as babies who have many chances.

What the Child May Do

- ✱ Turn head from side to side and repeat movements with arms and legs.
- ✱ Lift head and chest while on tummy.
- ✱ Reach for and swipe at dangling objects.
- ✱ Grasp and release things that are touched.
- ✱ Bring hands and feet to mouth.
- ✱ When on stomach, push up on arms and lift head and chest, arching back.
- ✱ Begin to roll over and sometimes kick self over.
- ✱ Push down on legs when placed on a firm surface.
- ✱ Alternately kick legs while on back.
- ✱ Use feet to move hanging mobile toy.

What You Can Do

- Provide a safe, clean, and comfortable area for baby to move and explore.
- Give more play time on a cushioned mat, quilt, or blanket on the floor instead of in seats, jumpers, swings, or similar equipment.
- During play, put baby on back and at other times on stomach to allow more use of legs, arms, and hands.
- Play games using sounds and actions that go back and forth; baby then caregiver and back to baby.
- Give baby lightweight rattles or soft, bright patterned toys that make soft noises.
- Slowly add a variety of other “playthings” like bright cotton scarves and balls that baby can hold on to and play with.
- Always place baby on back for safe sleep.



Birth to 8 Months

Physical Development

Coordinate Movements

Child learns (to)

Move body to change position.

Why is this important?

For very young babies, changing positions of the body helps them to: (1) use the muscles on the other side of the body, (2) see their space in a different way, and (3) find a more relaxed position to calm down when there are too many activities going on (self-regulation).

Playing games that have rhythm like gentle bouncing, swaying, or swinging also helps to move babies from movements of high activity to calming down and rest time.

What the Child May Do

- * Lift both arms and legs and rock on stomach.
- * Roll over from stomach to back and back to stomach.
- * Start to move either forward or backwards, pulling or pushing with arms (scooting).
- * Get up on hands and knees, rocking back and forth.
- * Rock on back and put feet and arms in air.

What You Can Do

- Give baby safe places to move around in and explore, while being supervised.
- To learn to raise head, put baby on stomach, extend his/her arms in front, and hold a toy in front of baby's face. Try to get baby to look at you.
- When baby can hold head up, put a toy a few inches away and encourage baby to reach for toy.
- Move baby in different positions so that there is room to: turn or raise head and roll from side to back and from side to stomach.
- Help baby practice sitting up by supporting back appropriately. Gently, but firmly, support baby's front and back with both hands while baby is in a seated position on a sofa or fully padded chair. A small pillow or folded blanket may be added for support.



Birth to 8 Months

Physical Development

Coordinate Movements

Child learns (to)

Use hands in more coordinated movements.

Why is this important?

When babies use the small muscles of their hands while they play, move, eat, or bathe, those muscles will be stronger and be ready to hold things as they get older. They will have a better hold (grasp) of their bottle, spoon, or cup. Later, when it is time for preschool, the same muscles will be more ready to hold pencils, crayons, and paintbrushes to control the lines they want to make.

What the Child May Do

- ✱ Reach for objects with one hand.
- ✱ Use hand like a "rake" to move objects closer.
- ✱ Pick up cereal or other small object with the same hand formation - like a "rake."
- ✱ Tug or pull objects.
- ✱ Move objects from hand to hand (known as cross-lateral movement).
- ✱ Grab feet and toes and bring them to mouth.
- ✱ Wave bye-bye or clap hands.
- ✱ Try to turn pages of a book.

What You Can Do

- For 0-2 month olds: Place your finger in baby's fist; feel the grip, then slowly tug; repeat with other fist.
- For 3-4 month olds: Let baby tug corner of a washcloth while you tug the other end. Put a towel or ribbon around your neck and let baby pull it down.
- For 5-8 month olds: Give baby small, safe pieces of soft, healthy finger foods to feed self like round dry cereal or cool cooked noodles.
- Offer clean, safe, age-appropriate toys or objects that can be pushed, pulled, or played with hands.
 - large plastic spoon;
 - plastic cup.
- Provide baby with picture books to turn pages all by himself/herself.

9 to 18 Months



Early Learning Checklist

9 to 18 Months

Name: _____ Date: _____

Age of child (in months): _____

Physical Development

- ☐ Moves to sitting position without assistance.
- ☐ Crawls forward on belly.
- ☐ Moves from sitting to crawling or lying on stomach.
- ☐ Pulls self up to standing position.
- ☐ Stands for short periods without support.
- ☐ May walk two or three steps without support (begins at 8-12 months).
- ☐ Walks alone (12-16 months).
- ☐ Uses a pincer grasp.
- ☐ Puts objects into a container.
- ☐ Takes objects out of a container.
- ☐ Tries to copy scribbling.

Social Emotional Development

- ☐ Shy or anxious with strangers.
- ☐ Cries when parent leaves.
- ☐ Enjoys imitating people in play.
- ☐ Shows preference for certain people and toys.
- ☐ Repeats sounds or gestures for attention.

Language Development

- ☐ Responds to simple verbal requests.
- ☐ Responds to "no."
- ☐ Makes simple gestures such as shaking head for no.
- ☐ Babbles with inflection.
- ☐ Babbles "dada" and "mama."

Cognitive Development

- ☐ Explores objects in many different ways such as shaking, banging, throwing, or dropping.
- ☐ Finds hidden objects easily.
- ☐ Looks at correct picture when image is named.
- ☐ Copies gestures.



9 to 18 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Show self-awareness and a positive self-concept.

Why is this important?

Self-awareness means knowing how one is different and separate from others in thinking, remembering, and doing things. At the same time, it also means being aware of how one is connected to others and dependent on them to fulfill own needs.

Self-concept is how one feels about oneself based on information and skills one can do and how others support those growing skills.

Babies who are nurtured (supported, praised, and guided) tend to have a positive self-concept and want to learn and grow. Children who continue to have a good self-concept grow to be successful in school and in life.

What the Child May Do

- ✱ Respond to name by sound or gesture; look up, make sounds, and come when called.
- ✱ Show likes or dislikes by sound or gesture.
 - Smile and reach out for things enjoyed.
 - Turn away, push away, or shake head at things not liked.
- ✱ Try to take care of own needs.
 - Use fingers to feed self.
 - Wash hands after eating.
 - Help dress self by extending arm or leg.
 - Enjoy pulling off own socks and shoes.
 - Try putting on own shoes.
- ✱ Choose a toy or object to play with. Hand toy to caregiver to join in play.
- ✱ Use adult for security, but try independence; will crawl a few feet away and then go back to caregiver.
- ✱ Stop playing and may cry when caregiver leaves area, but stop crying upon return.

What You Can Do

- Say baby's name as you go through routine activities.
- Observe and note baby's likes and dislikes.
- Known as self-help skills, let baby practice taking care of himself/herself with your patient guidance. Praise baby for trying. Let baby:
 - Rinse and dry hands after washing.
 - Feed self with dry cereal or noodles during meal or snack time.
 - Wash arms, legs, and tummy with washcloth at bath time.
 - Finish removing socks and shoes after you have started.
 - Give baby a damp sponge to help "clean up" table, chair, walls, and doors while you are washing dishes.
- Stay within sight and watch baby practice independence while crawling away from you within a few feet and then returning soon after.



9 to 18 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Respond and engage in social interaction with familiar and trusted adults.

Why is this important?

Social interaction means the action of doing an activity and getting a response in return. For babies and caregivers this usually means babies watch caregivers model an activity and try to follow it. It also means that when babies need something, they will show action and expect caregivers to respond appropriately.

Social interaction helps babies tell what they need, learn how to do new things, join in activities, and work well with others. Babies with good social interaction grow to be successful in school.

What the Child May Do

- ✱ Prefer to be cared for and play with main caregivers by:
 - reaching for them;
 - crawling to them;
 - leaning against them and may hold them tightly;
 - putting a toy in their lap to play with them; and
 - taking hands and leading caregivers to something needed or wanted.
- ✱ Test caregivers in different situations and watch their reactions.
- ✱ Watch and then help caregiver prepare a snack.
- ✱ Remember familiar routines or activities such as getting diaper bag when it is time to go home.
- ✱ Show discomfort when a new caregiver or other unknown person comes close by.
- ✱ Show strong separation anxiety when caregiver is out of sight and cry loudly for a long time.

What You Can Do

- Recognize baby's gestures, or actions without words, and respond to them.
- Join baby on the floor to play.
- When tested in different situations, be consistent in response and inform other caregivers to give same responses.
- Offer a spoon or bowl for baby to play "cook" while you prepare dinner.
- Give baby own infant toothbrush. First, show how you use your own brush to brush your teeth. Next, put a tiny dab of toothpaste (non-fluoride) on baby's brush and encourage baby to try and brush own teeth. Baby may chew bristles and you may need to finish the job.
- During bath time, let baby bathe a small plastic doll while you bathe baby.



9 to 18 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Respond and engage in social interaction with other babies and children.

Why is this important?

Social interaction means the action of doing an activity and getting a response in return. At ages 9 to 18 months, babies play alone with own toys and things (solitary play). When next to other babies the social interaction is simply watching other babies play with their own toys and things (parallel play). It may happen that when babies are together, they may want the same toy or item and will pull and make noise with high energy. Caregivers can provide assistance by adding a few more favorite toys or new interesting ones, and do other activities like songs, finger plays, and games. It is not until after 24 months that babies understand the skills of taking turns and sharing.

Babies at this age are aware of the feelings or emotions of other babies and may respond to them. Babies with good social interaction grow to be successful in school.

What the Child May Do

- ✱ Play side by side with another baby, each with the same toy or with different toys.
- ✱ Watch other babies and children next to them and may copy their sounds and movements.
- ✱ Move closer to other babies and touch their hair and face out of curiosity.
- ✱ Hug or lean against another baby showing affection.
- ✱ Join in simple imitation games like "Follow the Leader," "Copy cat," "Happy Hats," or "Mirror, Mirror."
- ✱ Look towards a crying child and may appear sad or concerned. Offer a toy or food to the crying child, or find an adult to help.

What You Can Do

- Lay out a large mat or blanket with a few assorted toys and items to explore.
- Play "Follow the Leader" game with simple movements. Examples:
 - Tap on table.
 - Put hat on head.
 - Cover face with hands, then remove.
 - Clap hands.
- Play "Mirror, mirror" by encouraging baby to look at face in mirror and make silly faces.
- Play "Roly, Poly" with a ball. Sit on floor. Roll ball to baby. Ask baby to roll it back. Repeat game. Challenge by doing it just a little faster.
- Play "Happy Hats." Try on different hats and look at self in the mirror. Make faces, change voice, make it fun.
- Make a game out of "Clean Up Time." Show baby how to pick up toys and where to put them. Sing a song as you clean up and praise baby for his/her efforts to help.



9 to 18 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Show good self-regulation of behavior.

Why is this important?

Self-regulation is the ability to calm oneself and participate in routines. There will be times when babies need help adjusting to situations that upset them. There are different ways to help babies calm down, relax, and go back to learning new things.

Caregivers need to observe and learn about the different temperaments ("tempers" or "natural characters") of each baby. Some are active and loud, others calm and quiet. Some wake up early for food, attention and play; others at a later time.

When caregivers respond to babies' calls for assistance, these are important opportunities to build trust and strengthen relationships.

What the Child May Do

- * Cry, make sounds, or use body movements to get caregiver's attention.
- * Seek caregiver's response when not certain about what to do.
- * Test caregiver's responses to own behavior such as reach for something he/she should not touch after being told not to; looks back at caregiver to see what caregiver will do.
- * Look at caregiver to see if behavior is appropriate or not.
- * Show self-comforting behaviors such as sucking on fingers or thumb; may hold on to a favorite blanket or toy.

What You Can Do

- Respond right away and regularly (consistently) when baby is looking for help in a difficult situation.
- Look at the situation and provide the help and comfort needed.
- Nurture baby with kind words and hugs.
- Respond to baby's needs and praise the small efforts to do better.
- Observe and stay close to baby; be ready to offer support.
- Offer words that comfort and help baby understand situations.
- Show respect for baby and everyone in his/her environment.



9 to 18 Months

Language Development

Understand and Communicate

Child learns (to)

Listen, watch, and recognize that words and gestures (actions) have meaning.

Why is this important?

When a caregiver speaks in a pleasing, natural voice, baby tends to listen more. When a caregiver uses short simple sentences and gives one-step directions to show how to do things, baby tends to show more understanding and follows the action expected.

Baby's vocabulary – words with meaning – grows when a caregiver spends time with baby (1) having conversations, (2) reading simple books, (3) singing songs, (4) playing simple games, and (5) showing how to drink from a cup.

With good language experiences, baby's listening vocabulary can grow to 50-100 words at this age.

If baby does not seem to look, listen, and follow simple one-step directions, see a health provider or the Guam Early Intervention System (GEIS).

What the Child May Do

- ✱ Go to where shoes are when caregiver says, "It is time to go out and play."
- ✱ Go to the sink when caregiver says, "It is time to wash hands," and watch as caregiver shows action.
- ✱ Get a tissue when caregiver says, "Please get a tissue to wipe your nose," and watch as caregiver pretends to wipe nose.
- ✱ Put hand over mouth and release it quickly when caregiver says, "Throw a kiss."
- ✱ Look up for a moment and stop reaching into purse or another person's bag when caregiver says, "That's mommy's/ someone's bag; here, come look in this toy bag."
- ✱ Listen and look in direction when caregiver names familiar people like Grandma and Papa; or names objects like a toy truck, a ball, or a cup.
- ✱ Understand more words than he/she is able to say.

What You Can Do

- In a short, simple sentence, tell baby what the next regular activity will be so that he/she can get ready for it.
- Give baby one-step directions and if needed, show with a gesture (action) to:
 - find an item and get ready to use it;
 - show an action during play time; or
 - sing songs or play games.
- Use words as baby experiences personal events: "Look, Daddy caught some fish."
- Throughout the day as you do things, have conversations with baby and use home language.
- Ask simple choice questions: "Do you want the banana or the apple?"
- Introduce words that tell more about things:
 - warm milk;
 - cold juice;
 - loud music; and
 - quiet music.



9 to 18 Months

Language Development

Understand and Communicate

Child learns (to)

Understand phonemic awareness and communicate familiar words and gestures.

Why is this important?

Phonemic awareness is the understanding that spoken words are made of individual sounds. At 9 to 18 months, baby has more experiences to practice following those sounds and add simple gestures (actions) to tell others about needs, wants, and interests.

Baby may continue babbling and experimenting with sounds to get favorite foods, objects, toys, or experiences.

An exciting experience at this age is when baby says the first word like "mama" or "dada." When caregivers and family members celebrate the first word, baby is moved to learn more words. With good language experiences, baby's speaking vocabulary can grow to 8-10 words, sometimes up to 20 words in English or home language at this age.

What the Child May Do

- ✱ Nod head or move eyebrows up and down for "yes" (island cultural practice).
- ✱ Shake head side to side to mean "no."
- ✱ Show "all gone" by twisting wrists so that hands go up and down when all food is eaten.
- ✱ Point to the sky when a helium balloon or kite is rising.
- ✱ Make jabber sounds over a toy cell phone.
- ✱ Say made up "words" to mean something.
- ✱ At 9 to 12 months, say a word clearly enough for caregiver to understand the meaning.
- ✱ At 12 months, can say 2 to 8 words.
- ✱ At 18 months, can say 10 words.
- ✱ Use the same word to mean similar things - "milk" for all liquids.

What You Can Do

- Observe baby. Watch for gestures. Listen to made up "words." Find out what baby means and give the words in English and home language.
- Introduce and model new words and gestures for baby to copy.
- Show sign language for simple words and repeat them.
- Describe simple activities step-by-step.
- Spend time talking, reading, singing songs, playing simple games, doing finger plays, and rhyming. Repeat for baby to remember them.
- Try leaving out the last word of a familiar rhyme and see if baby will say it.
- Play naming games like naming animals and add the sounds they make.
- For baby who needs it, use assistive technology to help baby communicate. Make picture cards showing daily activities like eating, drinking, washing hands, and playing. Baby can be taught to show needs by touching one or more of the cards.



9 to 18 Months

Language Development

Pre-Literacy and Pre-Writing

Child learns (to)

Show more interest in songs, rhymes, books, and other print materials.

Why is this important?

Literacy means the ability to read. Pre-literacy means the early steps to reading. Caregivers who sing songs, rhymes, and finger plays; and read the print on juice or cereal boxes, posters, and books are helping baby get ready to read.

Songs and rhymes "stretch" the vocabulary when presented with repetition, action, and fun. They help baby put words and phrases together.

Cereal boxes, posters, signs, and books all have pictures that "catch" baby's interest and have words that tell what is happening. When caregivers read the words on those items, they help baby copy and pretend to "read" the information on them.

What the Child May Do

- ✱ Show action to play familiar games such as "pat-a-cake" or other rhymes and finger plays.
- ✱ Sing or join in on familiar songs with caregiver; songs may be in English or home language.
- ✱ Bring a book to caregiver to read.
- ✱ Turn pages of book. It may not be one at a time or left to right.
- ✱ Look at and point to the pictures; use sounds or words to talk about the pages.
- ✱ Find a picture in the book that caregiver is asking about.
- ✱ Hold and pretend to read the labels on juice or cereal boxes.
- ✱ Point to familiar signs around the community like a kid's play area or a familiar restaurant.

What You Can Do

- Repeat favorite songs, stories, rhymes, or finger plays with baby.
- Make a photo or picture book with favorite animals or things. Add words in both home language and English. (See Appendix A)
- Choose books with clear, colorful pictures and simple text.
- Choose sturdy activity books that involve the senses - flaps that lift, pages unfold, textures to feel, and sounds to hear.
- Model holding a book and turning pages correctly.
- Read different books over and over when baby is interested.
- Slow down and talk about a picture or character that baby shows interest in.
- Point out printed language while reading.
- Show cereal or juice boxes, and other items to read labels and name pictures.



9 to 18 Months

Language Development

Pre-Literacy and Pre-Writing

Child learns (to)

Explore writing, painting, sculpting, and drawing as a way of communicating.

Why is this important?

Writing is about forming letters that tell information. Pre-writing means making early marks before learning to form letters.

Babies who have early experiences with free drawing, painting, and "writing" tend to have more practice using the muscles of their fingers. In time, those muscles become stronger and more flexible in making clear marks like shapes and letters.

By the time they enter preschool, these young children have better control in writing their names and forming the letters of the alphabet. They also have an easier time forming pictures through the use of paint, crayons, and chalk. More practice means an easier and better way of expressing oneself.

What the Child May Do

- ✱ Scribble with a crayon freely and without any aim on paper.
- ✱ Hold a brush and dip in water to "paint" a concrete wall outdoors and make different marks.
- ✱ Explore with washable markers or crayons.
- ✱ Use foods like leftover ketchup or Jello to make marks on a paper plate or table with protective cover.
- ✱ Use sticks, shells, or own hands and fingers to make marks in the sand.
- ✱ Use large chalk to make drawings on a cement surface.
- ✱ Use play dough to flatten and smush.

What You Can Do

- For all pre-writing activities, ask baby or talk about the "writing" baby made.
- Take baby to the beach and give sticks or safe objects surfaces to make marks on the sand.
- Have water play outdoors with a bowl or small bucket and a small paintbrush. Let baby "paint" the walls of the house.
- Give baby a stick of sidewalk chalk to make marks on a safe cement surface.
- Provide large sheets of paper, large crayons, and washable markers for baby to scribble freely. Baby may make a few marks but remember to praise efforts. Afterwards, put the items away and out of sight. Baby does not know yet that you only want marks on the paper.
- After meal time, let baby use ketchup or Jello to make pictures on the high chair tray.



9 to 18 Months

Cognitive Development

Explore, Discover, and Learn

Child learns (to)

Show awareness of surroundings and use senses to investigate.

Why is this important?

When babies use their senses to see, hear, touch, smell, and taste, their brain takes in the information and tries to remember what is happening to give meaning to the surroundings.

These experiences encourage babies to investigate and find out more about their environment (surroundings). There may be times when babies find a "problem" and will use their senses to figure out a way to solve the problem. This means more brain connections are happening and more learning is taking place.

Caregivers who provide safe, clean spaces and materials, along with encouragement and time to let baby figure things out, are showing good support for babies to explore, discover, and learn.

What the Child May Do

- ✱ Look at something, move towards it, and handle it with hands and mouth.
- ✱ Explore objects more by banging, shaking, dropping, rolling, pushing, or pulling.
- ✱ Poke, pat, squeeze, push, sniff, and try to lick play dough to know more about it.
- ✱ Try to figure out how new toys work.
- ✱ Find caregiver to get a toy or food item.
- ✱ Try to put a square peg into a round hole and keep trying to make it work.
- ✱ Push and pull a wagon and watch the wheels turn as it moves in different directions.
- ✱ Touch a bug found outside and squeal when it moves away quickly.
- ✱ Touch a person's face by feeling and patting or may pull off glasses.
- ✱ Use a spoon to bang on feeding tray or dishes.
- ✱ Crawl into, around, or over boxes or other items.

What You Can Do

- Prepare a clean, safe space with interesting materials for baby to explore.
 - boxes, plastic cups, spoons, and bowls in different sizes and colors;
 - pots and pans with no broken or bent edges;
 - toys and objects that make noise;
 - medium sized rubber balls;
 - non-toxic playdough (with caregiver watching carefully);
 - toys that fit shapes into shape box or pegs into holes (toy cobbler's bench); and
 - a wagon to pull, push, and dump things in.
- Take baby outside and under your careful watch:
 - Look at bugs crawling.
 - Touch and explore a green or brown coconut, including one with a plant growing out of it.
- Show excitement; praise baby for making things work with toys.



9 to 18 Months

Cognitive Development

Explore, Discover, and Learn

Child learns (to)

Explore and use objects with more purpose, including cause and effect relationships.

Why is this important?

When babies explore objects and do things with them, they discover their properties and what makes them work. Repeated play like taking things out and putting them back or dropping and picking up things tells them that one event brings another and helps them predict what will happen. Babies can make decisions later on what items to choose for play time or when solving problems because they know their properties.

What the Child May Do

- ✱ Take objects out and put them back.
- ✱ Fill different containers with water, then pour them out over and over.
- ✱ Close eyes and turn away before splashing with hands.
- ✱ Push string through large beads.
- ✱ Drop an object from a high chair and wait for caregiver to pick it up over and over.
- ✱ Push buttons on a busy box and get ready for the toy animal to pop out.
- ✱ Build a tower of blocks and knock them down.
- ✱ Keep turning an object around to find the side that works, like the reflective side of an unbreakable mirror or the open side of a plastic cup.

What You Can Do

- Provide safe toys and objects for baby like:
 - a busy box;
 - large beads and a string with one end knotted;
 - containers and things to fill and dump out;
 - toy blocks to stack;
 - jack-in-the-box toys; and
 - instruments like maracas, xylophones, or shakers.
- Bring up relationships to help baby think and consider effects like, "If you throw the toy, it will be too far for you to pick it up."
- Provide a water table or large pan with clean water and objects but supervise at all times.



9 to 18 Months

Cognitive Development

Explore, Discover, and Learn

Child learns (to)

Remember recent events, then find hidden items or pictures, and may copy how objects are used.

Why is this important?

When babies remember events, they learn schedules to follow like feeding, playing, and changing diapers so they can prepare for them.

When they find hidden items, they know that things continue to exist even when out of sight. As they look for pictures in books, they are showing their ability to receive and process new information, recognize familiar people, places, and things; and learn how to use new information.

They also learn to solve problems by searching for missing or hidden items.

What the Child May Do

- ✱ Watch and play peek-a-boo in different ways.
- ✱ Look for hidden toys or objects under a blanket or boxes; look for caregiver hiding behind door.
- ✱ Look for a favorite object or toy in usual location, and ask caregiver when it is missing.
- ✱ Listen to caregiver give the name of a picture and look for it in a picture book.
- ✱ Move towards the counter when caregiver asks if he/she would like a snack and some water.
- ✱ Name face and body parts when asked or touch them during a song or finger play.

What You Can Do

- Play peek-a-boo by covering face, hiding behind a towel, going behind a door, leaving the room, and coming right back.
- Play hide-and-seek games by putting a toy under a blanket or box or going behind a door and waiting for baby to come and look for you.
- Keep toys and familiar objects in same location.
- Provide a variety of picture books. Add "I Spy" board books and talk about the pictures or ask baby to look for certain pictures.
- Look at the mirror and name face and body parts in English and baby's home language.
- Use photos and objects to talk about past experiences.



9 to 18 Months

Cognitive Development

Explore, Discover and Learn

Child learns (to)

Show an increasing ability to remember and participate in imitative play.

Why is this important?

Imitative play means to copy what the caregiver is modeling. This helps baby learn self-help skills like washing hands and face or feeding self. Imitative play focuses more on fun and is not too instructive.

It also helps baby find new ways to use objects for creativity and imagination. This builds higher order thinking skills.

What the Child May Do

- * Imitate caregivers when they say "bye-bye" or "throw a kiss."
- * Follow caregiver's actions when pretending to:
 - brush hair;
 - use a cell phone;
 - use a pitcher to pour something into a cup.
- * Copy games and finger plays.
- * Use toys and objects to pretend to:
 - feed and burp a doll, change a diaper, and take a bath;
 - cook kado (Chamorro for soup) and eat it;
 - wash and dry clothes;
 - water the plants; and
 - wipe the table or floor.

What You Can Do

- Show friendly greeting and departure. Say, "Hi" with baby's name or "bye-bye" and wave; may throw a kiss. Use home language.
- Get down and play with baby. Join in pretend play.
- Have toys or real objects like plastic cups, spoons, bowls, a pitcher, a toy cell phone, or a hairbrush.
- Notice and comment on baby's pretend play – "Good job feeding baby."
- Model sounds that animals or vehicles make and watch toddler make the sounds at play time.
- Play games and finger plays like "Itsy Bitsy Spider" or "Head, Shoulders, Knees, and Toes."



9 to 18 Months

Physical Development

Coordinate Movements

Child learns (to)

Coordinate eyes, hands, and fingers while exploring or holding objects.

Why is this important?

When babies learn to use their eyes, hands, and fingers together, this is called "eye-hand" coordination or "fine motor" coordination. The brain continues to work as babies use their eyes and hands to grasp and hold things, and learn self-help skills like drinking from a cup, eating with a spoon, brushing teeth, combing hair, and wiping their noses and mouths.

The same "fine motor" muscles are used to turn pages of baby books or to scribble marks on paper using large chubby crayons.

As babies have more practice using their eyes, hands, and fingers, those muscles become stronger, flexible, and more coordinated to draw, paint, and do writing activities in school.

What the Child May Do

- ✱ At 9 months, use thumb and pointer finger (pincer grasp) to pick up very small objects.
- ✱ At 12 months:
 - Use thumbs well;
 - Start to use one hand more often than the other; and
 - Use both hands at the same time for different things.
- ✱ Drop objects in a container and dump them out again.
- ✱ Throw, roll, and catch a large rubber ball.
- ✱ Put together several nesting cups or different sized rings on a toy stacking ring tree.
- ✱ At 18 months can:
 - scribble with crayons and copy marks;
 - pick up a spoon by its handle and feed self;
 - start to hold a small cup and drink from it, sometimes spilling;
 - hold a toothbrush and brush teeth; and
 - turn pages of a board book (baby books).

What You Can Do

- Supervise baby closely; very small objects may be put in mouth and may be dangerous.
 - Give baby many chances to practice self-help skills like using cup, spoon, and dishes even if there are spills and messes, pull off socks, and open doors.
- Provide a safe and clean space for play time indoors and outdoors with toys and objects such as:
 - containers;
 - different sizes of wooden blocks;
 - sorting cubes;
 - large links or "pop beads" to put together and take apart;
 - nesting cups;
 - puzzles with 4-6 pieces; and
 - stacking rings, shapes, and shape sorters.
- Provide baby board books.
- Have large crayons and paper for scribbling. Supervise during use, then put away when no longer needed.



9 to 18 Months

Physical Development

Coordinate Movements

Child learns (to)

Change position and move from place to place, showing more large muscle control.

Why is this important?

When babies use the larger muscles of their head, neck, legs, feet, and body (torso), these are known as gross motor skills. Babies soon learn to use these parts of the body to crawl, sit, climb, stand, walk, and then learn to run.

Play time, indoors or outdoors, provides many opportunities for babies to use and strengthen their large muscles for better coordination and balance to help them explore, learn, and have many experiences.

What the Child May Do

- ✱ At 9 months:
 - Roll from front to back while on stomach;
 - Balance and sit alone for long periods of time;
 - Crawl, then sit and return to crawling; gain speed crawling from month to month;
 - Pull up on a table and move around it, while holding on for support; and
 - walk with support by someone holding his or her hands.
- ✱ At 12 months:
 - Stand alone without help for a few seconds, then minutes;
 - Take first steps without help but prefer to crawl;
 - move from standing to sitting easily.
- ✱ At 18 months:
 - Can walk fast and rarely fall;
 - Begin to run slowly with unbalanced forward movement; and
 - Can walk up stairs while holding caregiver's hand by bringing both feet together on each step.

What You Can Do

- Supervise closely and never leave baby alone and unattended – indoors or outdoors.
- Secure baby gates at the top and bottom of stairs.
- Provide a safe and clean space.
- Cover outlets; furniture should not have sharp edges.
- Provide toys like:
 - a wagon and large cars for pushing and pulling; and
 - medium to large rubber balls for rolling.
- Create challenges like adding pillows, sturdy low furniture, or people for baby to use for support when pulling up to stand.
- Help baby if he/she gets stuck standing and guide use of knees to bend and get down; give time at first to see if baby can solve problem.
- Stay close behind baby and supervise when he/she starts to climb stairs.
- Don't push baby to walk. Allow time for baby to decide after he/she is finished with crawling.

19 to 24 Months



Early Learning Checklist

19 to 24 Months

Name: _____ Date: _____

Age of child (in months): _____

Physical Development

- ☐ Walks up and down stairs holding on to support.
- ☐ Climbs onto and down from furniture unsupported.
- ☐ Turns over container to pour out contents.
- ☐ Builds tower of four or more blocks.

Social Emotional Development

- ☐ Copies behavior of others, especially adults and older children.
- ☐ Shows increasing enthusiasm about company or other children.
- ☐ Demonstrates increasing independence.
- ☐ Begins to show defiant behavior.

Language Development

- ☐ Points to an object or picture when it is named for them.
- ☐ Recognizes names of familiar people, objects, and body parts.
- ☐ Says several single words.
- ☐ Uses two-word sentences.
- ☐ Follows simple, one-step directions.
- ☐ Repeats words overhead in conversations.

Cognitive Development

- ☐ Finds objects even when hidden under 2 or 3 covers.
- ☐ Begins to sort shapes and colors.
- ☐ Begins make-believe play.



19 to 24 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Show self-awareness and a positive self-concept.

Why is this important?

Self-awareness means knowing how one is different and separate from others, but at the same time connected to and dependent on them to meet their needs.

Self-concept is how one feels about oneself based on information and skills one can do and the ability to make decisions.

From 12 months to 36 months, babies are referred to as toddlers. During this period they know that they can do more things like feeding and dressing themselves and want to show others what they know. They also want freedom and will show this strongly.

What the Child May Do

- * Enjoy watching caregiver or other adult actions throughout the day.
- * Want to re-enact events through play in order to understand them, such as cook, clean dishes, wipe table, sweep floor, mow the lawn, and water the plants.
- * Show self-confidence; try new things.
- * Proud of things that he/she can do (with some help) such as wash hands, brush teeth, pick clothes, eat with a spoon, walk, climb, reach, and touch.
- * Have interest in dressing self and help put on clothes that easily slip on.
- * Begin to learn about bladder and bowel control (toilet learning).

What You Can Do

- * Support dramatic play by playing with toddler and providing materials such as:
 - dress-up clothes that are not too big;
 - dolls and figurines;
 - toy broom and mop;
 - toy pots and pans; and
 - toy cars, trucks, and airplanes.
- * Encourage and let toddler try to dress and feed self, even if you know you can do it better or faster.
- * Celebrate toddler's culture and share about other cultures such as the different ways others speak and dress.
- * Follow toddler's lead in toilet learning. Begin when toddler shows signs of interest and is ready. Note: Not all children will be successful at going to the potty by themselves. It's not uncommon for children to have accidents up to age five or six years.



19 to 24 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Engage in effective social interaction with familiar and trusted adults.

Why is this important?

Social interaction means the action of doing an activity and getting a response in return. This usually means toddlers watch caregivers model an activity and try to follow it.

During this period, they are very curious and want freedom to explore and investigate things around them. When caregivers set limits for good reasons like safety, toddlers have difficulty understanding and may be aggressive.

Caregivers need to give large doses of love to toddlers, join in their child's play, talk in a positive way to them, and guide them with calmness, patience, and care. Toddlers' requests may not be met the way they want, but they respond well to warmth and generosity. Toddlers still want the love and acceptance of their caregivers more than anything.

What the Child May Do

- * Struggle to balance independence and closeness with caregiver.
- * Insist on independence in a strong way. Use personal pronouns like, "I, me, you."
- * Say no even to things enjoyed.
- * Understand personal property ideas, such as "That's Mama's." or "That's mine."
- * Proud of accomplishments as more self-help skills are learned and is better with memory.
- * May throw tantrums when tired or anxious (uneasy).

What You Can Do

- Show toddler how positively you see him/her.
- Let toddler join activities he/she is interested in. Allow him/her to spend as much time as he/she wants with selected activity.
- Promote toddler's involvement and insistence in play activities; keep other children from interrupting toddler.
- Provide materials that help toddler learn self-help skills. Examples: small pitcher and serving utensils, and easy-to-slip on apron. Offer just enough help for toddler to be successful.
- Give toddler specific praise for his/her efforts. Example: "You wiped that table so clean; I am so proud of you!" (Avoid the general praise, "Good job!")
- Set clear rules and limits for safety.
- Provide a schedule of regular daily activities but be flexible when a change is necessary. Example: "It's raining, but we can still play 'camp' indoors."



19 to 24 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Engage in effective social interaction with other toddlers or young children.

Why is this important?

Social interaction means the action of doing an activity and getting a response in return. At ages 19 to 24 months, there is more social awareness and toddler will look for friends. However, toddler may still want the same toy or item and may even hoard (collect and pile) favorite toys. It is not until after 24 months that toddlers understand the skills of taking turns and sharing.

Toddlers at this age are aware of the feelings or emotions of other toddlers and may respond to them. Children with good social interaction grow to be successful in school and in life.

What the Child May Do

- * Look for other toddlers with the same interests and want to be with them.
- * Enjoy copying others' behaviors and can "fit in" with a group for short periods of time.
- * Curious about own body and others. May look to see if the same or not.
- * Enjoy group activities like "Follow the leader" and singing activities like "If you're happy and you know it."
- * Hoard (collect and pile) favorite toys and may not want others to play with them.
- * Commonly have conflicts with other toddlers and children over favorite toys, but after listening to caregiver, can begin to understand that feelings of others are different from self. (This is known as empathy.)

What You Can Do

- Help toddlers understand how they are seen by others and think of how their actions affect others, even if hard for them to understand. Example: "Tell me what happened. Oh, that hurts my feelings. What can we do?"
- Respect toddler's need to hold on to favorites; lessen conflicts by having boxes or shelves available for toddler to store favorites.
- Instead of requiring toddler to share, have duplicates of favorite toys and offer choices of other interesting activities.



19 to 24 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Show self-regulation of behavior.

Why is this important?

Self-regulation is the ability to calm oneself and participate in routines. There will be times when toddlers need help adjusting to situations that upset them. There are different ways to help toddlers calm down, relax, and go back to learning new things.

Caregivers need to observe and learn about the different "tempers" or "natural characters" of each toddler. Some are naturally active and loud, others calm and quiet. Some wake up early for food, attention and play; others wake up later, take more time and do not need immediate attention and play.

When toddlers are in need of something and caregivers respond to toddlers' calls for assistance, these are important opportunities to build trust and strengthen relationships.

What the Child May Do

- * Express different emotions ranging from happiness to sadness, including surprise, embarrassment, guilt, or pride, based on awareness of how they affect others.
- * Show ability to handle difficult situations or strong emotions by getting a familiar blanket or looking to trusted caregiver for comfort when upset, worried, or tired.
- * Begin to control impulses like saying "No" when reaching for an object that he/she is not allowed to have.

What You Can Do

- Encourage toddler to talk about feelings and talk through conflicts.
- Help toddlers listen to one another. Explain how others "see things in their view" over a certain event or situation.
- Provide dramatic play, materials, and equipment to help toddlers express their feelings. Examples: dolls, figurines, and puppets.
- Offer ways to express feelings such as art, music, and dance.
- Read books with toddlers that help them tell what they are feeling and talk about it.



19 to 24 Months

Language Development

Understand and Communicate

Child learns (to)

Listen, watch, and recognize that words and gestures (actions) have meaning.

Why is this important?

When caregivers speak in a pleasing, natural voice, toddlers tend to listen more. When caregivers use short simple sentences, give one- or two-step directions and show how to do things patiently and calmly; toddlers tend to show more understanding, and follow the action expected.

At this age, toddlers are learning language very quickly and will use it to communicate needs, wants, and ideas. They may join in simple conversations and even talk to themselves or pretend to talk to dolls or stuffed animals.

If toddlers do not seem to follow simple - one- or two-step directions or use words to communicate, see a health provider and/or the Guam Early Intervention System (GEIS).

What the Child May Do

- * Listen and learn language quickly and will imitate words, good or bad.
- * Use different types of words and put them together in phrases. Most speech is understandable.
- * Use personal pronouns or name for requests such as "Me want juice" or "Isa eat ice-cream." Note: It is common for toddlers to confuse pronouns and say, "Pick you up," instead of "Pick me up."
- * Test power of words "no" and "mine."
- * Talk about places they have gone to or things they have done.
- * Follow simple directions such as, "Put your shoes on the shelf. Can you bring me a cup?"
- * Listen and try to copy the names and descriptions of different items.

What You Can Do

- Model the language you want toddler to copy.
- Help toddler with requests by saying it for him/her. Say, "I want some juice, please." Praise toddler for trying when asking for things.
- Encourage toddler to talk about experiences to another person. Let toddler tell as much as he/she can and offer only a little help with details.
- Give simple directions and point finger in direction to help toddler begin the task.
- Have a treasure box of safe, everyday objects that are interesting to touch and examine. Describe each item as toddler pulls each out. Example: "Wow, you found a squeaky ball. That's a soft, white sock. That toy makes a crinkly sound."



19 to 24 Months

Language Development

Understand and Communicate

Child learns (to)

Understand phonemic awareness and communicate familiar words and gestures.

Why is this important?

Phonemic awareness is the understanding that spoken words are made of individual sounds. Between 19 to 24 months, toddlers' vocabulary (words and meaning) grows very fast. By 18 months, toddlers may know 10 or more words.

By 24 months, they start using two- and three-word sentences. With good language experiences at this age, toddlers' listening vocabulary can grow to 50-200 words in English or toddler's home language.

What the Child May Do

- * Enjoy being with caregiver and learn new words quickly.
- * Use three to four-word sentences with noun and verb such as "Me eat kadu (Chamorro for soup)."
- * Use negatives such as "Don't want it" in English or home language.
- * Follow two-step directions. such as "Put the pots in the cabinet and close the door."
- * Join in listening games to name the things that make sounds and what they sound like.
- * Join in the "I Spy" game to find the object being named and listen to its description.
- * Learn names of body parts by giving a plastic doll a bath.
- * Look at pictures in an album and name the people, pets, and what they are doing.
- * With some guidance, can tell what he/she did during the day.

What You Can Do

- Model language by speaking in short complete sentences and use correct grammar.
- Turn off television and other electronics. Listen with toddler to sounds around home or neighborhood and talk about them.
Examples:
 - Listen to the refrigerator, fan, or air conditioner. Say, "That's the motor humming."
 - Listen to the toilet. Say, "The water is swirling and going down the drain."
- Play "I Spy" anywhere. Example, "I spy with my little eye... a gecko."
- Suggest washing a baby doll in a plastic tub and name its body parts.
- Make an album of family and pets. Let toddler use the album over and over to talk about the people, pets, and their actions.
- For toddler who needs it, use assistive technology to help toddler communicate. Make picture cards showing daily activities like eating, drinking, washing hands, and playing. Baby can be taught to show needs by touching one or more of the cards.



19 to 24 Months

Language Development

Pre-Literacy and Pre-Writing

Child learns (to)

Show more interest in songs, rhymes, books, and other print materials.

Why is this important?

Literacy means the ability to read and write. Pre-literacy means the early steps to reading. Caregivers who provide songs, rhymes, and finger plays are helping toddlers “stretch” their vocabulary when presented with repetition, action, and fun. They help toddler put words and phrases together.

A variety of items at home and around the community help toddlers make connections to reading.

Cereal boxes, books, posters, billboards, and similar large signs may have pictures that “catch” toddler’s interest and have words that tell what is happening. When caregivers read the words on those items, they help toddlers copy and pretend to “read” the information on them.

Learning to read is important for success in school and in life.

What the Child May Do

- * Recite a song with letters of the alphabet.
- * Begin to understand that print represents words. Pretend to read a book.
- * Know the correct way to hold a book. Turn pages, usually one at a time.
- * Use words for pictures.
- * Use pictures to describe actions.
- * Enjoy books about different things – animals, emotions, people.
- * Repeat familiar words or phrases in a book when read to.
- * Remember characters or actions from familiar stories.
- * Can tell what will happen next in books that are read over and over.
- * Look at many different printed materials and listen to caregiver talk about them.

What You Can Do

- Find time to “read” throughout the day.
 - At the grocery store, read signs and labels on food items;
 - At a restaurant, look at the picture menu and “read” it together; and
 - At home, “read” magazines and the newspaper by looking at pictures and talking about them.
- Repeat favorite songs, stories, rhymes, or finger plays with toddler.
- Read books in home language and English.
- Have print materials in both home language and English. Example: “Come” and “Maila” (Chamorro for come).
- Substitute a couple of words into toddler’s home language when telling a story or reading a book. Example: Use the Tagalog word for rooster, “tandang,” when telling a folktale from the Philippines.



19 to 24 Months

Language Development

Pre-Literacy and Pre-Writing

Child learns (to)

Explore writing, painting, sculpting, and drawing as a way of communicating.

Why is this important?

Writing is about forming letters that tell information. Pre-writing means making early marks before learning to form letters.

Toddlers who have early experiences with free drawing, painting, and “writing” tend to have more practice using the muscles of their fingers. In time, those muscles become stronger and more flexible in making clear marks like shapes and letters.

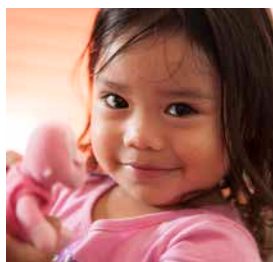
By the time they enter preschool, these young children have better control in writing their names and forming the letters of the alphabet. They also have an easier time creating pictures through the use of paint, crayons, and chalk. More practice means better control of the hands and fingers to “write” and draw.

What the Child May Do

- * Scribble and make marks on paper with a purpose.
- * Tell what the scribble means, such as to make lists, letters, or stories.
- * Draw lines that go up and down (vertical) or side to side (horizontal).
- * Use a variety of writing tools – large pencil, paint brush, marker, or stick (to write on dirt or sand).
- * Ask caregiver to label pictures made.
- * Make a pancake out of play dough.

What You Can Do

- Provide opportunities to draw and write down what toddler says about drawing or scribble.
- Write toddler’s comments at the bottom of drawings, collages, or photos.
- Let toddler draw and paint in different positions and places; standing or sitting, indoors or outdoors.
- Provide materials for writing at play settings.
- Create writing activities with you and toddler that have purpose:
 - shopping list;
 - fiesta menu; and
 - things for the beach.
- Have pictures and label each one on the list.
- Leave “fun notes” for toddler on the bed or with toys. When toddler finds them, read them out loud together.



19 to 24 Months

Cognitive Development

Exploring Math Concepts

Child learns (to)

Begin to sort, classify, and organize objects according to one feature.

Why is this important?

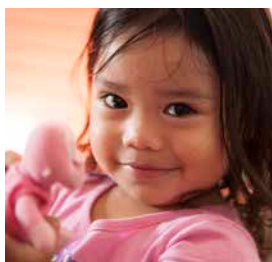
Matching and sorting of objects or people helps toddler understand the concepts (ideas) of "same and different." These are helpful later in grouping things by categories. Over time, the ability to sort things will grow into knowing about the concepts of more and less. These are connected later to addition, subtraction, and other mathematical operations.

What the Child May Do

- * Collect and sort objects with a common feature or characteristic. With help, can name groups of objects.
- * Arrange objects in lines like a row of blocks or shoes.
- * Put mom's or dad's shoes together; toddler's shoes together.
- * Notice and tell how things are different or the same. Example: "The tree is big. This plant is small."
- * Show interest in mixing colors of water with paints. Example: "Bright colors. Dark colors."
- * Match plastic lids by colors, sizes, and shapes.

What You Can Do

- Use toys, books, plastic items, and toddler's clothes to sort, name, and organize into groups of things. Name the groups of items and let toddler say them, too.
- Let toddler help put the family's shoes away to help clean up.
- As toddler explores around the house or outside, talk about the sizes, colors, and shapes of things. Let toddler point to things that are big or small, red or white, round or not round.
- Use clear cups, water, and food coloring to mix colors and tell which are dark or bright.
- Recycle assorted colors, shapes, and sizes of plastic lids for sorting and classifying activities. Play matching games with child.



19 to 24 Months

Cognitive Development

Exploring Science Concepts

Child learns (to)

Begin to explore concepts of number, quantity, size, and location.

Why is this important?

When toddlers explore objects and do things with them, they discover properties like sizes, shapes, colors, and how they work.

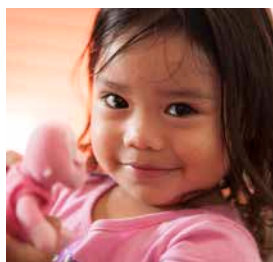
When caregivers provide guidance, new vocabulary, and materials that help with exploration, toddlers soon learn to describe, predict, and use materials to solve problems or answer the questions they are curious about.

What the Child May Do

- * Copy counting rhymes or songs.
- * See a small number of objects and can count up to three while pointing to each one (in English or home language).
- * Fill and empty containers with sand or water.
 - can show or tell which are full, which have some, or which are empty; and
 - can show or tell which are heavy or light.
- * Point to or begin to tell big and small objects. Example: "Daddy's shoes – big. My – shoes – not big."
- * Begin to show position of an item with an object. Example: Use a shoe box and a toy to show in, out, on top, behind, or in front of.

What You Can Do

- Chant counting rhymes like "One, two, buckle my shoe."
- Help toddler count up to three objects by pointing to each object slowly so that it is one number for one object. (Also known as one-to-one correspondence).
- Use number concepts in daily activities. Ask toddler if he/she would like "one or two" things.
- Provide a sand or water table with assorted size plastic containers.
- Let toddler help put things away like putting the family's shoes together – Daddy's shoes, Mommy's shoes, toddler's shoes.
- Guide toddler to learn positions of things during play time or any daily activity. Example: "Let's put the spoon in the bowl. Take the spoon out."



19 to 24 Months

Cognitive Development

Exploring Science Concepts

Child learns (to)

Find information by exploring and using them to help solve problems.

Why is this important?

As toddlers continue to have many interactions, they recognize familiar people, places, and things. They learn how to use all this information to discover more things and solve problems.

When they find hidden items, they know that things continue to exist even when out of sight. This knowledge is a foundation to thinking skills. It means when they think of an object in mind, they can think of other ideas and skills about that object.

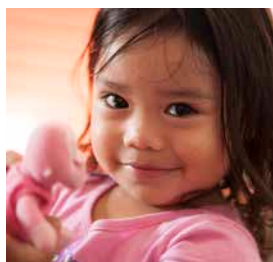
By 18 months of age, toddlers begin to solve problems in their head. By 24 months, they can solve even more complex problems.

What the Child May Do

- * Notice, point at, or talk about animals seen like a carabao, lizard, spider, dog, cat, or butterfly.
- * Pick up rocks, sticks, shells, or other objects outdoors.
- * Pour, scoop, and explore sand and water.
- * Explore and experiment with how things work. Examples: Experiment with new toys to see how they work. Climb on a stool to reach an object.
- * Ask others for information. "What's that? " or "Who's that?"
- * Experiment with different behaviors to see how people and objects react.
- * Look for pictures in a book.
- * Search for missing or hidden items.
- * Work simple puzzles with 4-6 pieces.
- * Fit shapes into a form board or shape sorter.

What You Can Do

- With toddler, observe animals, tell their names, what they are doing, and where they are going.
- At the beach, observe as toddler picks up items. Check if safe for exploration. When safe, let toddler handle items to see how they work. Example:
 - Some shells are rough, others smooth.
 - A sand pile may be built, but will separate when water touches it.
- Answer toddler's questions to identify people, places, or things.
- Provide picture books especially those with photos.
- Have puzzles (4-6 pieces) and shape sorters for toddler to learn to "fix."
- Let toddler work out problems with or without assistance. When something does not work out, say, "That did not work. Let's try something else."



19 to 24 Months

Cognitive Development

Exploring Science Concepts

Child learns (to)

Expect certain things to happen and improve memory for details.

Why is this important?

Through many repeated observations and hands-on experiences, toddler soon finds out about predicting things; that one can tell what will happen next. Toddler can prepare for some effects of actions in play or exploration to find out more information. This is known as "generalization."

Because curiosity and strong will are expected at this age, close supervision by caregiver is important to ensure safety.

What the Child May Do

- * Find out the cause of something that happened. Example: Build towers of blocks and watch when they fall – testing how high a tower can be built.
- * Turn on the faucet after finding out that water will come out.
- * Push or pull riding toys to make them move.
- * Know playing with something enjoyed or forbidden will get caregiver's attention.
- * Watch caregiver blow over a hot, steaming dish; then at the next meal copy caregiver when served a dish.
- * Get umbrella when rain begins to pour.

What You Can Do

- Provide a safe space and appropriate materials for children under age three to observe and create cause and effect activities. Describe the changes, then ask toddler if he/she remembers what happened. Sample activities:
 - Freeze water in clear plastic containers with safe objects in them. Take out and let toddler observe what happens as the ice melts.
 - Mix water and flour to make play dough.
- Give explanations for cause and effect. Example: When the toddler tries to touch something hot, say, "You can't touch that burner because it is hot and will hurt you."
- Help toddler make generalizations. Example: "It's raining outside; so it may be raining down at the beach, too."



19 to 24 Months

Cognitive Development

Exploring Social Environment

Child learns (to)

Begin to understand rules, routines, and resources.

Why is this important?

When toddlers remember people and events, they learn the concept of predictability - that they can tell what is coming up next or who the person is and prepare for them. This knowledge of knowing what is ahead, helps toddlers become familiar with their world and feel safe about it. They also feel good that they can prepare to do things just like grown-ups.

There may be a different way of looking at predictability. Sometimes, when toddlers know what is coming up next, they may show the opposite behavior.

What the Child May Do

- * Guess what might happen based on past experience. Examples:
 - Look for a book after putting on pajamas to get ready for a bedtime story.
 - Say "no" and cry when caregiver says it's time to put the toys away. (Know the next routine is bath time and bedtime.)
- * Begin to understand relationship between supply and demand. Example: Begin to understand he/she cannot have another cracker because the plate is empty.
- * Offer to trade toys with other children.

What You Can Do

- Use photos or objects to let toddler know what event is coming up and what has happened in the past. Help toddler prepare for event(s).
- Avoid preparing too far in advance such as, "We're going to the beach this Sunday" when it's only Tuesday. Toddlers do not understand the concept of time yet and will expect the event to happen soon after announcement.
- Participate in and model dramatic play.
- Use the play area and play time to help toddler make choices and discuss consequences. Examples:
 - "When you take out all the dishes, it will take you longer to clean up. Take out only what you need."
 - "When you trade your doll for the bear, you can't have both; so you need to return the doll first."



19 to 24 Months

Cognitive Development

Exploring Social Environment

Child learns (to)

Begin to show awareness of the relationship between the people, community, and environment.

Why is this important?

As toddlers interact with caregivers and family members, there is a greater understanding of roles and responsibilities. Toddlers usually want to copy what their caregivers and other family members do.

When the activities are done with encouragement and fun, they will be repeated often. Toddlers will soon learn about joining in the care of their things, their home, and environment.

What the Child May Do

- * Begin to help clean up to keep the room neat and clean.
- * Begin to put trash in trash can – indoors or outdoors.
- * Recognize roles within own home. Example: Daddy cooks dinner and mommy washes the dishes, pots, and pans.
- * Reach out to familiar faces within family and close friends. Turn away from people who are not as familiar.
- * “Throw a kiss,” wave goodbye, or even wink when asked. Repeat phrases like “Love you,” or “See you later.”
- * Remember where favorite toys are kept.
- * Recognize the name of a favorite book.
- * Join in family activities to gather or prepare food. Examples: Picking fruits and putting them in a pan or carrying things to help in preparation.

What You Can Do

- Make “clean up time” a regular part of the day’s routine. Wash hands after cleaning up. Praise toddler for helping out.
- Use recycled materials to create props for play.
- Carry a plastic bag on walks with toddler so you can safely pick up litter. Wash hands when done.
- Collect and use safe materials for play.
- Provide props for toddler to play different family roles.
- Read aloud books that show people in different roles.
- Put photos of family members in unbreakable frames and display at toddler’s eye level.
- Let toddler watch and help pick mangos and coconuts.



19 to 24 Months

Physical Development

Coordinate Movements

Child learns (to)

Coordinate eyes, hands, and fingers while exploring or holding objects.

Why is this important?

When toddlers learn to use their eyes, hands, and fingers together, this is called "eye-hand" or "fine motor" coordination. The brain continues to work as toddlers use their eyes and hands to grasp and hold things, and learn self-help skills like drinking from a cup, eating with a spoon, brushing teeth, combing hair, and wiping their noses and mouths.

The same "fine motor" muscles are used to turn pages of baby books or to scribble marks on paper using large chubby crayons.

As toddlers have more practice using their eyes, hands, and fingers, those muscles become stronger, flexible, and more coordinated to draw, paint, and do writing activities in school.

What the Child May Do

- * At 19 months, self-feed with a spoon, fork, and cup even if there may still be spills.
- * At 20 months, take off clothes.
- * At 21-22 months, stack six blocks.
- * At 22-23 months, do simple puzzles.
- * At 23-24 months, put on loose clothing.
- * Turn pages of a sturdy board book.
- * Enjoy sand and water play.
- * Enjoy playing with different textures.

What You Can Do

- Supervise closely at all times, indoors or outdoors. Check objects and make sure they are not small enough to be a choking hazard.
- Encourage fine motor skills for play with:
 - sand and water play with toys, but with close supervision;
 - playdough, paint, and toys that do not have small parts;
 - wooden puzzles with large pieces;
 - large pegboards and pegs.
 - stacking toys;
 - big beads to string; with the string already tied at one end;
 - a construction set that can easily be put together;
 - rhythm instruments;
 - matching game with textures; and
 - boxes that contain items with a variety of shapes and textures.



19 to 24 Months

Physical Development

Coordinate Movements

Child learns (to)

Change position and move from place to place, showing more large muscle control.

Why is this important?

When toddlers use the larger muscles of their head, neck, legs, feet, and body (torso), these are known as gross motor skills. Toddlers soon learn to use these parts of the body to crawl, sit, climb, stand, walk, and then learn to run.

Play time, indoors or outdoors provide many opportunities for toddlers to use and strengthen their large muscles for better coordination and balance to help them explore, learn, and have many more learning experiences.

What the Child May Do

- * At 20-21 months, walk up the stairs with some support, but may not yet be ready to go down the stairs.
- * Jump, tiptoe, and march.
- * Throw and kick a ball.
- * Make a riding toy go by pushing it with feet.
- * Have trouble stopping and turning while running.

What You Can Do

- Provide safe, clean, and interesting spaces with room to move around and exercise.
- Offer places that have some features (structures) like low hills, ramps, low stairs, and an open space.
- Offer equipment such as:
 - low climbers and slides;
 - swings that they can get into and out of themselves;
 - large balls; some lightweight and some a little heavier;
 - large lightweight blocks; and
 - riding toys for toddlers; some with pedals, others without.
- Include movement and songs during group time; invite toddler but do not make it mandatory.

25 to 36 Months



Early Learning Checklist

25 to 36 Months

Name: _____ Date: _____

Age of child (in months): _____

Physical Development

- ☐ Climbs (furniture, playground equipment, large toys) well.
- ☐ Walks down stairs alone, placing both feet on each step.
- ☐ Walks up stairs alternating feet with support.
- ☐ Swings legs to kick a ball.
- ☐ Runs easily.
- ☐ Pedals a tricycle.
- ☐ Bends over easily without falling.
- ☐ Turns book pages one at a time.
- ☐ Builds a tower of more than 6 blocks.
- ☐ Holds a pencil in writing position.
- ☐ Screws and unscrew jar lids, nuts, and bolts.
- ☐ Turns rotating handles.

Social Emotional Development

- ☐ Separates easily from parents.
- ☐ Expresses a wide range of emotions.
- ☐ Objects to major changes in routine.

Language Development

- ☐ Recognizes and identify almost all common objects and pictures.
- ☐ Understands most sentences.
- ☐ Says name, age, and gender.
- ☐ Uses pronouns such as I, you, me, we, and they.

Cognitive Development

- ☐ Makes mechanical toys work.
- ☐ Matches an object in hand or room to a picture in a book.
- ☐ Plays make-believe with dolls, animals, and people.
- ☐ Sorts objects by color.
- ☐ Completes puzzles with 3 or 4 pieces.
- ☐ Understands concept of "two."



25 to 36 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Show self-awareness and a positive self-concept.

Why is this important?

Self-awareness means knowing how one is different and separate from others, but at the same time connected to and dependent on caregivers to meet their needs.

Self-concept is how one feels about oneself, based on information and skills one can do and the ability to make decisions.

From 12 months to 36 months, babies are referred to as toddlers. During this period they know that they can do more things like feeding and dressing themselves and want to show others what they know. They also want more freedom to do things and may be very strong at showing this.

What the Child May Do

- * Recognize self in a mirror or photographs and tell caregiver.
- * Name five or six body parts.
- * Make choices such as what shoes to wear and have favorite toys, books, and activities.
- * Show pride in activities that take time to complete such as a tower of blocks.
- * Want to take care of self.
 - Recognize, choose, and eat different healthy foods.
 - Feed self with a spoon or cup without help even if there are spills.
 - Cooperate with tooth-brushing routine.
 - Show interest in toilet learning. Use the toilet by about age 3.
 - Wash and dry hands with only a little help.
 - Dress and undress completely with help.
 - Recognize safety rules but do not always follow them.

What You Can Do

- Listen to toddler's questions and requests. Respond with interest, empathy and understanding.
- Help toddler be successful with daily living activities like putting on clothes and activities that challenge such as completing simple puzzles.
- Continue regular visits to the doctor and dentist.
- Give time for developmental, vision, and hearing screenings.
- Set regular times for snack and meal times.
 - Offer different healthy foods like fruits, vegetables, dairy, whole grains, and lean proteins.
 - Offer water, milk, and up to 4 oz. of 100% juice per day.
- Reward good behavior with attention and not sweets or other food.
- Support interest in learning to use the toilet.



25 to 36 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Engage in effective social interaction with familiar and trusted adults.

Why is this important?

Social interaction means the action of doing an activity and getting a response in return. This usually means toddlers watch caregivers model an activity and try to follow it.

During this period, toddlers are very curious and want freedom to explore and investigate things around them. When caregivers set limits for good reasons like safety, toddlers have difficulty understanding and may be aggressive.

Caregivers need to give large doses of love to toddlers, join in their child's play, talk in a positive way to them, and guide them with calmness, patience, and care. Toddlers' requests may not be met the way they want, but they respond well to warmth and generosity. Toddlers still want the love and acceptance of their caregivers more than anything.

What the Child May Do

- * Seek out attention from caregiver and play with him/her.
- * Enjoy turn-taking games with caregiver and may tell what his/her part is in the games.
- * Show and tell about feelings (emotions), self, familiar people, and pets.
- * Go to main caregiver or other trusted adults when in new or uncomfortable situations or when help is needed.
- * Separate from main caregiver when in familiar settings outside the home like Nana's house, Uncle Chu's ranch, or the village playground.
- * Have sleeping routines such as getting a book ready to read, a favorite toy for tucking in, or kneeling down for prayer before bedtime.
- * Sleep well. Wake up rested and ready to do activities.

What You Can Do

- Help toddler understand and name feelings. Examples:
 - "You're happy with that balloon!"
 - "So sad. The wind blew your balloon away."
- Provide a clean and safe environment that is free of mold, cigarette smoke, poison, small things that will choke, and objects with sharp edges.
- Supervise and guide activities. Set clear rules and limits for safety.
- Teach toddler to tell a trusted person when hurt, afraid, or sees something that is not safe.
- Talk about activities you and your toddler have done together and how toddler feels about them.
- Avoid TV, DVDs, computers, smartphones, and tablets for children under 2 years old. At 2 years, limit use to 2 hours per day at home and 30 minutes per week at child care center.



25 to 36 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Engage in effective social interaction with other toddlers or young children.

Why is this important?

Social interaction means the action of doing an activity and getting a response in return. At 25-36 months, toddlers are just beginning to understand the skills of taking turns and sharing and will need more time and practice to learn this well.

Toddlers at this age are aware of the feelings or emotions of other toddlers and may respond to them such as offering a toy when someone is sad or smiling and clapping when someone is happy. Children with good social interaction grow to be successful in school and in life.

What the Child May Do

- * Remember and use the names of toddlers who are familiar.
- * Show interest and want to be playmates with those known. Have a preferred playmate.
- * Observe and copy other toddlers' play activity.
- * Notice that what he/she likes may not be the same as what the other toddlers like.
- * Begin to share a toy or book; however, may still hold on to favorites.
- * Notice when others are happy, sad, or angry and name the emotions. Example: "Jojo sad."
- * Follow family routines such as dinner time and may help with simple chores like getting the napkins and plastic cups ready.

What You Can Do

- Give many opportunities for your toddler to play with other toddlers and include other cultures.
 - Provide toys that two or more can play with together.
 - Have singing and movement games.
- Give props and dress-up clothes to play family and community roles like "baker" or "firefighter."
- Demonstrate how to cooperate in daily activities such as getting in line to wash hands. Extend this to a community activity such as getting in cashier's line to pay for groceries.
- Provide photographs and dolls that represent other cultures and disabilities.
- Provide enough time to play with other toddlers and toys until finished. Let toddler know ahead of time when playtime is almost over.



25 to 36 Months

Social Emotional Development

Learning About Self and Others and Expressing Feelings

Child learns (to)

Show good self-regulation of behavior.

Why is this important?

Self-regulation is the ability to calm oneself and participate in routines. There will be times when toddlers need help adjusting to situations that are difficult and upset them. There are different ways to help toddlers calm down, relax, and go back to learning new things.

Caregivers need to observe and learn about the different "tempers" or "natural characters" of each toddler. Some are naturally active and loud, and may take more time learning to share. Others are calm, quiet, and more ready to share. Some wake up early for food, attention, and play; others wake up later, take more time, and do not need immediate attention and play.

When toddlers are in need of something and caregivers respond to toddlers' calls for assistance, these are important opportunities to build trust and strengthen relationships.

What the Child May Do

- * Continue seeking caregiver's support and attention when feeling strong emotions.
- * Say "mine" to voice ownership strongly.
- * Tell what one likes or dislikes by saying "yes" or "no."
- * Communicate with other toddlers and try to settle differences with caregiver assistance such as taking turns.
- * Experiment with effects of own actions on objects and people.
- * Show understanding that playing with desirable or forbidden objects will get caregiver's attention.
- * Learn consequences of a certain behavior, but may not always understand why the behavior has a consequence.
- * Recognize that an inappropriate behavior will have corrective action or unhappiness from caregiver.

What You Can Do

- Listen respectfully and respond appropriately and positively to toddler's needs and requests.
- Talk about consequences of behavior so that toddler knows why something needs to be given up or when turn taking needs to happen.
- Model (show and talk) with child about rules, limits, and provide examples to explain how people get along.
- Help toddler with opportunities to make good choices. Include coming up with ideas to make good decisions.
- Talk about feelings and intentions when talking with toddler and others.
- Teach toddler to avoid aggressive, or forceful behavior, such as biting, hitting, yelling, and racial name calling. Tell how these actions hurt others. Set limits and show disapproval for aggressiveness.



25 to 36 Months

Language Development

Listening and Speaking

Child learns (to)

Listen, understand, and respond to simple questions, requests, and directions.

Why is this important?

When caregivers speak in a pleasing and natural voice, toddlers tend to listen more. When caregivers use short simple sentences or give clear one- or two-step directions and show how to do things patiently and calmly, toddlers tend to show more understanding and follow the action expected.

At this age, toddlers are learning language very quickly and will use them to communicate needs, wants, and ideas. They can follow simple one- or two-step directions and may respond in complete sentences.

If toddlers do not seem to follow simple one- or two-step directions or use words to communicate, see a health provider and the Guam Early Intervention System (GEIS).

What the Child May Do

- * Recognize words and phrases in conversations.
- * Respond to simple questions.
- * Listen to and follow simple one- or two-step directions.
- * Follow comments or suggestions with actions.
- * Listen to descriptions about people, objects, or events and act on them.
- * Listen and join in games, songs, rhymes, or stories.
- * Make a formal verbal response when requested by caregiver. Examples:
 - "May I?"; "Please?"; "Thank you."
 - "Si Yu'us Ma'ase." (Thank you in Chamorro)
 - "Maraming salamat po." (Thank you in Tagalog)
- * Identify three body parts when requested.

What You Can Do

- Take time every day to have conversations with toddler that are fun and engaging.
- Speak clearly when giving one or two-step directions to toddler. Point or use hand motions only if needed.
- Provide opportunities for toddler to listen to songs, rhymes and stories; include those in home language.
- Add hand motions to storytelling, rhymes, and songs.
- Encourage toddlers with communication difficulties to use nonverbal ways (hand motions, nod or shake head, point) to tell what they want or need.
- Provide opportunities for toddler to play and communicate with other children.
- Demonstrate, explain, and encourage toddler to practice common cultural and social courtesies even during playtime.



25 to 36 Months

Language Development

Listening and Speaking

Child learns (to)

Understand phonemic awareness and use more words to answer questions and have simple conversations.

Why is this important?

Phonemic awareness is the understanding that spoken words are made of individual sounds. Between 25 to 36 months, toddlers' vocabulary (words and meaning) grows very fast. Toddlers' expressive vocabulary can grow to more than 100 words or a combination of words and signs, and may include the home language.

With good language experiences, toddlers' listening vocabulary can grow from 300 to 900 words at this age in English or home language.

What the Child May Do

- * At 25 months, talk about self and use 3-word sentences with noun and verb. Example: "Me want rice."
- * At 26 months, can answer some questions and use pronouns like I, me, you.
- * At 27 months, speak clearly.
- * At 28 months, understand descriptions.
- * At 30 months, vocabulary increases to 300 words; can name a color.
- * Use mostly two- and sometimes three-syllable words.
- * Use adjectives in phrases. Example: "Big ball."
- * Take turns in conversations.
- * Ask questions but may not use correct grammar.
- * Use negatives such as I don't want it.
- * Identify people, objects, and actions by name.
- * Follow two-step directions.

What You Can Do

- Model active listening by paying attention to toddler when he/she speaks.
- Talk and interact with toddler throughout the day. Try new words in conversations to build vocabulary.
- Speak with toddler in complete sentences using correct grammar (Include home language, too).
- Name new materials and objects when introducing them to toddler.
- Involve toddler in family and community traditional activities. Explain words, symbols, and their meanings.
- Make up a game with a stuffed animal and use prepositions like, "Put the puppy in the box. Put the puppy under the chair."
- When toddler is asked a question, give him/her time to respond. Toddler needs time to understand the question and put words together.



25 to 36 Months

Language Development

Pre-Literacy and Pre-Writing

Child learns (to)

Show more interest in songs, rhymes, books, and other print materials.

Why is this important?

Literacy means the ability to read. Pre-literacy means the early steps to reading. Caregivers who provide songs, rhymes, and finger plays are helping toddlers "stretch" the vocabulary when presented with repetition, action, and fun. They help toddlers put words and phrases together.

A variety of items at home and around the community help toddlers make connections to reading.

Cereal boxes, books, posters, billboards, and similar large signs may have pictures that "catch" toddler's interest and have words that tell what is happening. When caregivers read the words on those items, they help toddler copy and pretend to "read" the information on them.

Learning to read is important for success in school and in life.

What the Child May Do

- * Recite one or more songs with the letters of the alphabet.
- * Begin to understand that print represents words. Example: Pick up a menu and pretend to "read" from it.
- * Play with magnetic letters on the refrigerator or a magnetic board.
- * Listen to recorded stories.
- * Ask for a favorite story to be read over and over; or sing familiar songs and say rhymes. When stories are read over and over, toddler can:
 - recall parts of story and tell what is coming up next;
 - begin to follow order of events in a story; and
 - recite familiar words.
- * Know the right side of a book. Turn pages one at a time.

What You Can Do

- Read every day with toddler and explain new words.
- Provide books with words that name each picture. Include stories from home language and other cultures.
- Read favorite stories many times. Invite toddler to talk about favorite parts, characters, and what happened first and last.
- At times as you read, run your finger below the words. This helps toddler follow the direction when reading.
- Use books that invite toddler to make sounds like, "Old MacDonald had a Farm."
- Encourage toddler's attempts to identify letters of the alphabet.
 - Sing different alphabet songs.
 - Point out letters, words, and signs in the environment.
- Take toddler to library and bookstores.



25 to 36 Months

Language Development

Pre-Literacy and Pre-Writing

Child learns (to)

Explore writing, painting, sculpting, and drawing as a way of communicating.

Why is this important?

Writing is about forming letters to create messages. Pre-writing means making early marks before learning to form letters. To toddlers, pre-writing marks begin as a simple experiment to watch how marks are forming; later, they have important messages and stories.

Toddlers who have early experiences with free drawing, painting, and "writing" tend to have more practice using the muscles of their fingers. In time, those muscles become stronger and more flexible in making clear marks like shapes and letters.

By the time they enter preschool, these young children have better control in writing their names and forming the letters of the alphabet. They also have an easier time creating pictures through the use of paint, crayons, and chalk.

What the Child May Do

- * Use a variety of writing tools like large crayons, paint brushes, a stick (to write in sand), markers, and large pencils.
- * Use symbols or pictures to represent oral language.
- * Scribble to create messages, stories, letters, and lists; tell what the messages are.
- * Draw lines that go up and down (vertical) and side to side (horizontal).
- * Paint using whole arm to make strokes.
- * Adjust and move body around while writing on paper.
- * Ask adult to write about what he/she has drawn or painted.
- * Make cards to give to caregivers and friends.

What You Can Do

- Provide a variety of activities where toddler can use letters to make his/her name, names of family members, signs, words, and other examples.
- Provide different writing materials like large crayons, paint brushes and tempera paint, finger paint, large sheets of paper; give time and space to experiment with them.
- Write what toddler says about his/her pictures and drawings.
- Use letter sponges to sponge print words, names, and signs.
- Use assorted colored sidewalk chalk to write on a flat concrete surface located in a safe area.
- Use play dough to form letters.
- Make holiday and birthday signs together.
- Make pretend menus, song books, cook books, and newspapers to be used in play areas.



25 to 36 Months

Cognitive Development

Exploring Math Concepts

Child learns (to)

Sort, classify, and organize objects according to one feature.

Why is this important?

Matching and sorting of objects or people helps toddler understand the concepts (ideas) of "same and different." This helps later in grouping things by categories. Over time, the ability to sort things will grow into knowing about the concepts of more and less. Later, this leads to addition, subtraction, and other mathematical operations.

What the Child May Do

- * Continue to collect and sort objects with a common feature or characteristic.
- * Sort objects by category such as:
 - color (red, black);
 - shape (circle or not a circle);
 - size (big or small);
 - texture (rough or smooth, hard or soft); and
 - weight (heavy or light).
- * Name categories of objects. Examples: red things, big things, heavy things, animals, shoes.
- * Name two geometric shapes. Examples: circles, squares.
- * Match simple two-dimensional shapes in puzzles or form boards. Examples: circles, squares, triangles.
- * Create and copy simple shapes made by others.

What You Can Do

- Play a "Paper Bag Matching Game." Use two paper bags with the same safe things inside. Pull out one item and let your toddler reach in and find one in his/her bag. Ask toddler to feel, not peek.
- Point out or go on a "Shape Hunt" to find things that are shaped like circles or squares in the environment. Examples: circles: wall clock, covers of pots; squares: windows, tables, cabinets.
- Provide shape puzzles or form boards. Use the same forms or shapes for tracing on paper.
- Provide safe play dough and plastic cookie cutters to sort different "play cookies."
- Play a hiding game for toddler to bring items to you. Give clues. Example: "Where's the bear? Is it under something soft?"



25 to 36 Months

Cognitive Development

Exploring Math Concepts

Child learns (to)

Explore concepts of number, quantity, size, and location.

Why is this important?

When toddlers explore objects and do things with them, they discover their properties like the sizes, shapes, colors, and how they work.

When caregivers provide materials, some guidance, and new vocabulary that help with exploration, counting, and comparing, toddlers soon learn to count, compare, describe, predict, and use materials to solve problems or answer the questions they are curious about.

What the Child May Do

- * Observe and begin to name things by comparing an item or groups with items with another. Examples: big/small; more/less.
- * Count to at least 10 from memory.
- * Begin to count small groups of items up to five.
- * Understand idea of "one" and "two." Example: "Take two big crackers for snack."
- * Recognize and name a few numerals like 1 and 2.
- * Copy counting rhymes or songs. Examples: "One, Two, Buckle My Shoe" and "Five Little Monkeys."
- * Explore tools for measuring like a measuring tape and cups.
- * Follow simple directions like in, out, up, down, open, close.

What You Can Do

- Provide a variety of clean and safe objects of different colors, sizes, and shapes. Help toddler put them in order from smallest to largest, or shortest to longest. Talk to toddler as these items are being arranged.
- Continue activity with counting out loud. Start with 1 to 3; then increase to 5, and when ready to 10. Use number books, cards, and toys.
- Use math concepts in daily activities.
 - "Do you want one or two slices of mango?"
 - "Let's cut the banana bread into squares"
 - "Here is your full cup of water. Here is your half cup of juice."
- Use a plastic measuring tape to measure child's height and scale to measure weight. Over time, talk about any changes.
- Continue sand and water play activities with items for pouring, filling, weighing, and dumping.



25 to 36 Months

Cognitive Development

Exploring Science Concepts

Child learns (to)

Find information by exploring and using them to help solve problems.

Why is this important?

As toddlers continue to have many interactions, they recognize familiar people, places, and things. They learn how to use all this information to discover more things, ask questions, find some answers, and solve problems.

When they find hidden items, they know that things continue to exist even when out of sight. This knowledge is a foundation to thinking skills. It means when they think of an object in mind, they can think of other ideas and skills about that object.

By 18 months of age, toddlers begin to solve problems in their head. By 24 months, they can solve even more complex problems. By 36 months, problem solving is at a higher level of thinking.

What the Child May Do

- * Use any of the five senses to explore different objects, living and non-living things, things of the earth, and the weather.
- * Ask "why" or "where" questions.
- * Guess about what might happen based on past experience.
- * Can hold back and not be too impulsive before doing an activity.
- * Continue to explore and figure out problems to make things work.
- * Try different ways to solve problems before asking for help.
- * Find objects that have been hidden nearby.
- * Provide a simple description of a person, animal, or object that is not present. Example: "What does a carabao look like, sound like?"

What You Can Do

- Explore the natural environment with toddler and show interest in objects found and observed. Follow safe practices. Examples: Know which plants and animals (including shellfish) are safe.
- Provide flowers to smell and feel or go to the beach and feel the water and sand.
- Talk about the sky, the trees, the weather. Show what the yard is like after a heavy rain. Are there any chickens running outside?
- Talk with toddler about different animals – their names, sounds they make, how they move, what they eat, and where they live.
- Ask open-ended questions to help toddler examine things in detail. Ask "what if" questions.
- If there is a problem, work through it step-by-step. Talk out loud and demonstrate if needed.



25 to 36 Months

Cognitive Development

Exploring Science Concepts

Child learns (to)

Expect certain things to happen and improve, memory for details.

Why is this important?

Through many repeated observations and hands-on experiences, toddler soon finds out about predicting things; that one can tell what will happen next. Toddler can prepare for some effects of actions in play or exploration to find out more information. This is known as "generalization."

Because curiosity and strong will are expected at this age, close supervision by caregiver is important to ensure safety.

What the Child May Do

- * Experiment with effect of own actions on people and objects.
- * Look at actions of others to see what effect they have on people and objects.
- * Know that playing with objects that are liked but forbidden will get attention of caregiver.
- * Express understanding of an event or situation. Example: "It's dark; the power is off."
- * Enjoy experimenting with sand and water, seeing changes, and talking about them.
- * Help caregiver mix cookie dough or pancake batter and talk about the changes as ingredients are mixed together.

What You Can Do

- Provide clear explanations of cause and effect situations for toddler to consider. Example: "If you wear those shoes in the rain, they may break and you can't wear them again."
- Continue providing sand and water play activities for toddler to experiment with and see different effects. Examples:
 - pouring water through a sieve; and
 - finding out what things float or sink in water.
- Describe how things change when mixed together. Example: Mix ingredients to make a pancake batter or cookie dough.



25 to 36 Months

Cognitive Development

Exploring Social Environment

Child learns (to)

Understand rules, routines, and resources.

Why is this important?

When toddlers remember people and events, they learn the concept of predictability - that they can tell what is coming up next or who the person is and prepare for them. This knowledge of knowing what is ahead, helps toddlers become familiar with their world and feel safe about it. They also feel good that they can prepare to do things just like grown-ups.

There may be a different way of looking at predictability. Sometimes, when toddlers know what is coming up next, they may show the opposite behavior.

What the Child May Do

- * Prepare for next activity.
Example: After outdoor play time, wash hands and sit at the table to have a snack.
- * Connect new experiences with past experiences, such as knowing what to pack when going to the beach.
- * Remember route to Grandma's house, the beach, or the park and show excitement in the car.

What You Can Do

- Emphasize safety practices and go over them each time you go exploring with toddler. Examples:
 - Water safety –Wear rubber-soled water shoes (tabis). Stay away from shells with sharp points.
 - Ask before touching animals and plants.
- Show, explain, and provide activities for toddler to take care of the environment by throwing trash in trashcans, watering plants, and cleaning up after self.
- When getting ready for an activity, ask toddler to help you remember what items are needed. Example: "We are going to the beach today, what will we need to bring? Think about what we brought the last time we went."



25 to 36 Months

Cognitive Development

Exploring Social Environment

Child learns (to)	What the Child May Do	What You Can Do
<p>Begin to show awareness of the relationship between the people, community, and environment.</p> <div> <p><i>Why is this important?</i></p> <p>As toddlers interact with caregivers and family members, there is a greater understanding of roles and responsibilities. Toddlers usually want to copy what their caregivers and other family members do. When the activities are done with encouragement and fun, they will be repeated often. Toddlers will soon learn about joining in the care of their things, their home, and environment.</p> </div>	<ul style="list-style-type: none"> * Can tell different environments by the people, buildings, sounds, or signs of those places. Example: <ul style="list-style-type: none"> - The sound of waves from the ocean means Papa's beach is close. - The slow movement of the car up the hill means it's close to the baseball field. - Recognize a neighbor at the store, waves, and says "Hi." * Help with home and/or daycare routines that keep the place clean. * Use simple materials or natural objects for play and art activities. Examples: <ul style="list-style-type: none"> - Make an indoor camp by using a bed sheet over some chairs. - Make a toy house out of sticks. - Use leaves to make a salad. 	<ul style="list-style-type: none"> • Take toddler for walks around neighborhood. Introduce people like the cashier at the store, the worker at the post office, the mayor, or the parish priest. Point out signs and landmarks that tell locations. • Introduce toddler to new locations and talk about the area. • Carry a plastic bag during walks so toddler can help pick up trash. Wash hands when done or use hand sanitizer. • Use recycled materials to make props for playtime. • Collect and use natural materials for play.



25 to 36 Months

Physical Development

Coordinate Large and Small Muscles to Move and Play

Child learns (to)

Coordinate eyes, hands, and fingers while exploring or holding objects.

Why is this important?

When toddlers learn to use their eyes, thumbs, and fingers together, this is called "eye-hand" or "fine motor" coordination. These "fine motor" muscles turn pages of books, hold crayons to scribble marks on paper, and make scissors open and close.

As toddlers have more practice using their eyes, thumbs, and fingers, those muscles become stronger, flexible, and more coordinated to draw, paint, and do writing activities in school.

What the Child May Do

- * Scribble with crayons or large pencils and begin to copy marks to make circles, swirls, and zigzag lines.
- * Use a paintbrush.
- * Fold paper with some help.
- * Try to stack objects.
- * Open doors, with some help, by turning and pulling doorknobs or pushing accessible door handles down.
- * Complete simple puzzles or a shape sorter box.
- * Try turning pages of a book one page at a time.

What You Can Do

- Have writing materials like crayons, large pencils, and paper ready. Chalk and chalkboard may be added if available.
- Offer different experiences that help the use of the hands. Examples for toddler:
 - Scribble or draw on paper that can be on the table, on the floor, or taped to an easel or shiny wall.
 - Write on the sand with a stick or shell when you go to the beach.
- Provide other toddler activities where fingers can be moved individually. Examples:
 - finger plays;
 - toy keyboard;
 - sticks to drum on a coconut log;
 - Play with empty coconut half shells; and
 - different rhythms with hands, feet, or with two small bamboo sticks.
- Let toddler watch and copy you writing and drawing in daily activities.



25 to 36 Months

Physical Development

Coordinate Large and Small Muscles to Move and Play

Child learns (to)

Change position and move from place to place, showing more large muscle control.

Why is this important?

When toddlers use the larger muscles of their head, neck, legs, feet, and body (torso), these are known as gross motor skills. Toddlers, ages 25 to 36 months are showing more coordination in climbing, walking, and running.

Indoor or outdoor playtime provides healthy and enjoyable opportunities for toddlers to strengthen and refine the use of their large muscles. These help the body to have better coordination and balance in moving to explore, have fun, and learn more.

What the Child May Do

- * Carry toys or objects while walking.
- * Walk and run with skill, changing both speed and direction.
- * Walk backwards.
- * Climb both in and out of bed, couch, or steady adult chair.
- * Kick and throw a ball, but with little direction or speed.
- * Jump in place.
- * Balance on one foot briefly.
- * Bend over easily at waist without falling.
- * Walk in a straight line.
- * Walk up and down stairs, not changing feet, without assistance.
- * Climb up and slide down low slides with caregiver's help.
- * Swing on a swing with caregiver assistance.
- * Participate in games, dance, outdoor play, and other forms of movement.
- * Do free, unplanned, physical activity for at least 60 minutes a day and up to several hours a day.

What You Can Do

- Play outdoors with toddler. Encourage running, throwing, jumping, kicking, climbing, and crawling through tires or tunnels.
- Have many different materials and equipment such as riding toys, low climbing structures, or tire swings. When taking toddler to a public playground, choose low swings, slides, and riding equipment.
- Invite toddler to try activities that promote balance such as walking on a line, swinging, rolling, spinning, and rocking.
- Let toddler try different body positions such as bending, twisting, and swinging arms and legs.
- Change activities so that toddlers with special needs can participate. Examples: provide ramps or low steps to have more access to climbing equipment.



25 to 36 Months

Physical Development

Learn Personal Care and Self-Help Skills

Child learns (to)

Show personal health and hygiene and daily living skills.

Why is this important?

Learning personal health and hygiene skills are two very important functions of daily living for all children.

As toddlers continue learning to grasp and hold items, these fine muscles will help them drink from a cup, and eat with a spoon or with their clean hands and fingers as culturally appropriate.

With daily practice supported by caregivers, they will also learn to brush their teeth more carefully, comb or brush their hair, and wipe their noses, mouths, and hands.

At 36 months, toddlers show more interest in toilet learning. Soon they will be better at cleaning up after themselves and washing thoroughly with soap followed by drying hands.

What the Child May Do

- * Eat with a spoon and drink from a cup.
- * Eat with clean fingers as practiced in own culture. Examples: Picking up sushi, or eating fish and taro.
- * Use personal care items correctly and regularly with some help such as brushing teeth or combing hair.
- * Dress and undress completely with little help.
- * Help put on socks and shoes.
- * Help get ready for bed by getting bedtime or comfort items like a stuffed animal or a favorite blanket.
- * Use tissue to wipe nose with caregiver's gentle help.
- * Tell that diaper is wet or soiled by pointing, pulling at it, or telling caregiver when asked.
- * Wash and dry hands with caregiver supervision after diapering or toileting, and before and after meals.

What You Can Do

- Observe, guide, and praise toddler's efforts in learning to eat with a spoon and drink from a cup.
- When eating with clean fingers, guide how food items can be picked up and eaten simply with care.
- Provide opportunities for toddler to participate in personal care. Examples:
 - Provide easy on/off clothes for dressing and undressing.
 - Let toddler choose clothes to wear.
 - Use toothbrush and pea-sized amount of toothpaste. Play a game about brushing "upstairs and downstairs" when teaching toddler about brushing upper and lower teeth.
 - Model and practice proper hand washing and drying with toddler. Sing a song to give enough time to wash hands with soap.
 - Cover nose when coughing or sneezing and wash hands after.
- Clean up after self like putting shoes away.



25 to 36 Months

Physical Development

Be Healthy and Safe

Child learns (to)

Choose nutritious foods and make safe choices at home and at any place.

Why is this important?

Toddlers who are provided with nutritious foods and are offered water and milk daily will get used to these healthy varieties and make healthy choices. Caregivers can be satisfied that their toddlers are getting the natural vitamins and minerals needed for their brains and bodies to be healthy and have the energy and desire to learn.

As toddlers move faster and explore, they need to be aware of unsafe objects, places, and even people. Learning what to look for, listening to rules, and telling what is harmful or unsafe, comes from the guidance of caregivers. Close supervision at all times is very important at this age to prevent accidents and other harmful incidences.

What the Child May Do

- * Recognize a variety of nutritious foods and choose from them.
- * Drink water, milk, and 100% juice in amounts appropriate to age group.
- * Avoid dangers such as hot stoves, hot barbecue grills, and sharp knives but cannot be relied on yet to stay away.
- * Understand rules but may not always follow them.
- * Prepare for consequences when rules are broken.
- * Pay attention to safety instructions with help such as holding on to caregiver's hand when walking in public places or letting self be fastened in car seat.
- * Know who the safe adults are. Tell caregiver when someone hurts him/her or makes him/her feel bad.

What You Can Do

- Have regular times for snacks and meals.
- Check for food allergies.
- Prepare and provide a variety of nutritious snacks, beverages, and foods from toddler's cultural background and other cultures. Avoid junk food, sodas, or other high-sugar beverages.
- Encourage toddler to drink plenty of water during the day.
- Introduce and practice safety daily. Be clear and consistent about boundaries, harmful objects, and situations. Examples:
 - Guns are not toys and are only for adults.
 - There are harmful plants, animals, objects, substances; show poison symbols.
 - Wait for adult before going into the water.
 - Tell a responsible adult if afraid, has been hurt by someone, or sees something unsafe.

Appendices



Appendices

A: Suggested Activities

B: Observations and Assessments

Appendix A: Suggested Activities for Young Children

Note: Some activities have been adapted to blend in with Guam's different ethnic groups. All activities may be translated in baby's home language. Words, actions, and materials can be changed to be familiar and fun for baby.

Songs & Finger Plays		
<p>I Love You (Tune: Twinkle, Twinkle, Little Star)</p> <p>I love you just the way you are, I will help you, you're my star. Feed you, hold you, safe from harm, You belong here in my arms. I love you just the way you are, I will help you, you're my star.</p>	<p>Sleep Baby Sleep (Tune: Three Blind Mice)</p> <p>Sleep, baby sleep, Thy father guards the sheep. Thy mother shakes the dreamland tree, And from it falls sweet dreams for thee, Sleep, baby, sleep.</p> <p>Sleep, baby sleep. Hear waves out in the deep Be always like the lamb so mild A kind and sweet and gentle child Sleep, baby, sleep.</p>	<p>If You're Happy and You Know It (Show actions as you sing.)</p> <p>If you're happy and you know it, clap your hands. (2x)</p> <p>If you're happy and you know it, then your face will really show it. If you're happy and you know it, clap your hands.</p> <p>(Add other words and actions. Continue as long as baby is interested.)</p>
<p>Pat-a-Cake (Show actions as you say it.)</p> <p>Pat-a-cake, pat-a-cake, baker's man. Bake me a cake as fast as you can. Roll it and pat it and mark it with a _____ (1st letter of baby's name) And put it in the oven for (child's name) and me.</p>	<p>Roll Titiyas- Pat Titiyas (Show actions as you say it.)</p> <p>Roll titiyas, pat titiyas, cook it in a pan Make me some titiyas, as fast as you can Roll it and pat it as round as can be And cook it in the pan for (child's name) and me. (Titiyas is a Chamorro flat flour tortilla).</p>	<p>Knees Go Up and Down (Tune: Farmer in the Dell)</p> <p>Place baby on back. Hold ankles. Move knees to chest when you sing "up," then back down when you sing "down."</p> <ol style="list-style-type: none"> 1. Your knees go up and down, Your knees go up and down, High ho the derry oh, Your knees go up and down. 2. Your feet go in and out 3. Your hips roll side to side

Games		
<p>Peek-a-Boo Use scarf or other see-through material.</p> <p>Drape material gently over baby, pull off slowly and say, "peek-a-boo." Repeat as long as baby likes it. Stop if baby is not comfortable.</p> <p>For older infants, ages 5-9 months, use a material that is not see-through like a scarf or hand towel.</p> <p>Drape the towel over your face. Say "peek- a-boo," remove the towel and say with a smile, "Here I am."</p>	<p>Who's That Baby? Set up a non-breakable mirror by putting something in front of it and at the ends to prevent it from tipping over.</p> <ol style="list-style-type: none"> 1. Place babies and a few toys on a large mat or blanket in front of a mirror. 2. Get down on the floor with babies. Greet each baby in the mirror as you say their names. 3. Make different faces – silly, funny, happy, surprised, sad – and tell what kind of faces you are making. 	<p>Copycat See if baby will copy your silly faces and actions.</p> <ol style="list-style-type: none"> 1. Stick out your tongue. 2. Wiggle your nose. 3. Show a surprised look. 4. Puff out your cheeks, then quickly let the air out. 5. Pinch your nose and say something. 6. Cover your face with both hands; peek out slowly, wink, then cover again. 7. Roll your eyeballs. <p>Open your eyes (or mouth) as wide as you can, then shut them as tightly as you can.</p>

Appendix A: Suggested Activities for Young Children

Games		
<p>Follow that Sound</p> <ol style="list-style-type: none"> 1. While baby is lying on back, stay out of view and gently whisper baby's name. Does baby turn to you? 2. Go to the other side, do the same and say, "Come find me." Smile when baby finds you and say, "Good job." Continue as long as baby is interested. 3. Use other things, one at a time, to make the sounds: a rattle, toy bell, squeaky toy, two metal spoons, a small empty box to tap, or any materials that can make sounds. 	<p>Coo-coo-coo / Babble-babble</p> <p>What is a coo? Baby's early sounds like "ooooh" or "aaaaaah." They are known as vowel sounds.</p> <p>What is a babble? This comes later, when baby adds sounds like "b, d, m, and p" to the coos. These sounds are consonants. Example: "ba-ba-ba-ba" / "da-da-da-da" / "ma-ma-ma-ma" / "pa-pa-pa-pa."</p> <p>What do I with this? Join in and coo or babble so that baby knows you want to talk too. Be a good listener. Wait for baby's "coo" or "babble" before you start "cooing" or "babbling." Is this important? Baby learns that his or her voice makes friends.</p>	<p>Tickle Me</p> <p>Take a clean glove and on each finger, securely sew on a piece of fake fur, silk, corduroy, cotton balls, sandpaper.</p> <p>Place the glove on your hand and let baby hold your fingers. Talk about the feel of each material.</p> <ul style="list-style-type: none"> • Furry (fake fur) • Silky (silk) • Bumpy (corduroy) • Soft (cotton ball) • Rough (sandpaper) <p>Remember to check each time you use the glove that all fabric pieces are secure.</p>
<p>Self-Talk</p> <p>As you do a routine (daily activity), use a few words to tell each step of the activity. Examples:</p> <ol style="list-style-type: none"> 1. Banana to eat. Wash hands. Dry hands. Peel the banana. Cut the banana. Eat the banana. Wash hands again. Shoes to wear. In goes my foot. Tie laces. Done! Next shoe. (repeat) 	<p>Not Enough Hands (For baby who can sit up)</p> <ol style="list-style-type: none"> 1. Give baby a small toy. 2. Give a 2nd toy. 3. Hand over a 3rd toy. 4. Watch what baby does each time. 5. What will baby do with a 4th toy? <p>This is a way to watch how baby solves a problem. Some babies drop one toy to pick up the other. Some will hold 2 toys in one hand. Some will put the 3rd one in their mouth. There is no right answer – every baby is different.</p>	<p>Cross Across</p> <p>Lay your baby on his or her back. Hold baby's hand or let baby hold your fingers.</p> <p>Cross to the left (Bring both of baby's arms to the left side of baby's body.)</p> <p>Cross to the right (Cross both arms over to the right side of baby's body.)</p> <p>Lift your arms out of sight (Raise baby's arms above his or her head.)</p> <p>Cross them up (Cross right arm over left.)</p> <p>Cross them down (Cross left over right as you bring the arms back down to the front.)</p> <p>You're the cutest baby in town!</p>

Things to Make – "Reduce, Reuse, Recycle"		
<p>Crinkle Socks</p> <ol style="list-style-type: none"> 1. Get 2 clean adult socks. Make a face or animal by using permanent markers. 2. Wash and dry 2 small empty bags of chips or something similar that makes a crinkle sound. Stuff each one in a sock. Tie securely. 3. Let babies play. 	<p>Baby's Own Book</p> <p>Materials: Empty cereal boxes, camera, glue, something to protect each page (laminates, clear contact paper or wide clear packing tape, fine point permanent markers)</p> <ol style="list-style-type: none"> 1. Use cardboard from cereal boxes to make the book covers and pages. 2. Take close-up photographs of baby and what he/she does every day. 3. Glue one photo per page. Print a word or a sentence. 4. Protect each page with laminates, clear contact or clear packing tape 5. For texture, glue 2x2 squares of fake fur, satin, sand paper, cotton ball, corduroy, and similar materials. Always check that these are securely in place. 	<p>Water Bottle Toy</p> <p>Materials: Plastic bottle, water, food coloring, glitter or shiny confetti, glue.</p> <ol style="list-style-type: none"> 1. Wash a plastic bottle and remove label. 2. Fill about $\frac{3}{4}$ with water. 3. Add a few drops of food coloring, glitter or shiny confetti. 4. Secure cap by adding glue before twisting it back on bottle. Let glue dry. 5. Once dry, baby can hold it, knock it over, roll it, or kick it.

Appendix B: Observations and Assessments

Assessment is a process of finding out what young children birth to 36 months know and are able to do in each area of development. The purpose is to identify where children are at developmentally and find out what they need to meet their needs and reach the milestones.

There are different tools to observe and assess:

- Take still photographs;
- Take audio or video recordings;
- Collect scribbles, drawings, or paintings; or
- Use developmental checklists like the ASQ-3.

Photographs and audio or video recordings of any activity or milestone like smiling, standing, taking the first step, holding a sipper cup, or using a crayon are used to keep a record of these signs of social, cognitive, and physical or motor development. Audio and video recordings of first vocal sounds, cooing, babbling, and the first word are evidence of language, social, and cognitive development.

The ASQ-3 is known as the Ages & Stages Questionnaires, Third Edition and is a series of questionnaires that parents complete to screen and monitor a child's development between one month and five and half years of age. The results of a questionnaire tells if the child is developing at an appropriate age or needs more assessment from the Guam Early Intervention System, Guam Department of Education (GEIS, GDOE). GEIS is an early childhood special education agency that determines if a child needs special services. Learning activities from ASQ-3 are included to help infants and toddlers grow and learn.



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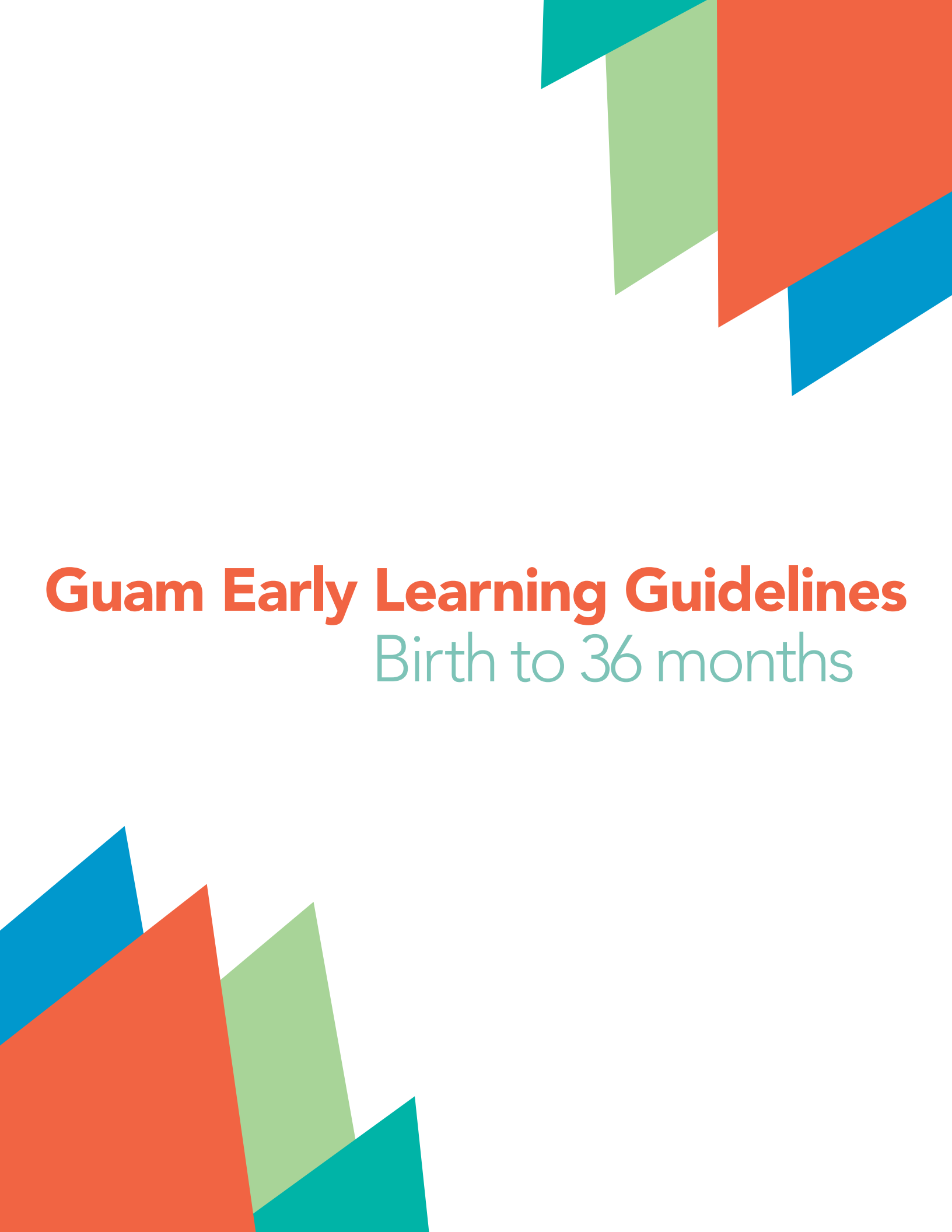
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Guam Early Learning Guidelines

Birth to 36 months