Comfort Play & Teach

Ages and Stages Milestones

Supporting Your Child’s Typical and Emerging Skills
Ages and Stages
Milestones

Supporting Your Child’s Typical and Emerging Skills

Knowing your child’s typical skills and her emerging skills can help you provide appropriate experiences to enhance her development.

In this Ages and Stages resource, your child’s developmental milestones are mapped out in the various domains of development (Social, Emotional, Language, Intellectual, Gross Motor, and Fine Motor). The Milestones are grouped by ages and outlining typical and emerging skills, and what you can do to promote development in those domains.

- **Infants - 0 - 6 months**
- **Infants - 7 - 18 months**
- **Toddlers - 19-24 months**
- **Toddlers - 25-36 months**
- **Preschoolers - 36 - 48 months**
- **Preschoolers - 48 - 60 months**

Remember, the developmental milestones we have outlined are only guidelines. Each child develops at their own pace, with some skills emerging early, and others appearing later. So delight in who your child is, and discover how you can have fun as you go through each stage of this amazing growth together.

If you ever have any concerns about your child’s development, consult your child’s physician.
The Amazing World of Your Baby: An Overview of Baby’s Development

Infancy is a very exciting time. You and your baby are discovering each other and your baby is discovering the world. She’s learning and doing more and more, but she still depends on you for everything. As you spend time with her, you will come to know her likes and dislikes, her style of learning and her personality. In short, you’ll discover a whole new person.

In her first six months, your baby will go from being totally dependent on you to being able to stay alert for two hours at a time. She will explore her environment—reaching, grasping and putting things in her mouth—while she sits supported or lays on her stomach with head and chest held high.

At this time, your baby will show how happy she is to be close to those she trusts. She’ll begin to squeal coo, gurgle and babble to get your attention, especially when she wants to keep the simple games you’ve created together going. At this point, she will start to build a healthy sense of herself and although her emotions and moods can change quickly, she is learning how to comfort and soothe herself by sucking or holding onto a special toy.

Your Baby at 1 Month
Welcome to the first month of your baby’s life. Some amazing things are set to happen. For example, you’ll notice your baby will begin to:
- Stare at colourful objects.
- Study your face when you smile.
- Respond positively to comfort and soothing.
- Cry to tell you she’s hungry or uncomfortable.
- Enjoy being talked to and respond with her own special happy dance — on her back, waving her arms and legs.

Your Baby at 2 Months
As your baby enters his second month, he will gain new skills right before your eyes. At this stage you will notice that your baby is beginning to:
- Turn his head to both sides.
- Follow objects and people with his eyes.
- Smile when others talk to him and smile at him.
- Show excitement or delight with small throaty sounds.
- Recognize familiar voices and people.

Your Baby at 3 Months
Your baby will start to demonstrate more predictable skills. He will start to:
- Hold his head up with more control.
- Play with his hands by clasping them and bringing them to his mouth.
- Stop sucking so that he can hear sounds.
- Use his voice in response to adult talk and smiles.
- Coo with open (‘aaaah’) and closed (‘eee’) vowel sounds.

Knowing your child’s typical skills and her emerging skills can help you provide appropriate experiences to enhance her development. And Comfort, Play & Teach™ is just the place to start.

Remember, the developmental milestones we have outlined are only guidelines. Each child develops at their own pace, with some skills emerging early, and others appearing later. So delight in who your child is, and discover how you can have fun as you go through each stage of this amazing growth together.

If you have any concerns about your child’s development, consult your child’s physician.

Visit www.IMHPromotion.ca for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
Your Baby at 4 Months
As your baby’s fourth month begins, you will see some truly awesome changes. This is when your baby begins to:
- Lift her head and chest when she’s on her tummy, and extend her arms.
- Try to grasp objects with fingers and palm now that her hands are open.
- Laugh out loud when tickled or during social games.
- Show anticipation and excitement by breathing heavily.
- Turn his head to find out where a sound comes from.

Your Baby at 5 Months
The fifth month of life sets the stage for more interactive developmental growth. You will notice your baby starting to:
- Sit, if supported, to view her world.
- Start to connect eyes and fingers. Cooperate in reaching and grasping toys.
- Make sounds and interrupt conversations when he wants attention.
- Display an awareness and wariness with strangers.
- Babble double consonants such as baba, dada, mama.

Your Baby at 6 Months
Approaching the half-year mark, your baby is becoming an active member of the family. At this stage he will:
- Roll from stomach to back and over again.
- Use hands to bang and splash objects.
- Prefer to play with people, especially games like ‘peek-a-boo.’
- Vocalize both pleasure and displeasure.
- Study objects for a long time, even turning them upside down to get another view.

**Ages & Stages:**

**Six Areas of Child Development**

1. **Social Development** means being able to make friends and get along with others, work as part of a team and be a good leader. These skills are all built on self-confidence, cooperation and trust.

2. **Emotional Development** means the development of a full range of emotions from sad to happy to angry, and learning to deal with them appropriately. This helps build self-esteem and leads to such deeper qualities as sympathy, caring, resiliency, assertiveness and empathy and the ability to rise to life’s challenges.

3. **Language Development** is the ability to understand and express verbal and non-verbal communication. This is followed by the capacity to use words and sentences in correct grammatical structure in order to communicate wishes, ideas, information and needs.

4. **Intellectual Development** means being able to think creatively and abstractly, to pay attention, solve problems and develop keen judgement along with a lifelong readiness to learn.

5. **Gross Motor Development** allows a child to gain balance and bring large muscles under control in order to master physical activities such as sitting, crawling, walking, running, climbing, jumping and generally enjoy all that his body allows him to do.

6. **Fine Motor Development** means mastering precise and accurate small muscle movements of the fingers and hands in order to reach, grasp and manipulate small objects.
# Ages and Stages - Birth to 6 months

## SOCIAL SKILLS – 1 Month

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fixes eyes on your face in response to your smile</td>
<td>• May smile back at face or voice</td>
</tr>
<tr>
<td>• Moves body in response to your voice during interaction</td>
<td>• Listens to voices and coos</td>
</tr>
<tr>
<td>• Quiets down when looking at familiar faces</td>
<td>• Recognizes parents’ voices</td>
</tr>
<tr>
<td>• Engages in eye contact</td>
<td></td>
</tr>
</tbody>
</table>

### Comfort

<table>
<thead>
<tr>
<th>If you…</th>
<th>Your baby will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make eye contact with your baby</td>
<td>• Become familiar with your face</td>
</tr>
<tr>
<td>• Smile and make happy faces</td>
<td>• Explore your face and expressions</td>
</tr>
</tbody>
</table>

### Play

<table>
<thead>
<tr>
<th>If you…</th>
<th>Your baby will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gently rock and cuddle your baby</td>
<td>• Learn to relax and feel secure in your arms</td>
</tr>
<tr>
<td>• Hold her closely and dance slowly to music</td>
<td>• Feel rhythm and movement in a secure hold</td>
</tr>
</tbody>
</table>

### Teach

<table>
<thead>
<tr>
<th>If you…</th>
<th>Your baby will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize the signs your baby uses to show what he is feeling</td>
<td>• Feel cared for and that he is getting his message across</td>
</tr>
<tr>
<td>• Pause, observe and respond appropriately to your baby’s reaction</td>
<td>• Become engaged in the interaction</td>
</tr>
</tbody>
</table>
**Ages and Stages - Birth to 6 months**

**EMOTIONAL SKILLS – 1 Month**

**Typical Skills**
- Enjoys/needs a great deal of physical contact and tactile stimulation
- Responds positively to comfort and satisfaction
- Primary negative response is distress or pain

**Emerging Skills**
- Recognizes and calms down to a familiar voice
- Communicates moods through different cries

---

**Comfort**

**If you...**

- Respond quickly and sensitively to your baby’s cry or discomfort
- Tell your baby how much he is loved

**Your baby will...**

- Feel his needs are being met
- Feel secure and valued

---

**Play**

**If you...**

- Provide soft, lullaby music
- When feeding your baby, (breast or bottle) let her grasp your finger

**Your baby will...**

- Enjoy new sounds that are as comforting as speech
- Practice this skill and feel more and more confident with her ability to grasp

---

**Teach**

**If you...**

- Feed your baby whenever he is hungry

**Your baby will...**

- Trust that his needs will be met

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.
INTELLECTUAL SKILLS – 1 Month

Typical Skills

- Cries when hungry or uncomfortable
- May make throaty sounds like ‘ooooh’ or ‘aaaah’
- Enjoys being talked to and responds to voices/sounds
- Pays close attention to faces of those closest to him
- Responds to loud or sudden noises with a sudden start (early signs of a developing response system)
- Will focus on high contrast patterns and faces; prefers these to bright or big objects

Emerging Skills

- Turns toward familiar sounds and voices
- Can distinguish men from women, and mother from other women’s voices
- Can distinguish everyday speech from non-speech sounds
- Able to read and respond to positive and negative expressions as well as subtle differences in parent’s voice
- Able to co-ordinates eyes and track objects, e.g., follows toy from side to centre of his body but only if it is in his line of vision

Comfort

If you...

- Respond to your baby's cry with a song, a soothing voice and a hug
- Respond when your baby is startled by noise

Your baby will...

- Feel his needs are being responded to
- Feel a sense of security in your response to his needs

Play

If you...

- Hold your baby and let her see your face as much as possible
- Say rhymes, sing songs or speak softly

Your baby will...

- Study and learn your facial features
- Responds to the sound and pitch of her parents’ voices, i.e., may quiet down, gurgle, coo, etc.

Teach

If you...

- Tell your baby about all the caregiving routines you are going through

Your baby will...

- Learn to associate a positive tone with nurturing activities
Ages and Stages - Birth to 6 months

GROSS MOTOR – 1 Month

**Typical Skills**

- Lifts his head when held at your shoulder; his head sags, flops forward or backwards when not supported.
- All arm, leg and hand movements are still reflexive, they move with little control; when lying on back, tonic neck reflex characterized by bobbing head (fencer’s position) still predominates; arms and legs are thrust in play.
- When on tummy, turns head to clear nose from bed; lifts head briefly.
- Rolls partway onto side from back.

**Emerging Skills**

- Fits his form to yours when held; grasps, clasps people.
- Lifts head temporarily when lying on stomach.
- Holds head in line with back when pulled to sitting position.

---

**Comfort**

If you...

- Gently touch your baby during feeding, changing and bath time
- Massage your baby’s arms, legs and tummy

Your baby will...

- Help you learn what type of touch he likes
- Learn that his caregivers want to make him feel comfortable

---

**Play**

If you...

- Support your baby’s head against your shoulder as you walk her around the house
- Give your baby some tummy time

Your baby will...

- Get to see more of her environment
- Strengthen her neck muscles as she lifts her head to see her world

---

**Teach**

If you...

- Tell him what body parts you are washing during bath time
- Use his name when you come towards him

Your baby will...

- Start to eventually learn the words for parts of his body
- Start to learn his name and your voice
Ages and Stages - Birth to 6 months

FINE MOTOR – 1 Month

**Typical Skills**

- Stares at colourful objects 8 – 14 inches away
- Follows person with eyes while lying on back
- Generally keeps hands closed in a fist or slightly open
- When fingers are pried open (usual position is a fist), grasps handle of spoon or rattle, but drops it quickly
- Holds object for a few moments without any intent or purpose
- Coordinates eyes better to track moving objects
- Becomes fascinated by her own hands

**Emerging Skills**

- Generally keeps hands closed in a fist or slightly open
- When fingers are pried open (usual position is a fist), grasps handle of spoon or rattle, but drops it quickly

**Comfort**

If you...

- Take your baby’s hands and gently rub them on your face
- Move your face slowly from side to side in front of your baby’s face
- Watch, feel and learn about your face
- Look and follow your face with his eyes

**Play**

If you...

- Suspend a colourful toy over the crib
- With baby lying on her back, alternate the position of her head and feet in the crib
- Practice looking at things when on her back
- Look at objects using both sides of her head; also prevents “flathead” condition

**Teach**

If you...

- Give your baby a rattle to hold
- Learn to hold it briefly

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources
**Ages and Stages - Birth to 6 months**

**SOCIAL SKILLS – 2 Months**

**Typical Skills**
- Smiles in social contact with others besides his mother
- Listens to voices and coos
- Studies faces alertly and directly, then gets excited; is more oriented to her surroundings; moves arms and legs and ‘talks’ in response to what she sees
- Visually follows a moving person
- Recognizes and becomes quiet for a familiar, gentle voice or face

**Emerging Skills**
- Stays awake longer if people interact with him
- Shows excitement when she sees familiar people and things
- Becomes more expressive with her face, body/muscle tone and voice

---

**Comfort**

**If you...**
- Talk to your baby during diapering and feeding routines
- Sing to your baby

**Your baby will...**
- Become familiar with the voices of those who care for her most often
- Take comfort in songs and sounds she knows

**Play**

**If you...**
- Use a mix of high and low pitched voices
- Exaggerate a big smile or wide eyes

**Your baby will...**
- Be more interested in interacting with you
- Love to look at your face

**Teach**

**If you...**
- Engage in face-to-face conversations about any topic, for example, plans for the day, pictures hanging on the wall, etc.

**Your baby will...**
- Become engaged in dialogue as well as be entertained

---

Visit www.IMHPromotion.ca for more great activities and resources
**Ages and Stages - Birth to 6 months**

**EMOTIONAL SKILLS – 2 Months**

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicates moods of distress with different cries and excitement and delight with small throaty sounds</td>
<td>• Fits her form to yours and relaxes body when held</td>
</tr>
<tr>
<td>• Can quiet himself by sucking his fingers, a pacifier, etc.</td>
<td>• Makes appropriate facial expressions in response to emotions, for example, fear, joy, anger</td>
</tr>
<tr>
<td>• Expresses contentment when touched and cuddled</td>
<td></td>
</tr>
<tr>
<td>• Able to express discontent, e.g., fusses at loud noises</td>
<td></td>
</tr>
<tr>
<td>• Displays different emotions as seen with peaks of irritability and crying</td>
<td></td>
</tr>
<tr>
<td>• Fits her form to yours and relaxes body when held</td>
<td></td>
</tr>
<tr>
<td>• Makes appropriate facial expressions in response to emotions, for example, fear, joy, anger</td>
<td></td>
</tr>
</tbody>
</table>

### Comfort

**If you...**

- Show awareness of your baby’s cues that tell you how he likes to be handled and touched
- Respond to baby’s cues consistently and appropriately

**Your baby will...**

- Feel secure and understood

### Play

**If you...**

- Respond to your baby’s choice to stop an interaction
- Copy the faces your baby makes

**Your baby will...**

- Communicate to you more often knowing that you understand his cues

### Teach

**If you...**

- Create routines
- Respond to your baby’s signals in the same way every time

**Your baby will...**

- Begin to understand that her feelings are important and valued
- Respond with her own smiles to copy you and others
- Learn to anticipate what comes next
- Feel secure

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources
**Ages and Stages - Birth to 6 months**

**INTELLECTUAL SKILLS – 1 Month**

**Typical Skills**
- Gurgles, coos and squeals
- Shows responsiveness to touch and to oral and visual stimulation
- Stares at surroundings or attractive large, moving objects from several feet; moving or contoured objects hold his attention longer
- Clearly discriminates voices, people, tastes, proximity and object size
- Recognizes a few objects, for example, a bottle or rattle

**Emerging Skills**
- Repeats actions for his own sake
- Holds onto objects briefly as his voluntary grasp replaces reflex grasp
- Begins to look at his hands as objects for examination
- Starts to associate people with behaviour, for example, mother and feeding
- Begins to sense that hands and feet are extensions of himself with limits and opportunities

**Comfort**

**If you...**
- Look at your baby, smile at her, and offer soothing words
- Answer your baby’s happy noises

**Your baby will...**
- Respond to eye contact and the sound of your familiar voice with her own coos and smiles
- Begin to know she can count on you to respond

**Play**

**If you...**
- Sing simple songs or do short finger plays with repeating sounds
- Play a game of taking turns by copying sounds your baby makes

**Your baby will...**
- Show you what gives him pleasure and indicate what he wants more of, for example, by kicking arms/legs
- Begin to understand that conversation is a partnership and his sounds are equally valued

**Teach**

**If you...**
- Talk to your baby during daily routines
- Repeat favourite rhymes and songs

**Your baby will...**
- Begin to understand the words and tone of voice that go with regular routines
- Learn to recognize certain words and actions
Ages and Stages - Birth to 6 months

GROSS MOTOR – 2 Months

**Typical Skills**

- Movements are more deliberate, for example, turns head to both sides when lying down
- Moves arms and legs and ‘bicycles’ with legs when excited
- Lifts head temporarily when lying on stomach
- When sitting, keeps head erect; head may bob as she tries this out
- Rolls from side to back
- Muscle reflex is developing, e.g., body startles involuntarily

**Emerging Skills**

- Can hold head up at 45 degree angle for a few minutes
- Arms and legs cycle more smoothly
- Arms move more symmetrically to reach for a toy

**Comfort**

*If you...*  
*Your baby will...*

- Blow on your baby’s tummy
- Prop your baby on his side using a rolled up towel behind his back  
- Enjoy the sensation as he works his abdominal muscles
- Enjoy looking at the world from a different angle

**Play**

*If you...*  
*Your baby will...*

- Push gently against the bottom of your baby’s feet
- Lie on your back and slowly and gently raise and lower your baby off your chest in a horizontal position  
- Kick and stretch in this resistance game
- Enjoy looking at your face from a new vantage point

**Teach**

*If you...*  
*Your baby will...*

- Lay on the floor with your baby on your thighs; then curl up to kiss her  
- Learn to anticipate receiving the kiss at a set interval of time

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
### Ages and Stages - Birth to 6 months

**FINE MOTOR – 2 Months**

#### Typical Skills
- Keeps hands closed in a tight fist most of the time
- Follows objects with eyes, for example, a mobile is a source of pleasure
- Fascinated by own hands; watches them and turns them over momentarily
- Holds objects briefly

#### Emerging Skills
- Grasps at things become voluntary
- May swipe at objects

#### Comfort

**If you...**

- Help your baby grasp your pinky finger while making eye contact, talking or singing
- Open your baby’s hand and help him explore your face, moving his hand over your eyes, nose and mouth

**Your baby will...**

- Begin to move fingers out of the fist position
- Begin to open his fist to explore things; will also begin to feel safe and confident to explore further

#### Play

**If you...**

- Move a colourful toy slowly from left to right in front of your baby’s eyes
- Place your thumbs in baby’s palms and when she grasps them, open her arms wide; bring her arms together and cross them over her chest, slowly and gently, using rhythmic movements and a song

**Your baby will...**

- Learn to coordinate both of her eyes to follow an object
- Enjoy the physical sensations of exercising both sides of her body

#### Teach

**If you...**

- Hold your face close to your baby’s and let her try to reach for your nose
- Open your baby’s fist and rub her hand over different textures

**Your baby will...**

- Begin to try to reach out or swipe at your nose and other things, such as earrings
- Begin to experience touch on different parts of her hand
### Social Skills - 1 Month

**Typical Skills**

- Smiles immediately and spontaneously
- Responds in excitement with total body and vocalizes to familiar people or things
- Enjoys socializing and playing with other people; watches speaker's eyes and mouth
- Stops sucking to hear sounds around him; then looks around and sucks at the same time
- Turns head to follow moving objects, voices, or music
- Vocalizes in response to adult talk and smiles

**Emerging Skills**

- Knows difference between family members and strangers
- Cries less often as he finds other ways to communicate and as parents' ability to understand his needs improve

### Comfort

**If you...**

- Return your baby’s smiles
- Spend close, personal time with your baby every day

**Your baby will...**

- Respond with smiles with other family members
- Enjoy relating to adults who love her

### Play

**If you...**

- Mimic and exaggerate your baby’s facial expressions
- Get down on the floor next to your baby to talk, read a book or sing to her

**Your baby will...**

- Try to imitate your facial expressions
- Enjoy sharing time with you

### Teach

**If you...**

- Give your baby time to react and then respond to her
- Suspend objects that make a noise

**Your baby will...**

- Learn about the basics of taking turns in conversation
- Watch and listen to the objects as he moves
Ages and Stages - Birth to 6 months

**EMOTIONAL SKILLS**

**at 1 Month**

**Typical Skills**

- Shows appropriate facial expressions in response to such emotions as anger, fear, joy
- Reflects feelings of happiness with chortles or squeals; frustration with whimpers; and hunger with smacking lips
- Begins to show sadness
- Responds to familiar people; may stop or start crying according to who holds him.
- Can distinguish and express discomfort

**Emerging Skills**

- Starts to laugh
- Starts to show anger when he cannot get what he desires

**Comfort**

If you…

- Respond to your baby with positive encouragement during interactions, for example, say “Good reaching,” when he reaches out for something
- Provide soft toys, blankets and other “soothers”

Your baby will…

- Develop a positive sense of self
- Begin to quiet down on his own after an upset

**Play**

If you…

- Know your baby’s signals when she has had enough
- Build bits of exciting physical activity into your baby’s day

Your baby will…

- Learn to trust that you will not push her beyond the limits of what she enjoys
- Learn how to get excited and then calm herself down

**Teach**

If you…

- Be consistent with routines and responses
- Be aware of toys and objects that comfort your baby and make them available whenever he is distressed

Your baby will…

- Feel secure as he learns to predict what comes
- Understand that his feelings count

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
## Ages and Stages - Birth to 6 months

### LANGUAGE SKILLS – 3 Months

**Typical Skills**

- Coos with both open vowel sounds (i.e., ‘aaah’); and closed vowels (i.e., ‘eee’)
- Responds to speech stimulation by gurgling, cooing, and squealing
- Expresses himself regardless of what else is going on around him
- Distinguishes speech from sounds you make
- Expresses different cries for different needs

**Emerging Skills**

- Begins to babble and amuse self with new noises
- Begins to imitate sounds

### Comfort

**If you...**

- Tell your baby what you are doing as well as what she is feeling and hearing during all routines

**Your baby will...**

- Enjoy listening to your voice and come to expect certain routines

### Play

**If you...**

- Imitate the sounds your baby makes to start a game of taking turns

**Your baby will...**

- Chat and experiment with different sounds then start to take turns

### Teach

**If you...**

- Repeat favourite rhymes and songs

**Your baby will...**

- Learn to recognize certain words and actions
### INTELLECTUAL SKILLS – 3 Months

#### Typical Skills
- Begins to become aware of himself as a person by looking, examining and feeling what he can do with his own toes, feet, fingers and mouth as well as objects
- Begins to show memory, for example, waits for an expected reward, e.g., sitting in a highchair and anticipating mealtime
- Recognizes familiar objects and people, even at a distance
- Enjoys repetitive games and repeating a newly learned activity
- Tries to prolong a pleasing image or action by continuing to look, listen or grasp.

#### Emerging Skills
- Repeats actions for his own sake
- May associate a specific action with a result; very preliminary indications of understanding cause and effect relationships
- Retains an object in hand voluntarily
- Manipulates a large ring or rattle

---

**Comfort**

**If you...**
- Call your baby’s name when she is not looking

**Your baby will...**
- Learn to locate sounds

---

**Play**

**If you...**
- Play simple tickling games

**Your baby will...**
- Learn that certain actions have specific results, for example, tickling means fun and laughing

---

**Teach**

**If you...**
- Hit a toy that makes a noise while your baby is looking
- Place a toy close enough for your baby’s kicks to hit it and make a sound

**Your baby will...**
- Begin to sense a connection between what his fingers and hands can do with objects
- Discover that he can cause something to move and make a noise
Ages and Stages - Birth to 6 months

GROSS MOTOR – 3 Months

**Typical Skills**

- Keeps head in mid-position while on her back, and moves her arm and leg on one side in unison, then the arm and leg of the other side
- Raises head and chest when on tummy
- Holds head up with more control
- Sits with support on a lap
- Briefly bears weight on legs by pushing down with legs when placed on a hard surface

**Emerging Skills**

- Swipes with arms
- Tonic neck reflex (characterized by bobbing head) begins to disappear
- When pulled to stand, presses feet against surface and stands briefly
- Lifts head and supports chest on extended forearms
- Splashes and kicks with hands and feet when in the bathtub

---

**Comfort**

If you... Your baby will...

- Shift your baby to different positions, for example, on tummy or back, or on your lap
- Be less likely to get bored with his immediate surroundings

**Play**

If you... Your baby will...

- Tilt your baby from side to side on your lap while singing a song
- Learns to balance and strengthen muscles needed for sitting
- Bounce your baby gently on your knees to different rhymes or short songs
- Learn to control her head in this action game

**Teach**

If you... Your baby will...

- Place baby on his tummy and lay down on the floor in front of him
- Practice holding up his head and chest to see your face
Ages and Stages - Birth to 6 months

FINE MOTOR – 3 Months

Typical Skills
- Plays with hands by bringing them together and clasping them
- Hands/fingers stay open more as grasp reflex fades
- Bring hands to mouth
- Reaches for objects with both arms, starting at sides and closing in front of body; often contacts object with closed fists

Emerging Skills
- Begins to swipe for dangling objects, but may be far off target.
- Looks from one object to another
- Watches and touches fingers of both hands as they move toward midline and meet; early stages of eye-hand coordination

Comfort
If you...
- Allow your baby to suck on his fingers/thumb
- Carry your baby around from room to room or outside to familiarize him with his surroundings

Your baby will...
- Learn to use his own body to soothe or calm himself
- Become familiar with his surroundings; learn to look at and follow different objects

Play
If you...
- Clap your baby’s hands together to play “Pat-a-cake”
- Give your baby different textures to touch e.g., furry, hard, squishy

Your baby will...
- Learn what her hands can do in a fun way
- Learn that materials have different sensations when touched

Teach
If you...
- Hold dangling objects in front of your baby’s eyes to encourage him to reach out and touch them

Your baby will...
- Learn how to use his eyes and hands together in order to obtain objects within reach

Visit www.IMHPromotion.ca for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
SOCIAL SKILLS – 4 Months

Typical Skills

- Gazes into your eyes during feeding or diapering
- Uses her voice to initiate socializing; coughs or clicks tongue
- Responds to and enjoys your touch
- Makes social gestures such as waving or kicking when she sees a familiar person, for example, she will signal “pick me up”
- Enjoys social games and play and will laugh out loud when tickled or when playing peek-a-boo with a scarf
- Smiles and vocalizes to an actual face rather than to an image

Emerging Skills

- May prefer one toy over others
- Interested in and smiles at her mirror image

Comfort

If you...

- Sing and talk to your baby as much as possible
- Let her spend special time with siblings every day

Your baby will...

- Take comfort in the songs and sounds she knows
- Build relationships with key family members

Play

If you...

- Sing action songs such as “Head & Shoulders” or “The Wheels on the Bus”
- Use different voice tones for songs

Your baby will...

- Get to know the tune and movements and come to expect certain actions
- Become familiar with different pitches of sound

Teach

If you...

- Call your baby’s name when she is not looking
- Talk about what you hear, for example, “the phone is ringing”, or “there’s daddy’s car”

Your baby will...

- Eventually respond to his name
- Learn to listen and become familiar with household sounds
**Ages and Stages - Birth to 6 months**

**EMOTIONAL SKILLS – 4 Months**

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fusses or cries to gain attention from familiar adults, or when attention or toy is taken away from him</td>
<td>• Expresses anger when he cannot get desired effect</td>
</tr>
<tr>
<td>• Yawns and arches back or turns away when he has had enough interaction or there is too much noise</td>
<td>• May differentiate between mother’s image and his own in the mirror; turns to see mother’s “real” face</td>
</tr>
<tr>
<td>• Shows anticipation and excitement by breathing heavily</td>
<td>• Follows someone with eyes and continues to look at the door when that person leaves the room</td>
</tr>
<tr>
<td>• Shows he’s not sure (stops cooing and smiling) or he’s afraid (fusses) if a new person moves toward him; turns his head into shoulder of parent when a new person approaches</td>
<td></td>
</tr>
<tr>
<td>• Stops crying when he hears your voice or caregiver’s, he attempts to soothe himself</td>
<td></td>
</tr>
</tbody>
</table>

### Comfort

**If you...**

- Are responsive to your baby’s feelings
- Find out the best ways to soothe your baby’s upset or distress

**Your baby will...**

- Feel that her emotions are understood
- Feel loved and secure

### Play

**If you...**

- Play games like “peek-a-boo” or “Mummy’s coming to get you”
- Use your baby’s name often as you talk to her

**Your baby will...**

- Learn that you leave but you come back
- Become familiar with her own name

### Teach

**If you...**

- Call out to your baby when he starts to fuss
- Respect your baby’s hesitancy with new people by being close or holding him

**Your baby will...**

- Learn to calm down to the sound of your voice
- Feel a sense of security even in frightening situations
典型技能

- 唱出音节状的声波串
- 通过音高和声调的改变探索声音
- 通过哭声沟通痛苦、恐惧和孤独；通过咕咕声表达快乐或兴趣
- 在饥饿时使用自己独特的哭泣
- 在看玩具或人时发出babbling声音
- 听音乐或音乐盒

新兴技能

- 尝试发出辅音声
- 唱回她发出的声音
- 感觉她发出的声音和你的同样重要

舒适

- 如果... 您的宝宝会...
  - 唱回她发出的声音
  - 感觉她发出的声音和你们的同样重要

玩耍

- 如果... 您的宝宝会...
  - 喝简单噪音制造者（小瓶子或酸奶罐，内含玩具）在宝宝面前和两侧
  - 对声音做出眼睛运动和头部转动

教授

- 如果... 您的宝宝会...
  - 每周引入一个新的指舞
  - 观察和听歌词和动作

语言技能 - 4个月
INTELLECTUAL SKILLS – 4 Months

**Typical Skills**
- Starts to explore things by bringing them to his mouth
- Turns head toward sound to find out where it comes from
- Uses entire body (arching, kicking, stretching) to reach towards a toy that intrigues him
- Has mental model for human face; knows mother or father and may resent strangers
- Becomes aware of his own fingers and how they feel different from another’s

**Emerging Skills**
- Finds an object that is partially hidden
- May transfer a toy from one hand to the other
- Swipes at objects with open hand of one arm but often misses
- Begins to figure out appropriate responses to other people’s actions

---

### Comfort

**If you...**
- Are predictable in your actions

**Your baby will...**
- Begin to respond to routines and patterns of behaviour

### Play

**If you...**
- Offer objects with different textures to explore

**Your baby will...**
- Experience and eventually learn to distinguish different textures, e.g., hard, soft, bumpy, etc.

### Teach

**If you...**
- Make a small photo album of the family

**Your baby will...**
- Learn to recognize familiar faces in the family

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources
GROSS MOTOR – 4 Months

**Typical Skills**

- Lifts head and chest when on her stomach and supports herself on forearms or on outstretched arms
- Turns head in all directions to follow a toy when lying on stomach
- Brings both hands to chest and keeps head in midline when lying on back
- Holds head steady when supported in a sitting position; may prefer sitting to lying down
- Thrusts legs and feet against bottom of crib over and over
- Rolls from side to side on stomach

**Emerging Skills**

- Rolls from stomach to back
- Uses protective extension i.e., stretches arms and legs downward

---

**Comfort**

*If you...*  
*Your baby will...*

- Change your baby’s position throughout the day, for example, from your shoulder to your lap, from his back to his tummy  
  - Enjoy a variety of physical positions and be less bored
- Observe your baby’s positions to learn what he likes and dislikes  
  - Feel respected and valued

---

**Play**

*If you...*  
*Your baby will...*

- Place colourful toys in front of and to your baby’s sides when she is on her tummy  
  - Be encouraged to push chest up, lean on her forearms and turn her head so she can get a better look
- Bend your baby’s knees up to her chest and her toes up to her chin in time to a rhythmic song  
  - Feel the physical sensation of her legs and toes as they are exercised

---

**Teach**

*If you...*  
*Your baby will...*

- Put the same toy in front of your baby, changing your baby’s position or location, and also changing the position of the toy  
  - Learn to explore a toy in different ways given his own or the toy’s physical position
- Cross one leg over the other and roll your bay over from back to side or tummy  
  - Experience the sensation of flipping between two major positions of his body
### Ages and Stages - Birth to 6 months

#### FINE MOTOR – 4 Months

<table>
<thead>
<tr>
<th><strong>Typical Skills</strong></th>
<th><strong>Emerging Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Relaxes with hands mostly open, not in fists as before</td>
<td>• Claps hands</td>
</tr>
<tr>
<td>• Reaches for objects when supported in sitting position, and then brings them to mouth</td>
<td>• Can bring hands together though hands may meet below, beyond or in front of object</td>
</tr>
<tr>
<td>• Uses mitten grasp, i.e., fingers close on open palm with thumb sticking out</td>
<td>• Waves a rattle placed in his hand</td>
</tr>
<tr>
<td>• Glances from one object to another and looks at toys placed nearby</td>
<td></td>
</tr>
<tr>
<td>• Tries to swipe at objects, but still inaccurate; may look from object to hand, and back to object; often misses, but can grab it sometimes</td>
<td></td>
</tr>
</tbody>
</table>

#### Comfort

<table>
<thead>
<tr>
<th><strong>If you...</strong></th>
<th><strong>Your baby will...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Let your baby play with your fingers while breast- or bottle-feeding</td>
<td>• Enjoy the intimacy of touch at such times</td>
</tr>
<tr>
<td>• Show your baby one toy at a time</td>
<td>• Be able to focus and explore without feeling rushed</td>
</tr>
</tbody>
</table>

#### Play

<table>
<thead>
<tr>
<th><strong>If you...</strong></th>
<th><strong>Your baby will...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hold toys out for your baby to grab</td>
<td>• Practice the skill of looking, reaching and touching many times</td>
</tr>
<tr>
<td>• Sit on the floor with your baby on his back, between your legs; as you sing, gently pull your baby up to a sitting position</td>
<td>• Strengthen his arm, back and abdominal muscles in this face-to-face game</td>
</tr>
</tbody>
</table>

#### Teach

<table>
<thead>
<tr>
<th><strong>If you...</strong></th>
<th><strong>Your baby will...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Label each toy your baby holds and plays with</td>
<td>• Learn the names for objects over time</td>
</tr>
<tr>
<td>• Praise your baby’s successes with descriptive phrases, for example, “Great reaching”</td>
<td>• Begin to learn what she is good at</td>
</tr>
</tbody>
</table>
### Ages and Stages - Birth to 6 months

#### SOCIAL SKILLS – 5 Months

<table>
<thead>
<tr>
<th><strong>Typical Skills</strong></th>
<th><strong>Emerging Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes sounds and interrupts conversations when he wants attention</td>
<td>Observes adult’s facial expressions intently</td>
</tr>
<tr>
<td>Smiles and vocalizes to her mirror image</td>
<td>Bangs playfully on mirror image</td>
</tr>
<tr>
<td>Distinguishes familiar and unfamiliar adults</td>
<td>Learns how to tease</td>
</tr>
<tr>
<td>Shows anticipation, waves and raises arms to be picked up</td>
<td></td>
</tr>
<tr>
<td>Tries to get close to someone near crib</td>
<td></td>
</tr>
<tr>
<td>Frolics happily when played with; plays with rattle, pats bottle or breast</td>
<td></td>
</tr>
</tbody>
</table>

### Comfort

**If you...**
- Smile at others when you are out and encourage your baby to smile too
- Respond to the sounds your baby makes

**Your baby will...**
- Learn that the world is generally a friendly place
- Learn that he can use his voice to get your attention

### Play

**If you...**
- Sit or hold your baby in front of a mirror and make faces
- Talk to your baby during mirror play

**Your baby will...**
- Love to look at your face and her own
- Begin to talk back to her image and yours

### Teach

**If you...**
- Hold out your hands and ask your baby if he wants to be lifted up – remember that he won’t answer, but if his hands go up you know you’re right!
- Create a book of pictures for your baby with familiar people

**Your baby will...**
- Begin to learn the meaning of social gestures
- Learn about and become more familiar with the people in her world

---

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.
Ages and Stages - Birth to 6 months

**EMOTIONAL SKILLS – 5 Months**

**Typical Skills**
- Displays awareness and wariness of strangers
- Expresses anger when can’t get desired effect
- Clings to parent when held
- Shows fear, anger and disgust
- Pushes away when he doesn’t like what you’re doing to him, for example, wiping his nose

**Emerging Skills**
- Smiles, laughs, squeals when happy; grunts when angry
- Is content to play by himself for a while with a few toys either in the crib or playpen
- Shows strong dislikes and likes about food

**Comfort**

**If you…**
- Describe the different emotions your baby shows during the day
- Reassure your baby when he clings to you or acts fearful around strangers

**Your baby will…**
- Begin to learn about different emotions
- Feel safe and secure with you when others are around

**Play**

**If you…**
- Use feeding, bathing and changing as a time to play, adding gentle tickles and finger plays
- Sing action songs such as “If You’re Happy and You Know It” to demonstrate different emotions

**Your baby will…**
- Respond to your emotions
- Seek more of your attention
- Begin to become familiar with different emotions

**Teach**

**If you…**
- Read a book showing pictures of people with different faces; look at each page leisurely and describe the emotions in each picture
- Talk about the different expressions you and your baby see on other people

**Your baby will…**
- Learn about different expressions
- Learn that people show different emotions

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP.
### Typical Skills

- Watches your mouth, listens to your voice, then experiments with her own sounds
- Tries to imitate sing-song quality of voice (inflections)
- Babbles double consonants (baba, dada, mama)
- Makes “raspberry” sound – tongue out and blowing
- Looks up when she hears her own name

### Emerging Skills

- Touches your hand to restart activity
- Responds to her own name

### Language Skills – 5 Months

#### Comfort

**If you…**

- Use her name in songs, “Where is Priya, where is Priya, Where are you…There you are, There you are and how do you do?”

**Your baby will…**

- Begin to respond more and more to her name

#### Play

**If you…**

- Use different or funny voices when telling stories

**Your baby will…**

- Notice different voice inflections

#### Teach

**If you…**

- Repeat the same songs and finger plays

**Your baby will…**

- Begin to imitate the sounds as she hears
Ages and Stages - Birth to 6 months

INTELLECTUAL SKILLS – 5 Months

**Typical Skills**

- Experiments with the concept of cause and effect, e.g., Cries more deliberately; waits to see if anyone is coming and then cries again
- Turns head deliberately to sound or to follow vanishing object, e.g., leans over to look for something if dropped
- Wants to touch, hold, turn, shake and taste everything
- Remembers her own actions in the immediate past
- Tries to maintain interesting changes he can make in his environment through repetitive actions

**Emerging Skills**

- Reaches for a second object with purpose
- Works toward a desired, but out of reach, object

**Comfort**

*If you...*  
*Your baby will...*

- Respond to the range of emotions she shows to get your attention
- Begin to learn she is a separate person from you
- Feel safe knowing you will respond to her needs

**Play**

*If you...*  
*Your baby will...*

- Let your child experience different textures by touch, smell, or taste
- Begin to learn about different textures and which ones he likes and dislikes
- Move out from behind to either side of your baby to encourage him to find you in different places
- Learn that even when he can’t see you, you still exist

**Teach**

*If you...*  
*Your baby will...*

- Give your baby toys that require her to work for a particular action, e.g., a noise-maker
- Learn that her actions can affect things – the start of cause and effect

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
Typical Skills

- Brings feet to mouth and sucks on toes
- Moves by either rocking, rolling or pivoting around in a circle on his stomach
- Sits supported for long periods (30 minutes) with a firm back
- When held in standing position, stamps feet and jumps up and down, bearing almost all weight on legs shoulders
- Rolls from stomach to back; on tummy, pushes on hands and draws up knees

Emerging Skills

- Rolls over from back to stomach
- Starts to learn to sit unsupported leaning on arms in front of him

Comfort

If you... Your baby will...

- Create safe spaces with pillows
- Kiss your baby on each cheek and on his neck, arms, legs, feet
- Learn to explore his new-found abilities safely
- Move various parts of his body as they are kissed, and learn where they are

Play

If you... Your baby will...

- Hold your baby in a standing position on your lap
- Create games with songs that move your baby’s limbs and torso
- Enjoy practicing weight bearing with his legs
- Practice shifting from lying, to sitting, to standing with your assistance

Teach

If you... Your baby will...

- Lie your baby over a tubular pillow with her arms extended; let her reach for a toy while you rock her gently back and forth
- Place baby in your lap; blow bubbles within easy reach of her arms or legs
- Strengthen her back, hips and arms in preparation for crawling
- Be encouraged to reach for and burst the bubbles, much to her delight
Ages and Stages - Birth to 6 months

FINE MOTOR – 5 Months

**Typical Skills**
- Eyes and fingers co-operate in grasping and manipulation and can reach target with good aim
- Drops and picks up objects
- Grasps object with partial thumb and forefinger
- Holds bottle with one or two hands
- Grabs or waves object with either hand

**Emerging Skills**
- Transfers objects from hand to hand
- Bangs objects on table
- Grasps and holds two objects at once

**Comfort**

*If you…*  
- Provide familiar soft toys in play spaces that are easy to reach and grasp
- Practice passing objects back and forth

*Your baby will…*  
- Be more confident about grasping things
- Develop the fine motor skill of picking up and letting go, gaining more and more confidence with each attempt

**Play**

*If you…*  
- Help him play finger games and sing songs that use finger play
- Offer your baby a number of different toys to hold and explore

*Your baby will…*  
- Feel more confident about what his fingers can and can’t do
- Develop the ability to grasp things of differing shapes and sizes

**Teach**

*If you…*  
- Use an old plastic container or the top of a table as a drum
- Make a noise maker for your baby to hold, play with and pass from hand to hand

*Your baby will…*  
- Learn that hands are not just for holding things – they can help you make noise
- Have fun learning to pass things from one hand to another with confidence
Typical Skills

- Prefers play with people, especially co-operative games – “peek-a-boo”, “come and get me”, “go and find”
- Tries to imitate some facial expressions
- Smiles at and enjoys patting mirror image; differentiates self from mirror image
- Distinguishes adults from children; smiles at and reaches out to pat children who are new to him
- Demonstrates delightful openness and friendliness

Emerging Skills

- Is able to copy some facial expressions
- Starts to cooperate in games with others, e.g., ball games, building blocks, etc.

Comfort

If you...  
Call out to your baby in a fun voice from another room  
Read to your baby at any time

Your baby will...
Begin to call out to you or get your attention when she hears your voice  
Enjoy the quiet one-on-one time

Play

If you...  
Follow your baby’s lead instead of deciding what to play  
Play peek-a-boo with your baby

Your baby will...
Like to interact and connect with you and others  
Begin to understand that things don’t disappear when they are out of sight

Teach

If you...  
Arrange time for your baby to be with other babies with you present all the time  
Sit with your baby in front of a mirror and point to her saying her name; then point to yourself saying “mommy” or “daddy”

Your baby will...
Become comfortable with other babies  
Feel secure with new faces in the room  
Begin to see himself as separate from you
**Ages and Stages - Birth to 6 months**

**EMOTIONAL SKILLS – 6 Months**

**Typical Skills**
- Vocalizes pleasure and displeasure, i.e., squeals with delight and grunts with anger
- Responds sometimes to the emotional tones of parents' voices
- Begins to quiet down on his own after getting upset
- Displays strong likes/dislikes about food
- Can be content to play in crib/playpen for a while with one or two toys
- Begins to communicate discomfort with strangers

**Emerging Skills**
- Distinguishes self as separate from parent
- Demonstrates stranger anxiety
- Expresses nervousness or anxiety when separated from parent
- Shows attachment to special toy or object and uses it to provide comfort in the absence of someone familiar, e.g., may have a special toy that always goes to bed with him

---

**Comfort**

If you...
- Watch to see which behaviour helps your baby soothe himself and encourage it
- Respond to your baby’s squeals of delight with happy sounds of your own

If your baby will...
- Realize what comforts him
- Learn to cope with his emotions
- Use his blanket or toy to feel safe and secure especially when you are unable to provide comfort

**Play**

If you...
- Use daily routines like feeding and bathing as a time to play; add tickles, peek-a-boo or finger plays
- Recognize baby’s reluctance to play with strangers and not force him to do what doesn’t want to do

If your baby will...
- Feel loved because you are responding to him
- Squeal some more to engage you in a conversation
- Feel reassured about what to expect at these times
- Respond to your emotions
- Seek your attention more
- Learn that you recognize and respect her feelings

**Teach**

If you...
- When you have to go out, leave your baby with the same person
- Create a routine for times when you have to be away from your baby

If your baby will...
- Learn that others he is familiar with can also comfort him
- Look to the people he knows for support and comfort
**Ages and Stages - Birth to 6 months**

**LANGUAGE SKILLS – 6 Months**

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Makes some vowel-consonant sounds using such consonants as f, v, th, s, sh, sz, m and n</td>
<td>• Waves in response to “bye-bye”</td>
</tr>
<tr>
<td>• Has a ‘conversation’ by babbling with family members</td>
<td>• Listens to own voice sounds and those of others</td>
</tr>
<tr>
<td>• Begins to understand some words by tone of voice, intonations and a look on your face</td>
<td></td>
</tr>
<tr>
<td>• Turns when he hears his name to show understanding</td>
<td></td>
</tr>
</tbody>
</table>

**Comfort**

If you...                                 Your baby will...

• Encourage your baby to repeat an action by laughing and clapping             • Love the sense of approval and will repeat an action that pleases you

**Play**

If you...                                 Your baby will...

• Babble with baby! When he “talks” to you, answer with what you think he may be saying. • Start to learn that the noises he makes have meaning.

**Teach**

If you...                                 Your baby will...

• Use words that incorporate the sounds that your baby can make.               • Start to learn that different sounds can go together to make other sounds.

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.
**INTELLECTUAL SKILLS – 6 Months**

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Looks at and studies things for a long time; turns objects upside down to get another view of them (example, lifts cup by handles)</td>
<td>• Enjoys peek-a-boo more as she understands things are still there when they are out of sight</td>
</tr>
<tr>
<td>• Looks for family members or pet when the name is called.</td>
<td>• Realizes he can move things, e.g., slides toy or object across surface</td>
</tr>
<tr>
<td>• Picks things up, shakes them, listens to sounds they make when dropped; senses the relationship between her hands and objects</td>
<td>• Demonstrates early problem solving, e.g., holds one block, reaches for a second; looks at third block trying to figure out how to grab it</td>
</tr>
<tr>
<td>• Follows path of fast moving object with eyes</td>
<td>• Rotates objects to find their functional side</td>
</tr>
</tbody>
</table>

**Comfort**

<table>
<thead>
<tr>
<th>If you…</th>
<th>Your baby will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide a variety of containers for your baby during bath time</td>
<td>• Obtain sensory pleasure and relaxation from water play while practicing motor control and problem solving</td>
</tr>
</tbody>
</table>

**Play**

<table>
<thead>
<tr>
<th>If you…</th>
<th>Your baby will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Show your baby a favourite toy and partially hide it under a scarf</td>
<td>• Discover how objects disappear and reappear</td>
</tr>
<tr>
<td>• Completely hide an object under a container while your baby is watching</td>
<td>• Practice searching for hidden objects</td>
</tr>
</tbody>
</table>

**Teach**

<table>
<thead>
<tr>
<th>If you…</th>
<th>Your baby will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give your baby cause and effect toys; choose toys that make noise or change when squeezed, shaken or rolled</td>
<td>• Learn that she can make things happen</td>
</tr>
<tr>
<td>• Give your baby balls to roll and blocks to stack and knock over</td>
<td>• See and hear the results of her actions</td>
</tr>
<tr>
<td></td>
<td>• Explore how objects move in space</td>
</tr>
<tr>
<td></td>
<td>• Learn that he can make things happen, for example, when he knocks over a tower of blocks it makes a noise</td>
</tr>
</tbody>
</table>
Ages and Stages - Birth to 6 months

GROSS MOTOR – 6 Months

Typical Skills

• Rolls from back to stomach, stomach to back
• Sits by himself with support either leaning forward on arms or propped up against a pillow; sits well in a chair
• Pulls himself up from lying on his back when you grasp his hands
• Bears large amount of weight on legs and bounces when held in standing position
• On tummy, lifts and extends legs high; may get up on hands and knees in crouched position, to move forward or backward or rock back and forth

Emerging Skills

• Uses protective extension, i.e., arms extended out front or to the side
• Holds weight on one hand when on stomach
• Goes from sitting to lying on tummy
• Creeps forward on tummy

Comfort

If you…

• Give your baby lots of praise for each effort to roll over or get onto her knees
• Lie on your back with baby next to you in the same position; reach over and holding your baby’s hand, gently encourage her to roll over; imitate the action yourself and praise her efforts

Your baby will…

• Feel good about your positive reaction and try to do it again
• Feel safe and secure in attempting to roll over by herself

Play

If you…

• Sit your baby on the floor propped by pillows
• Prop your baby in a sitting position; face your baby and sing simple songs like “Row, row, row your boat”

Your baby will…

• Begin to see the world from a different view
• Begin to feel confident about sitting with you so close by

Teach

If you…

• Lay your baby on a soft area on the floor encouraging him to roll over by placing a favourite toy nearby
• Play “This Piggy Went to Market” on each foot with exaggerated facial expressions

Your baby will…

• Begin to see that he can move in new and exciting ways
• Enjoy the physical sensation of toes being wiggled and anticipate the tickling at the end
### Fine Motor - 6 Months

#### Typical Skills
- Reaches for objects with one hand; picks things up with a raking motion; still usually holds things in the palm of her hand (example, holds a block skilfully)
- Uses hands to grasp, bang and splash, for example, hold bottle, bang spoon on table
- Rotates wrist to turn objects as way of exploring
- Puts hand on breast or bottle while drinking and may pat gently; pats and pulls at hair, glasses and face
- Follows a moving object with her eyes
- Transfer objects from one hand to the other while still bringing hands or toy to mouth

#### Emerging Skills
- Drinks from a sippy cup with help
- Attempts to feed self

---

#### Comfort
**If you...**
- Offer different kinds of water toys your child can reach for, handle and put in his mouth

**Your baby will...**
- Enjoy practicing eye-hand coordination skills while splashing in the tub

#### Play
**If you...**
- Fill a large plastic container with household objects (not small enough to fit into baby’s mouth); show her how to take things out and put them back in

**Your baby will...**
- Learn how to grasp an item and move it in space

#### Teach
**If you...**
- During meal times let your baby hold an use a sippy cup or utensil
- Suspend a large nerf ball in a mesh bag within reaching distance and show your baby how to hit the ball with either hands or feet

**Your baby will...**
- Learn that he can do things just like you
- Develop the grasp needed to hold smaller objects such as spoons
- Learn to make objects move by using either her hands or feet

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.
Infancy is a very exciting time. You and your baby are discovering each other and your baby is discovering the world. She’s learning and doing more and more, but she still depends on you for everything. As you spend time with her, you will come to know her likes and dislikes, her style of learning and her personality. In short, you’ll discover a whole new person.

By the end of the first year your baby will be an active learner, increasingly using her gross and fine motor skills. As her coordination improves, her curiosity will prompt her to find out what different objects can do, and what she can make them do. Although she shows signs of independence, such as trying to feed herself, the security of your presence is still vital to help her discover her world with confidence. She learns by doing things over and over and likes it when you repeat familiar songs, finger plays, stories and games. She will also respond to her name by turning and looking when you call, and will babble sounds that are her words for certain things.

The last part of infancy is a time when great strides are made in motor skills like walking, climbing, stooping, even dancing. Her dexterity is amazing. She’ll stack a few blocks, play with shape-form puzzles, and even scribble with a large crayon. She is truly becoming a social creature and loves to be the centre of attention. And though she enjoys being with other children, she is not ready to share or play with them. This is also the time your child will start putting sounds together to make words, point with her index finger to let you know what she wants and begin to respond to simple requests such as “Come” or “Go get…” . She is ready to move to the next stage - toddlerhood.

Your Baby at 7 to 9 Months
The second half of the first year shows some remarkable new abilities. At this stage you will notice your baby will begin to:
- Move either by crawling, bum shuffling, or pivoting on the tummy
- Use her first and second fingers with her thumb – even feed herself a cracker.
- Copy actions he sees others do, such as waving bye-bye
- Clearly attach herself to familiar caregivers and want to stay close
- Show intention when exploring objects to understand what they do or sounds they make

Your Baby at 10 to 12 Months
The last months of your baby’s first year are a time full of wonderful new accomplishments. Now your baby will start to:
- Walk while holding onto furniture.
- Pinch fingers neatly to pick up the smallest items.
- Repeat sounds or gestures if laughed at.
- Display affection with hugs, kisses and pats.
- Understand simple sentences and requests like ‘Where’s your shoe?’
Your Child between 13 to 18 Months
Your baby’s second year of life brings new skills for a different perspective on the world around her. At this stage your baby will begin to:

- Push and pull toys while walking.
- Turn pages of a book.
- Show a sense of humour.
- Identify herself in the mirror or photograph.
- Realize that things are still there, even when they are out of sight.

Ages & Stages:
Six Areas of Child Development

1. **Social Development** means being able to make friends and get along with others, work as part of a team and be a good leader. These skills are all built on self-confidence, cooperation and trust.

2. **Emotional Development** means the development of a full range of emotions from sad to happy to angry, and learning to deal with them appropriately. This helps build self-esteem and leads to such deeper qualities as sympathy, caring, resiliency, assertiveness and empathy and the ability to rise to life’s challenges.

3. **Language Development** is the ability to understand and express verbal and non-verbal communication. This is followed by the capacity to use words and sentences in correct grammatical structure in order to communicate wishes, ideas, information and needs.

4. **Intellectual Development** means being able to think creatively and abstractly, to pay attention, solve problems and develop keen judgement along with a lifelong readiness to learn.

5. **Gross Motor Development** allows a child to gain balance and bring large muscles under control in order to master physical activities such as sitting, crawling, walking, running, climbing, jumping and generally enjoy all that his body allows him to do.

6. **Fine Motor Development** means mastering precise and accurate small muscle movements of the fingers and hands in order to reach, grasp and manipulate small objects.
### Ages and Stages - 7 - 18 Months

#### SOCIAL SKILLS – 7 – 9 Months

**Typical Skills**
- Plays social games such as peek-a-boo, pat-a-cake, so-big, bye-bye and ball games
- Holds hands over eyes, trying to get someone to play peek-a-boo
- Shows desire to be included in social interaction by showing off to adults; performs for home audience and repeats act if applauded
- Resists pressure to do something he doesn’t want to do, for example, no longer automatically accepts feeding and will push spoon away
- Copies actions he sees others do
- Intentionally points to things he wants
- Shouts for attention; breaks into the conversation with his voice signalling emphasis and emotion

**Emerging Skills**
- Demonstrates sense of control of his environment, e.g., extends toy to show you, but won’t give it to you
- Learns to protect self and possessions
- Tests parental reactions during feeding and bedtime
- Able to concentrate other people’s actions, e.g., likes to watch people scribbling on paper
- Shows persistence and may refuse to allow himself to be distracted

<table>
<thead>
<tr>
<th><strong>Comfort</strong></th>
<th><strong>Your baby will...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you...</td>
<td></td>
</tr>
<tr>
<td>Sing a song about looking for your baby, for example, “Where is Marco, where is Marco, where are you? There you are, there you are and how do you do?”</td>
<td>Begin to develop a sense of himself separate from you</td>
</tr>
<tr>
<td>Use a soothing voice and a hug and explain how to take turns if your baby gets upset playing with others</td>
<td>Feel secure knowing that this hide-and-seek game always ends with you being reunited</td>
</tr>
<tr>
<td></td>
<td>Be reassured that you are there to help with his emotions when others are around</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Play</strong></th>
<th><strong>Your baby will...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you...</td>
<td></td>
</tr>
<tr>
<td>Play time for your baby to be with other babies</td>
<td>Enjoy spending time with other babies</td>
</tr>
<tr>
<td>Follow your baby’s lead instead of always deciding what game to play</td>
<td>Try to communicate to them using sounds or gestures</td>
</tr>
<tr>
<td></td>
<td>Enjoy the sense that she has control over her actions and wishes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teach</strong></th>
<th><strong>Your baby will...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you...</td>
<td></td>
</tr>
<tr>
<td>Go slowly with your baby; don’t force him to go to someone she doesn’t know or isn’t sure of</td>
<td>Understand he can warm up to a stranger and approach others on his terms, e.g., he may bring out lots of toys so the attention is on the other person and not on him</td>
</tr>
<tr>
<td>Play, and invite others to play, peek-a-boo with your baby</td>
<td>Understand that you and others are still there even when you can’t be seen</td>
</tr>
</tbody>
</table>
EMOTIONAL SKILLS – 7 – 9 Months

Typical Skills

- Feels strongly about what she does or does not want to do
- Laughs because she has discovered she can laugh whenever she wants
- Looks worried when she hears a loud noise, such as a balloon popping or the vacuum running or when someone speaks in a very stern voice
- Displays fear of separation, i.e., is clearly attached to familiar caregivers, follows and wants to stay close to them
- Expresses fright, i.e., is frightened by new experiences, new people and will fuss or cry if you look or behave differently

Emerging Skills

- Shows clear like or dislike for certain people, objects or places
- May be more sensitive to other children and will cry if they cry
- Begins to evaluate people’s moods and motives

Comfort

If you...

- Watch to see what behaviour helps your baby soothe himself, and encourage it
- Make sure you or someone familiar always responds to your baby’s “calls” for help and attention

Your baby will...

- Realize what comforts him
- Learn to cope with his emotions in his own way, for example, using a special blanket or toy to feel safe and secure if you are unable to provide comfort
- Learn that she can depend on you
- Learn that others can provide emotional support too

Play

If you...

- Play some exciting, physical games that energize your baby, without making him anxious
- Play one-to-one games like showing baby his eyes, nose and mouth in a mirror

Your baby will...

- Learn how to become excited, and to calm down again
- Trust that you and others won’t push him beyond his limits
- Enjoy spending time with you
- Show his feelings by making faces and body movements

Teach

If you...

- Tell your baby about the routine, for example, "I need to change your diaper; let’s take a toy for you to play with while we do this"
- Create routines for all regular activities, like changing, bedtime, feeding or playtime

Your baby will...

- Feel safe, secure and respected as an individual
- Begin to learn what’s happening next; this helps control her emotional reactions
**Typical Skills**

- Says several sounds like ma, mu, da, di, and ba all in one breath as well as multi-syllabic babbling, e.g., da-da-da or ga-ga-ga
- Recognizes some words; shows excitement when she hears “bottle” or some other familiar word; looks toward mommy when asked, “Where’s Mommy?”
- Can do simple things when asked, for example, “Show me the ball” or “Wave bye-bye”
- Turns to listen when she hears familiar sounds like the telephone or her name
- Uses special words meaningfully, example, dada and mama as specific names

**Emerging Skills**

- Shows understanding of words through appropriate behaviour or gesture
- Labels an object in imitation of its sound, example, train – choo-choo or dog -‘woof
- Has adult intonation when babbling
- Listens selectively to familiar words and begins to recognize some
- Knows what ‘no-no’ means

### Comfort

**If you...**

- Copy your baby’s actions, e.g., clap if he claps

**Your baby will...**

- Feel his actions are important
- Want to try other actions to get you to do the same thing
- Start to take turns

### Play

**If you...**

- Use baby’s name in familiar songs for example, “Farmer Brown” becomes “Farmer Shiv”

**Your baby will...**

- Recognize her name and feel pleasure hearing it in a song
- Try to imitate you singing the song
- Practice using her name

### Teach

**If you...**

- Respond to your baby’s babbling sounds by making the same kinds of noises

**Your baby will...**

- Know that you are interested in what he says
- Feel encouraged to babble on
INTELLECTUAL SKILLS – 7 – 9 Months

**Typical Skills**

- Recognizes size of objects by reaching for small object with finger and thumb and large object with both hands
- Distinguishes near and far objects and space
- When exploring objects, demonstrates understanding of what they do or what sounds they make, e.g., she bangs a block on the floor, shakes a noise maker harder, purposefully pushes buttons on toy, or hits a rubber toy to make it squeak
- Searches for an object when it is taken away but only in the place where it first appeared
- Continues to experiment with things she can do with one side of her body, then the other
- Understands meaning of ‘in’ and ‘out’, demonstrated by dropping several large beads in a cup or bowl, dumping them out, and repeating the game over and over

**Emerging Skills**

- Shows problem solving by using another object to get the one she wants, e.g., pulling a string horizontally to pull toy closer or holds onto two objects and reaches for a third
- Realizes size differences between objects
- Begins experimenting with familiar behaviours, e.g., imitating people when they're out of sight and earshot; will imitate a new gesture
- Starts to combine known bits of behaviour in new ways
- May associate picture of baby with herself, and make a sound of recognition

**Comfort**

If you...

- Help him calm down when he is upset

Your baby will...

- Be better able to soothe and calm himself over time

**Play**

If you...

- Play a game in which you and your baby copy each other’s simple actions like clapping, shaking a toy, or blowing a kiss

Your baby will...

- Learn how to watch and copy an action
- Learn that she can make an adult follow her lead

**Teach**

If you...

- Give your baby different objects to play with in the bath, e.g., different sized containers

Your baby will...

- Enjoy the relaxing feel of the water while learning about volume, quantity and other mathematical concepts
**GROSS MOTOR – 7 - 9 Months**

**Typical Skills**

- Balances himself while sitting; sits alone steadily for longer periods without holding on; sits and bounces on his buttocks
- Pushes up on hands and knees and rocks back and forth; sits up by pushing up from crawl position with arms at side
- Crawls with an object in one or both hands; may also move by “bum” shuffling or turning in circles on stomach
- Helps out when you pull him to stand; sometimes pulls himself up using furniture; stands firmly on his legs when held in standing position

**Emerging Skills**

- Makes stepping movements
- Stands holding on to your hands; held standing, puts one foot in front of the other
- Uses protective extension of arms to keep from falling backwards
- Lowers himself to sitting from standing, holding on to supports
- Crawls up stairs
- Takes side step holding on to furniture (called cruising)

**Comfort**

**If you...**

- Play on the floor and put some distance between you and your baby; encourage her to move toward you
- Holding your baby’s hands, go for a walk

**Your baby will...**

- Start to explore her environment more actively
- Know that she can reach you even when there is some space between you

**Play**

**If you...**

- Get down to his level and play hide-and-seek in a safe, small area of the house
- Put objects a bit out of reach but don’t frustrate him

**Your baby will...**

- Gain confidence in her legs and know she is safe trying something new because you’re right there
- Begin to feel more independent while feeling loved, safe and secure as he always finds you
- Be encouraged to exert new independence and reward herself by getting object without help

**Teach**

**If you...**

- Sit your baby on the floor near steady, firm furniture so she can pull herself up onto her feet (make sure corners of furniture are protected)
- Safely support your baby under the arms to help her to climb up a few steps

**Your baby will...**

- Learn to pull herself up to standing position
- Learn to use her body in a new way
- Know she is safe because you are right there

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
**Typical Skills**

- Grasp is more refined; progresses from holding things in palm to using thumb, first and second fingers
- Rakes at tiny objects and picks up shoe laces, cereal or crumbs with thumb and forefinger
- Drops objects unintentionally and then looks for them
- Feeds self some finger foods such as a cookie or cracker
- Picks up, holds and manipulates an object, in each hand simultaneously; bangs objects together at centre of his body
- Explores objects by grabbing, shaking, sliding and banging

**Emerging Skills**

- Removes pegs from pegboard
- Is able to throw objects
- Builds tower of two blocks
- With index finger, pokes fingers into holes or anything that looks interesting
- Takes objects out of container purposefully
- Releases objects voluntarily

---

**Comfort**

**If you...**

- Provide finger foods for snacks and meals
- Roll the ball back and forth on the floor with your baby in sitting position

**Your baby will...**

- Begin to feel independent as he starts to feed himself
- Learn how two people can enjoy a turn-taking game

**Play**

**If you...**

- Create noise makers using plastic bottles that your baby can grasp and shake (see Activity Centre)
- Use finger plays with your baby such as the “Finger Family” (see Activity Centre, songs)

**Your baby will...**

- Learn that her actions cause things to happen
- Learn to control finger movements

**Teach**

**If you...**

- Give your child a container and objects to pick up and place into the container
- Give your child blocks to stack up and knock over

**Your baby will...**

- Further develop his ability to grasp and release objects
- Explore how objects can be moved in space
- Experience the effects on her motor skills
### Ages and Stages - 7 - 18 Months

#### Typical Skills
- Knows when parent approves or disapproves of behaviour
- Tries to help when being dressed, for example, by putting arms out for sleeves or feet for shoes
- Loves to shake head and say ‘no’ even when he means ‘yes’
- Imitates adult movements and movements and play of other children
- Repeats sounds or gestures if laughed at
- Distinguishes self from others

#### Emerging Skills
- “Dances” to music
- Shows familiarity with rituals and routines of the day; knows what comes next
- Experiments with ways to get attention; enjoys being centre of attention
- Responds to requests, e.g., generally gives up toys on request

### SOCIAL SKILLS – 10 - 12 Months

#### Comfort
**If you...**
- Describe feelings; put words to your baby’s expressions, for example, when your baby is crying, say “Ling is feeling sad,” and respond appropriately
- Create a routine for daily events and talk about it before it starts and as it is happening, example, “It will be bath time soon,” then let him help to get things ready

**Your baby will...**
- Feel you are responding to his feelings
- Begin to recognize some of the words used to describe feelings
- Feel comforted by your response
- Feel safe and secure because he knows what happening next

#### Play
**If you...**
- Look at family photos and talk about what the people in the pictures are doing
- Provide a safe place where your baby can crawl and explore

**Your baby will...**
- Start to put names with people’s faces
- Try to say some of the names
- Communicate his interest in objects around him by gazing, reaching or pointing

#### Teach
**If you...**
- Talk to your baby about upcoming events, for example, mommy’s or daddy’s return to work from parental leave

**Your baby will...**
- Learn about what is happening and how that affects her
Ages and Stages - 7 - 18 Months

**Typical Skills**

- Is able to seek comfort when upset, i.e., reaches up to be held
- Expresses many emotions and recognizes them in others, e.g., sad, happy, mad, scared, hurt, discomfort
- Feels guilty when he does something wrong
- Will communicate his need to be in constant sight and hearing of an adult
- Displays affection in hugs, kisses, pats and smiles

**Emerging Skills**

- Negativism increases; refuses eating a meal, new foods; resists napping; may have tantrums
- Displays independent behaviour; resists adult control
- Communicates specific preferences for certain people and toys, e.g., crying, laughing
- Able to communicate discomfort when fearful or stressed; may express new fears and insecurity with situations he was fine with before

**Comfort**

**If you...**
- Turn everyday routines into playful moments by adding tickles, giggles and fun interactions
- Ask your baby for hugs and kisses

**Your baby will...**
- Feel loved
- Look forward to daily routines because she enjoys fun times with you
- Feel very loved
- Be encouraged to respond to happy actions

**Play**

**If you...**
- Provide opportunities to play with other babies

**Your baby will...**
- Enjoy the company of other babies
- Try out ways to communicate and engage with other babies

**Teach**

**If you...**
- Look at magazines or books with pictures of people expressing different emotions; talk about how that person is feeling; be sure to use common emotions such as happy, sad and mad

**Your baby will...**
- Begin to label emotions
- Enjoy looking at books

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
Typical Skills

- Understands simple sentences, questions and requests, for example, ‘Give the book to me,’ ‘Find your ball’, ‘Where’s your shoe?’
- Learns words and appropriate gestures like saying ‘no’ and shaking his head, saying ‘bye-bye’ and waving, also exclamations such as ‘oh-oh!’
- Starts to anticipate when a surprise happens in a song
- Take turns making sounds with you

Emerging Skills

- Responds to simple verbal requests
- Uses expressive vocabulary, 2-8 words, like ‘no’, ‘baby’, ‘bye-bye’, ‘hi’ and words that imitate sounds of objects, i.e., bow wow
- Uses a single word to express a whole thought
- May not talk as much while mastering walking

Comfort

If you...

- Sing familiar songs as often as possible

Your baby will...

- Attempt to imitate the words or actions

Play

If you...

- Encourage your baby to make music and dance with shakers, pots and pans

Your baby will...

- Love making noise, hearing rhythm and moving her body in time to music

Teach

If you...

- Label everything in your baby’s world

Your baby will...

- Learn the names of common objects
Ages and Stages - 7 - 18 Months

INTELLECTUAL SKILLS – 10 - 12 Months

**Typical Skills**

- Searches for object if he knows it is hidden, e.g., lifts inverted cup, looks in box for toy or unwraps toy
- Tries out new actions for same goal; modifies old ones through trial and error
- Associates actions and sounds with things for example, meows for kitten, points up when he sees a bird
- Is aware of his own actions and some of their implications; compares same action done with both sides of his body
- Develops stronger memory skills

**Emerging Skills**

- Enjoys looking at pictures in books
- Points to correct parts of the body when asked where they are
- Knows that smaller objects fit in larger ones
- Searches for hidden object, whether he remembers it was hidden or he hasn’t seen it hidden
- Able to match shapes, e.g., places a cylindrical object in a matching hole in a container
- Repeats an action that gets a reaction, such as knocking over blocks

**Comfort**

**If you...**

- Use encouraging words such as “good for you”

**Your baby will...**

- Develop feelings of self-confidence, independence and a sense of power and satisfaction

**Play**

**If you...**

- Play a game in which you and your baby take turns doing simple actions, e.g., clapping, blowing a kiss

**Your baby will...**

- Learn to watch and copy an action
- Learn that she can make an adult follow her lead

**Teach**

**If you...**

- Provide a variety of interesting objects and boxes or containers for baby to explore, e.g., cereal boxes, yogurt containers, sponges, etc.
- Attach a toy by an elastic to your baby’s highchair

**Your baby will...**

- Explore the objects and begin to have an understanding of functions and dimensions (size and shape)
- Begin to look for the object when he throws it off the tray; learn he can get it back by pulling on the string

Visit www.IMHPromotion.ca for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
**GROSS MOTOR – 10 - 12 Months**

**Typical Skills**

- Turns in a circle when sitting – twists to pick up objects
- Stands by flexing knees, pushing off from squat
- Walks while holding on to furniture
- Walks when you hold both hands
- Crawls up stairs
- Crawls on the floor expertly

**Emerging Skills**

- Walks with one hand held
- Squats down, stoops, bends over, then gets up
- Crawls up and down stairs
- Walks alone 2 or 3 steps
- Plops down when moves from standing to sitting position

**Comfort**

If you...

- Provide lots of encouragement when baby tries to stand holding onto furniture
- Go for walks in the park or yard and give your baby the chance to practice walking with your support

Your baby will...

- Be motivated to keep on trying
- Feel more confident about taking steps and feel secure with this new way of moving

**Play**

If you...

- Roll a ball back and forth between you and your baby
- While playing on the floor, place some of his favourite toys around him far enough away so he has to reach to get them; praise him when he is successful

Your baby will...

- Learn to coordinate eye and hand movements for bigger actions such as pushing, pulling, throwing
- Learn to move confidently in different directions from the sitting position while reaching for objects of interest

**Teach**

If you...

- Supporting your baby from behind or by holding her hand, practice going up a few steps
- Once your baby can pull himself up holding onto furniture, encourage him to hold on with one hand; urge him to let go once he’s comfortable; position yourself close by in case he falls

Your baby will...

- Learn to crawl up steps with a sense of security knowing you are there if she falls
- Feel your physical and emotional support as he practices standing freely and learns that if he falls he can get right back up
Typical Skills
- Uses neat pincer grasp (tips of index finger and thumb) to pick up small items
- Puts objects in and takes them out of container
- Points, pokes, touches and pries with extended index finger
- Places one block on top of another without balancing
- Voluntarily releases objects to another person on request
- Holds spoon but needs help with its use

Emerging Skills
- Uses both hands freely – may show preference for one
- Pulls off socks, hats
- Holds crayons, makes marks
- Builds tower using two cubes
- Points with index finger
- Feeds self with spoon and drinks from a cup

Comfort

If you...
Place finger foods on your baby’s plate or tray and show her how to pick them up
In a safe place on the floor, use soft building blocks to make a tower; show her how to pick up one block and place it on top of another

Your baby will...
Feel more confident and encouraged to use her fingers to pick up the food
Learn about what is involved in stacking objects
Feel confident about how to pick up and let go of objects

Play

If you...
Create a safe space in the kitchen with lots of different sized plastic containers and bowls
Together with your baby, sing songs and fingerplay that encourage him to move his fingers

Your baby will...
Enjoy putting things inside of one another and seeing how they fit
Learn to move his fingers with greater control
Feel loved and secured playing with you

Teach

If you...
Introduce your baby to cause and effect toys that require her to do something to hear noise or see action

Your baby will...
Learn that she can control things in her environment
Typical Skills

• Begins to show sense of humour
• Plays best on her own; doesn’t want to share toys, shouting, “Mine, mine” or fights with another child over who gets to use a specific toy
• Enjoys imitating adult task, example, dusting, sweeping floors, setting the table, raking lawn, etc.
• Strongly resists limits you set
• Looks at you when you are talking or playing together

Emerging Skills

• May be able to cooperate at times but may not respond quickly or will do the opposite of the request
• Plays alongside and parallel to another child
• Tries to dress/undress himself, e.g., pull up pants, undo Velcro shoe fasteners

Comfort

If you… Your baby will…

• Have good-bye routines when you and family members leave each other
• Give your child the opportunity to partake in some daily chores, e.g. emptying the laundry basket, putting food in cupboards
• Be comforted by these routines which mean that people always come back
• Enjoy imitating an adult task while feeling a sense of independence

Play

If you… Your baby will…

• Provide regular opportunities for your child to play with other children her age
• Introduce make-believe toys such as dolls with accompanying props, e.g., small bottle, blanket, cradle or stroller
• Begin to learn the give and take that comes with being in a social group
• Enjoy recreating familiar actions she has experienced herself

Teach

If you… Your baby will…

• Share a toy with your child, taking turns with it
• Use “Yes” and “No” to clearly set limits and explain why; always respond warmly
• Begin to learn what’s expected when he plays with others
• Begin to understand what actions are acceptable or not acceptable
**Ages and Stages - 7 - 18 Months**

**EMOTIONAL SKILLS – 13 - 18 Months**

**Typical Skills**
- Is more confident, exploring and trying new things, taking risks when a trusted adult is present or has provided reassurance
- Shows particular interest in a music tape, special picture books or fish in a tank
- Identifies self in mirror or photograph; becomes more of an individual
- Hugs and kisses parents and other very familiar people and pets
- Enjoys being the centre of attention

**Emerging Skills**
- Shows jealousy when attention is given to other family members
- Shows frustration easily
- Displays a sense of ownership over toys and people

**Comfort**

**If you...**
- Encourage your child to safely explore his surroundings, e.g., cupboards
- Give your child many opportunities to feel successful, e.g., play a game that he has initiated or allow him to take off his shoes

**Your baby will...**
- Explore his environment in a self-directed way
- Develop a sense of competence and feeling that he can influence others

**Play**

**If you...**
- Use stories, songs or toys (teddies) to explore feelings
- Provide opportunities for your child to play on her own

**Your baby will...**
- Express emotion in response to what she sees or hears
- Learn to be self-reliant for small periods of time

**Teach**

**If you...**
- Teach your child simple words to express his feelings, e.g., “I’m sad, I’m tired”
- Inform him when a routine will be different and what will be happening

**Your baby will...**
- Learn to connect words to how he feels
- Become better prepared to deal with any changes and lessen his anxiety

Visit www.IMHPromotion.ca for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
**Typical Skills**

- Points to show you something
- Understands far more words than can speak, e.g., can point to at least 3 different body parts when asked, “Where’s your mouth?”
- Uses “no” correctly, often with a shake of the head
- Uses 5 or more words to express needs, desires or expressions such as “all gone”
- Tries to sing songs

**Emerging Skills**

- Names pictures in a book
- Imitates animal sounds
- Uses own name to refer to self
- Follows simple directions without gestures, e.g., “Come, show me, go get, etc.”

<table>
<thead>
<tr>
<th><strong>Comfort</strong></th>
<th><strong>Play</strong></th>
<th><strong>Teach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you...</td>
<td>If you...</td>
<td>If you...</td>
</tr>
<tr>
<td>Your baby will...</td>
<td>Your baby will...</td>
<td>Your baby will...</td>
</tr>
</tbody>
</table>

- **Comfort**
  - Use your child’s relaxed bath time to name parts of her body
- **Play**
  - When dressing your child, hold up his socks and say, “Socks go on your feet. Show me your feet.” Repeat using other clothes and body parts
- **Teach**
  - Count things together in books and find the same objects in your home
  - Match real objects with those that she sees as two-dimensional in print

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.
Ages and Stages - 7 - 18 Months

INTELLECTUAL SKILLS – 13 - 18 Months

**Typical Skills**

- Realizes things exist when they are out of sight
- Shows understanding of some colours and shapes, e.g., matches circles and squares on a form board
- Identifies pictures when requested, e.g., “Show me” or “Where’s the ____?”
- Gains new understanding of the world around him while exploring the environment by looking for something to fit in holes; mix, fill, pile and dump sand at the sand table; stack, knock over or restack a set of boxes, blocks.
- Shows increased memory skills

**Emerging Skills**

- Groups similar things, such as socks, shoes
- Engages in imaginative play during daily routines such as feeding, putting to bed or bathing dolls
- Uses playdough and paints

### Comfort

**If you...**
- Read board books and look at pictures with your child

**Your baby will...**
- Learn to point to different parts of the body by name

### Play

**If you...**
- Watch your child’s cues to learn the things he likes to play with

**Your baby will...**
- Take the lead in playing or doing things she enjoys

### Teach

**If you...**
- Offer a toy with wheels that can be pulled by a string; encourage her to watch what happens when she pulls the string

**Your baby will...**
- Begin to understand cause and effect

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
### Ages and Stages - 7 - 18 Months

#### FINE MOTOR – 13 - 18 Months

<table>
<thead>
<tr>
<th><strong>Typical Skills</strong></th>
<th><strong>Emerging Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Releases object to other person on request or gesture</td>
<td>Feeds self with spoon and fork</td>
</tr>
<tr>
<td>Picks up and eats finger foods, e.g., raisin, cheerio, cracker, etc.</td>
<td>Throws ball forward</td>
</tr>
<tr>
<td>Turns container upside down to get an item out</td>
<td>Begins to unlatch, unscrew, open and take apart</td>
</tr>
<tr>
<td>Puts pegs into a pegboard</td>
<td>Squeezes, pokes, and pats playdough</td>
</tr>
<tr>
<td>Turns pages of a book</td>
<td>Copies simple lines drawn on paper</td>
</tr>
<tr>
<td>Stacks three or more blocks</td>
<td></td>
</tr>
<tr>
<td>Scribbles with a big crayon</td>
<td></td>
</tr>
</tbody>
</table>

#### Comfort

**If you...**
- Give your child the opportunity to feed himself finger foods at meal times
- Spend time reading picture books with your child

**Your baby will...**
- Practice independent, self-help skills and be proud of newly emerging abilities
- Use small muscles in his fingers to turn the pages and set the pace of your time together

#### Play

**If you...**
- Offer your child plastic bowls she can either stack or put one inside the other
- Provide big crayons and lots of paper

**Your baby will...**
- Practice independent, self-help skills and be proud of newly emerging abilities
- Use small muscles in his fingers to turn the pages and set the pace of your time together

#### Teach

**If you...**
- Provide pots and lids to encourage finding matching sets
- Help your child to solve a simple jigsaw puzzle with one or two large pieces

**Your baby will...**
- Enjoy making noise with the pots and lids while beginning to appreciate different sizes of objects
- Explore how things fit together using his new fine motor abilities
### Ages and Stages - 7 - 18 Months

**GROSS MOTOR – 13-18 Months**

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walks alone</td>
<td>Walks down stairs holding rail – both feet on step</td>
</tr>
<tr>
<td>Crawls or walks upstairs one step at a time holding onto banister or hand</td>
<td>Tries to kick a ball</td>
</tr>
<tr>
<td>Pushes and pulls toys while walking</td>
<td>Likes to ride toys</td>
</tr>
<tr>
<td>Squats to pick up toy without falling</td>
<td>Likes to run, but falls and bumps into things</td>
</tr>
<tr>
<td>Climbs on things by himself, for example, chairs, sofas, tables or out of cribs, high chairs, strollers</td>
<td>Walks backward</td>
</tr>
</tbody>
</table>

---

### Comfort

If you...  
Stay close and supervise your child in the park  
Safety proof the house  

Your baby will...  
Feel safe while exploring and testing out new motor skills  
Feel confident playing and exploring at home

### Play

If you...  
Take your child to the park or playground often  
Play favourite music/songs and encourage her to move to the music  

Your baby will...  
Take every opportunity to practice walking, climbing, jumping and running skills  
Have fun swaying legs, body, arms and head to different rhythms

### Teach

If you...  
Arrange an obstacle course in a room so she can crawl through a box, under a chair, over a big pillow, etc.  
Offer your child balls of different sizes  

Your baby will...  
Learn how to move her body through space  
Feel the difference in weight; learn how to hold each one (one hand or two), to throw or roll the balls

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
The toddler stage is a hugely exciting time, as parents begin to get a real sense of their child’s personality, especially with their toddler learning to do so many things. Your child will try to be independent but will still be a bit scared of it all. At this stage, it’s common for him to cling to you one minute, afraid you will leave, and then want nothing to do with you the next. These sudden shifts of emotions, tantrums and bouts of helplessness are all part of his becoming his own person.

By 24 months, many toddlers play on their own, use their new motor skills to run, kick balls, jump and climb. They also can tackle fine motor tasks such as large puzzles, taking lids off jars, using a fork, pulling off shoes and socks and building bigger and better block towers. Language is exploding at this time, even though his favourite word is “No!” When he talks, you should be able to understand him about half the time. And more and more, he will express his feelings, interests and needs in words.

Your Toddler between 19 to 24 Months
Your toddler is entering a new and exciting stage of life. In this first stage, he will start to:

- Kick a ball.
- Take off shoes, socks and hats.
- Show ownership or possession of objects.
- Show fear, but is able to be settled down.
- Use two word sentences such as ‘More juice.’

Knowing your child’s typical skills and emerging skills can help you provide appropriate experiences to enhance her development. And Comfort, Play & Teach™ is just the place to start.

Remember, the developmental milestones we have outlined are only guidelines. Each child develops at their own pace, with some skills emerging early, and others appearing later. So delight in who your child is, and discover how you can have fun as you go through each stage of this amazing growth together.

If you have any concerns about your child’s development, consult your child’s physician.
1. **Social Development** means being able to make friends and get along with others, work as part of a team and be a good leader. These skills are all built on self-confidence, cooperation and trust.

2. **Emotional Development** means the development of a full range of emotions from sad to happy to angry, and learning to deal with them appropriately. This helps build self-esteem and leads to such deeper qualities as sympathy, caring, resiliency, assertiveness and empathy and the ability to rise to life’s challenges.

3. **Language Development** is the ability to understand and express verbal and non-verbal communication. This is followed by the capacity to use words and sentences in correct grammatical structure in order to communicate wishes, ideas, information and needs.

4. **Intellectual Development** means being able to think creatively and abstractly, to pay attention, solve problems and develop keen judgement along with a lifelong readiness to learn.

5. **Gross Motor Development** allows a child to gain balance and bring large muscles under control in order to master physical activities such as sitting, crawling, walking, running, climbing, jumping and generally enjoy all that his body allows him to do.

6. **Fine Motor Development** means mastering precise and accurate small muscle movements of the fingers and hands in order to reach, grasp and manipulate small objects.
Ages and Stages - 19 - 24 Months

SOCIAL SKILLS – 19-24 Months

**Typical Skills**

- Enjoys playing alone for a few minutes, e.g., building blocks, drawing, looking at books
- Shows ownership or possession of objects and cannot share easily
- Says ‘no’ and likes to do things without help
- Helps with simple household chores

**Emerging Skills**

- Distinguishes herself as a separate person, contrasts herself with others
- Begins to be toilet trained
- Puts on simple clothing without help

---

**Comfort**

**If you...**

- Use everyday routines (e.g., walks, meal times) as a time to talk about family and friends
- Follow your child’s lead rather than direct the play; suggest things, but let your child decide what she wants to do

**Your child will...**

- Learn the words to use when talking about feelings
- Feel comforted and supported to see there are ways to deal with her emotions

---

**Play**

**If you...**

- Look at photos of family events so your child can find himself and identify family members
- Set up a water play activity with another playmate; give them dolls, sponges, and towels

**Your child will...**

- Begin to associate certain emotions with behaviours
- Begin to see what can make others sad, happy, angry, etc.

---

**Teach**

**If you...**

- Prepare your child ahead of time for new social events, e.g., “At playgroup we will sing songs and listen to stories”
- Let your child help with chores, e.g., wiping spills, putting clothes in drawers

**Your child will...**

- Know he can rely on you to help him cope with his emotions
- Begin to develop some strategies to deal with his emotions

---

Visit www.IMHPromotion.ca for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
**Ages and Stages - 19 - 24 Months**

**EMOTIONAL SKILLS – 19-24 Months**

**Typical Skills**

- Beginning to develop a range of emotions; is subject to mood swings and tantrums; shows some aggressive tendencies, e.g., biting and hitting
- Shows concern for others
- Shows fears, but can be settled down
- Is pulled between the need to show independence and still being dependent for certain things
- Still cautious around unfamiliar adults i.e. allows self to be drawn into play with a new adult as long as a familiar person is nearby

**Emerging Skills**

- Uses words such as “NO” a lot
- Shares a piece of food
- Familiar with routines and the order of the day; is unhappy about any changes in routine and likes to do things the same way each day
- Develops a sense of comfort or fear with different experiences and objects, e.g., fear of the dark

### Comfort

**If you...**

- Recognize and name your child’s emotions, e.g., “Your crying tells me you are sad”
- Suggest ways to deal with her feelings, e.g., “When you feel angry, come and get a grown-up for help”

**Your child will...**

- Learn the words to use when talking about feelings
- Feel comforted and supported to see there are ways to deal with her emotions

### Play

**If you...**

- Sing songs that use emotion words, e.g., “If you’re happy and you know it, clap your hands”
- Read stories that explore different emotions and discuss them simply from the character’s perspective

**Your child will...**

- Begin to associate certain emotions with behaviours
- Begin to see what can make other sad, happy, angry, etc.

### Teach

**If you...**

- Notice when your child is frustrated and step in to help him deal with his emotions
- Offer your child different choices to help him cope with his feelings

**Your child will...**

- Know he can rely on you to help him cope with his emotions
- Begin to develop some strategies to deal with his emotions
**Typical Skills**

- Uses two word sentences, e.g., “more juice” or “want cookie”
- Asks for help using words or actions
- Jabbers in run-on flow of words while talking to stuffed animals or self
- Names some pictures in a book
- Imitates new words and phrases, e.g., “Go bye-bye” and “Mommy’s car”

**Emerging Skills**

- Sings simple songs with correct words and actions
- Is more articulate; many more words are understood by others outside the family
- Starts to use plurals
- Uses past tense
- Imitates spontaneously or requests new words

---

**Comfort**

- Read books to your child that reflect her reality, e.g., starting child care, going to the doctor, playing with another child
- Begin to recognize common events and situations in printed materials

**Play**

- Count fingers, toes, eyes, ears, mouth and nose during bath or play time
- Develop a strong sense of physical self, and learn numbers and words for body parts

**Teach**

- Point out familiar sounds when walking or playing outside, e.g., car horns, dogs barking or fire truck sirens
- Begin to distinguish different sounds and learn the names for them
### Ages and Stages - 19 - 24 Months

#### INTELLECTUAL SKILLS – 19-24 Months

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands how familiar objects are used, e.g., spoon for eating, cup for drinking, ball for throwing, hammer for banging, etc.</td>
<td>Explores one-to-one correspondence</td>
</tr>
<tr>
<td>Understands the passing of time and the meaning of “not now” and “when we go home”</td>
<td>Has a sense of more than one</td>
</tr>
<tr>
<td>Recognizes and names familiar people in photos</td>
<td>Has intense curiosity to investigate any new person, object or sound</td>
</tr>
<tr>
<td>Busy mastering existing skills which leads to the emergence of new ones</td>
<td>Understands two-part requests, e.g., “Go to the shelf and bring over the blocks”</td>
</tr>
<tr>
<td>Shows increased memory for details and routines, e.g., says “hot” when reaching for a coffee cup; holds up seat belt in car seat to indicate it needs to be secured; remembers where objects go</td>
<td></td>
</tr>
</tbody>
</table>

#### Comfort

<table>
<thead>
<tr>
<th>If you...</th>
<th>Your child will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow your child’s lead in play, allowing her to be the director of the activities</td>
<td>Begin to develop a sense of control about what she does and feel that you value her efforts</td>
</tr>
</tbody>
</table>

#### Play

<table>
<thead>
<tr>
<th>If you...</th>
<th>Your child will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count fingers, toes, eyes, ears, mouth and nose during bath or play time</td>
<td>Develop a strong sense of physical self</td>
</tr>
<tr>
<td>Provide different size containers for water and sand play</td>
<td>Explore relationships of size in objects as well as the concept of empty and full</td>
</tr>
</tbody>
</table>

#### Teach

<table>
<thead>
<tr>
<th>If you...</th>
<th>Your child will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer experiences that allow him to use his skills but challenge him a bit, e.g., if he can stack 3 blocks, add a fourth</td>
<td>Feel confident enough to try to overcome the challenge</td>
</tr>
</tbody>
</table>
**Ages and Stages - 19 - 24 Months**

**FINE MOTOR – 19-24 Months**

**Typical Skills**
- Takes lids off jars
- Fits cups and boxes inside each other (nesting)
- Takes off shoes, hat and socks
- Strings large beads, using one hand to slide the bead while the other hand holds the string
- Raises and drinks from a cup then replaces it on table

**Emerging Skills**
- Opens doors by turning knobs
- Imitates horizontal or circular strokes with a crayon
- Snips with scissors
- Folds paper in half

---

**Comfort**

If you...

- Allow your child to undress as much as she is capable of
- Provide lots of containers during bath time

Your child will...

- Feel independent while practicing eye-hand coordination
- Enjoy the sensory pleasure of pouring water in and out of containers repeatedly

---

**Play**

If you...

- Provide large beads or buttons with a shoelace or string for beading
- Offer simple from boards or shape sorters (no more than 3 shapes)

Your child will...

- Practice the fine motor coordination sequence required for inserting, threading and pulling
- Use his eyes and hands to practice distinguishing differences of shapes, such as circles, squares and triangles

---

**Teach**

If you...

- Help your child make pictures using stickers; talk to her about what she is doing
- Invite your child to open and close few plastic containers in your kitchen

Your child will...

- Practice the two step process of peeling/lifting the sticker off and placing it somewhere on the paper
- Use fine motor skills to put on lids
- Display very preliminary use of trial and error to find solutions

---

Visit [www.IMHPromotion.ca](http://www<IMHPromotion.ca) for more great activities and resources
### Ages and Stages - 19 - 24 Months

#### GROSS MOTOR – 19-24 Months

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rides on small wheeled toys</td>
<td>Walks on tip-toes</td>
</tr>
<tr>
<td>Carries a large toy while walking</td>
<td>Throws and retrieves objects</td>
</tr>
<tr>
<td>Kicks a ball</td>
<td>Jumps in place with both feet</td>
</tr>
<tr>
<td>Squats while playing</td>
<td>Catches a large ball</td>
</tr>
<tr>
<td>Walks backwards or sideways pulling a toy</td>
<td></td>
</tr>
<tr>
<td>Backs into chair to sit down</td>
<td></td>
</tr>
<tr>
<td>Walks on tip-toes</td>
<td></td>
</tr>
<tr>
<td>Throws and retrieves objects</td>
<td></td>
</tr>
<tr>
<td>Jumps in place with both feet</td>
<td></td>
</tr>
<tr>
<td>Catches a large ball</td>
<td></td>
</tr>
</tbody>
</table>

#### Comfort

<table>
<thead>
<tr>
<th>If you...</th>
<th>Your child will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide child-sized furniture</td>
<td>Feel more in control if he can sit in a small chair and at a small table to do his activities</td>
</tr>
<tr>
<td>Provide child-sized versions of adult things, e.g., soccer ball</td>
<td>Feel like he can do really important things with his body</td>
</tr>
</tbody>
</table>

#### Play

<table>
<thead>
<tr>
<th>If you...</th>
<th>Your child will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide your child with toys that allow her to push and pedal with her feet</td>
<td>Practice climbing on and off ride toys and learn to coordinate her eyes, feet and hands</td>
</tr>
<tr>
<td>Pretend you are at the zoo and ask your child to move like animals, e.g., hop like a frog, squat like a bird, jump like a rabbit</td>
<td>Practice and refine new motor abilities</td>
</tr>
</tbody>
</table>

#### Teach

<table>
<thead>
<tr>
<th>If you...</th>
<th>Your child will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your child’s movements and actions as he climbs the stairs, jumps over an object or crawls under a chair</td>
<td>Learn to label his own actions and begin to understand words related to position (i.e. up/down, over/under, through)</td>
</tr>
<tr>
<td>Play different kinds of music for your child to dance to (e.g., march, rock ‘n’ roll, waltz)</td>
<td>Respond creatively by inventing his own movements and physically interpret the mood and speed of music</td>
</tr>
</tbody>
</table>
The Remarkable World of Your Toddler: An Overview of Your Toddler’s Development

The toddler stage is a hugely exciting time, as parents begin to get a real sense of their child’s personality, especially with their toddler learning to do so many things. Your child will try to be independent but will still be a bit scared of it all. At this stage, it’s common for him to cling to you one minute, afraid you will leave, and then want nothing to do with you the next. These sudden shifts of emotions, tantrums and bouts of helplessness are all part of his becoming his own person.

In the final phase of toddlerhood, your child’s mental abilities show dramatic growth. He explores the more abstract concepts of shapes, colours, size and quantity by playing with puzzles, paints, water and sand, and, of course, books. He may be able to match objects, sort clothing, count and tell the difference between “one” and “many.” Although he is more sociable now and enjoys playing with other children, he is still not great at sharing or cooperating. These days, your toddler is spending a lot of his time building confidence and self-esteem, ready to enter the world of the preschooler.

Your Toddler between 25 to 30 Months
As she starts into her third year, you will notice some dramatic achievements. For example, your toddler will start to:
- Walk upstairs and downstairs alone, with both feet on one step.
- Scribble, clutching the crayon in her whole hand.
- Show she can be attached to a cuddly or favourite toy.
- Express feelings through language and pretend play.
- Better understand the similarities and differences of shapes and sizes

Your Toddler between 31 to 36 Months
The last half of your child’s third year is full of exciting developmental gains. At this stage you will notice your toddler beginning to:
- Run without falling.
- Remove lids from jars, rotating her wrist.
- Enjoy playing near other children, but he is not yet able to play co-operatively.
- Enjoy looking at books and talking about the pictures.
- Match shapes, pictures, and some colours.

Knowing your child’s typical skills and emerging skills can help you provide appropriate experiences to enhance her development. And Comfort, Play & Teach™ is just the place to start.

Remember, the developmental milestones we have outlined are only guidelines. Each child develops at their own pace, with some skills emerging early, and others appearing later. So delight in who your child is, and discover how you can have fun as you go through each stage of this amazing growth together.

If you have any concerns about your child’s development, consult your child’s physician.
Ages and Stages: Six Areas of Child Development

1. **Social Development** means being able to make friends and get along with others, work as part of a team and be a good leader. These skills are all built on self-confidence, cooperation and trust.

2. **Emotional Development** means the development of a full range of emotions from sad to happy to angry, and learning to deal with them appropriately. This helps build self-esteem and leads to such deeper qualities as sympathy, caring, resiliency, assertiveness and empathy and the ability to rise to life’s challenges.

3. **Language Development** is the ability to understand and express verbal and non-verbal communication. This is followed by the capacity to use words and sentences in correct grammatical structure in order to communicate wishes, ideas, information and needs.

4. **Intellectual Development** means being able to think creatively and abstractly, to pay attention, solve problems and develop keen judgement along with a lifelong readiness to learn.

5. **Gross Motor Development** allows a child to gain balance and bring large muscles under control in order to master physical activities such as sitting, crawling, walking, running, climbing, jumping and generally enjoy all that his body allows him to do.

6. **Fine Motor Development** means mastering precise and accurate small muscle movements of the fingers and hands in order to reach, grasp and manipulate small objects.
Ages and Stages - 25-36 Months

Typical Skills
- Establishes self as separate from parents, saying, “No! Me do it!”
- Displays shyness around strangers and in outside situations
- Likes to play near other children but not yet able to play co-operatively
- May pull hair, hit or bite other children when frustrated
- Becomes aware of gender differences

Emerging Skills
- Helps put things away
- Approaches new person after you have talked to them
- Begins to show more readiness for co-operative play
- Is more able to wait patiently for needs to be met by others
- Knows own gender, and that of others

Comfort
If you...
- Praise everyday experiences and encourage positive behaviour
- Provide safe opportunities to assert independence
- Read stories to your toddler about ways people care about each other

Your child will...
- Know you notice her and develop a feeling of self worth
- Know she is a separate person but that you are there to help her if needed
- Begin to understand the actions that go with caring and how to get along with others

Play
If you...
- Provide opportunities to go to the park and play in the sand with other children
- Invite one peer over to play for a short time
- Encourage your toddler to play with his dolls and pour them drinks

Your child will...
- Feel a sense of belonging in a group
- Begin to develop social skills and become more able to play with others one on one
- Begin to practice caring for the needs of another

Teach
If you...
- Share a quiet activity together, such as reading a book
- When conflicts occur, explain how her behaviour makes the other person feel
- Encourage taking turns adding ingredients when making playdough together

Your child will...
- Feel valued because you made time for her
- Begin to learn positive ways to interact with other children and to problem-solve
- Develop important social skills while doing a soothing and enjoyable activity
Typical Skills

- Moves back and forth between wanting independence and needing security of parents
- Can still be attached to a cuddly or favourite toy
- Demands his own way much of the time
- Needs an ordered, predictable routine (e.g., when saying good-bye to parent in the morning)
- Expresses feelings through language and pretend play (e.g., roaring like an angry lion)

Emerging Skills

- Separates more easily from parents
- Responds to other children's feelings and begins to show empathy
- May develop sudden fears
- Displays frustration and tantrums if he is not understood
- Becomes less upset by limits and discipline

Comfort

If you...

- Model coping with emotions, such as talking through frustrating problems with your toddler, using words like, "This makes me feel sad/happy"
- Move your toddler to a quieter place when he is having difficulty coping with his emotions

Your child will...

- Feel comfortable expressing his feelings
- Be more likely to recognize emotions in other children and adults
- Learn strategies for dealing with emotions
- Learn more acceptable coping skills

Play

If you...

- Provide the chance for pretend play with dolls and teddies in order to experiment with emotions
- Give your toddler many opportunities to "do it myself;" offer times to practice getting dressed or helping with household tasks
- Read books that illustrate how children or animals experience a range of emotions like jealousy, anger, affection

Your child will...

- Express different emotions through toys
- Begin to understand that he is a separate person from you
- Develop the ability to understand another person's emotions and what might have caused them

Teach

If you...

- Encourage your toddler to understand how others may feel in situations
- Help her understand how her behaviour may have an impact on others
- Watch education programs on television and point out the kinds of emotions characters are feeling

Your child will...

- Begin to develop empathy and sympathy
- Begin to be aware of the feelings others may have
- Begin to understand how other children might feel in certain situations
- Enjoy being with you and talking about an imaginary character

Visit www.IMHPromotion.ca for more great activities and resources
## Typical Skills
- Puts together simple, two-word sentences
- Answers simple questions like, “What’s your name?”, and performs simple tasks when asked to
- Enjoys looking at books and talking about the pictures
- Sings parts of songs

## Emerging Skills
- Is able to use words that describe things, e.g., big, dirty, wet, hot
- Participates more in conversations and stories
- Is able to provide more information about self (e.g., name, gender, age) and understands two-step directions
- Can recite a few simple nursery rhymes
- Using plurals in a general way (e.g., foots not feet)

### Comfort
**If you...**
- Provide opportunities for your toddler to talk about things that he finds interesting

**Your child will...**
- Know that you are interested in what he has to say and will want to converse with you

### Play
**If you...**
- Let your toddler fill in the blanks while singing a song

**Your child will...**
- Enjoy singing important words on her own

### Teach
**If you...**
- Keep expanding language by adding more new words and descriptions about events in your toddler’s day

**Your child will...**
- Develop confidence in the use of many words and feel secure enough to try new words
Ages and Stages - 25-36 Months

**INTELLECTUAL SKILLS – 25-30 Months**

**Typical Skills**
- Engages in simple pretend play with others
- Matches shapes, pictures, some colours
- Can better understand the similarities and differences of shapes and sizes
- Becomes aware of verbal sequence of numbers
- Shows increased attention span, staying with activities longer

**Emerging Skills**
- Sorts groups of objects into sets
- Completes simple puzzles
- Combines toys and games in more complex ways (e.g., uses playdough in dramatic play)
- Begins to understand the concept of future time, e.g., ‘soon’, ‘in a long time’, but not past, e.g., ‘yesterday’
- Begins to understand one-to-one actions, e.g., one plate per person

**Comfort**

**If you...**
- Incorporate numbers and counting into daily routines, such as tidying up toys or putting away tin cans
- Make playdough with your toddler

**Your child will...**
- Begin to understand that numbers are a part of his everyday environment
- Observe how dry ingredients change in texture through the process of cooking

**Play**

**If you...**
- Incorporate counting into child-initiated activities, such as block building, for example, “Let’s count how many blocks you used in your tower”
- Provide different sized jars and lids and, together, find out which ones match

**Your child will...**
- Begin to recognize and correctly repeat numbers; may only count to 4 with confidence
- Enjoy working with you to solve problems

**Teach**

**If you...**
- Offer experiences for your toddler to sort objects, for example, all the puzzles in this box, crayons in this tin
- Play with playdough using different tools, cookie cutters, rollers and so on

**Your child will...**
- Experiment with sorting, such as the big blocks in one pile, little blocks in another
- Compare the different sizes and shapes of objects he creates

Visit www.IMHPromotion.ca for more great activities and resources
### FINE MOTOR – 25-30 Months

#### Typical Skills
- Scribbles, holding the crayon in whole hand
- Imitates drawing vertical and horizontal lines
- Builds a tower of 5 or more blocks
- Strings beads, picking them up with thumb and forefinger
- Removes lids from jars, rotating wrist

#### Emerging Skills
- Begins to use thumb and fingertips when holding crayon
- Imitates drawing a cross, copies a circle
- Folds paper
- Uses small scissors to snip paper
- Removes clothing already unbuttoned; pulls up zipper

---

#### Comfort

**If you...**
- Praise your toddler’s drawing efforts and describe the markings you see
- Provide your toddler with chances to practice dressing skills, helping with buttons and zippers
- Make playdough with your toddler and create different shapes together

**Your child will...**
- Know your are interested in his creations and feel encouraged to draw more
- Develop confidence in his ability to dress himself
- Enjoy the soothing feeling as he squeezes, pinches, rolls, pats and shapes the dough

---

#### Play

**If you...**
- Make necklaces together using beads, cut up straws, bits of paper with holes punched in them
- Supply your toddler with costumes for pretend play including hats, shoes, coats, pants
- Provide many art materials including markers, crayons, paint and chalk

**Your child will...**
- Strengthen her ability to pick things up using thumb and forefingers (pincer grasp)
- Practice dressing skills as she engages in an imaginative activity
- Become more able to control these materials as she scribbles and copies lines and shapes

---

#### Teach

**If you...**
- Provide your child with tongs and various items to sort onto different plates
- Provide puzzles of different sizes and colours, and different numbers of pieces
- Invite your toddler to help with simple cooking jobs like ripping lettuce or stirring with a spoon

**Your child will...**
- Practice the grasp he will be using to cut with scissors
- Learn to use his grasping skills, problem-solve and complete tasks he started
- See how his growing skills can be used to help other people

---

**Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources**

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
## Ages and Stages - 25-36 Months

### GROSS MOTOR – 25-30 Months

#### Typical Skills
- Walks backward and sideways
- Walks upstairs and downstairs alone, both feet on one step
- Runs without falling
- Jumps in place, both feet off the floor
- Climbs on a riding toy and makes it go using both feet at the same time
- Walks on narrow balance beam
- Walks upstairs and downstairs, alternating feet, holding the handrail
- Runs, avoiding obstacles
- Jumps forward
- Pedals a tricycle

#### Emerging Skills
- Know that you enjoy playing with her and will be able to practice different actions by using his imagination
- Develop confidence in her ability to test her physical abilities
- Enjoy being cuddled while you bounce and giggle together

### Comfort

**If you...**
- Join in pretend play and move with your toddler, jumping like mother and baby frogs, slithering like daddy and baby snakes
- Praise your toddler’s efforts when she runs at the park or goes down the slide
- Do knee bounces like “To Market, To Market"

**Your child will...**
- Know that you enjoy playing with her and will be able to practice different actions by using his imagination
- Develop confidence in her ability to test her physical abilities
- Enjoy being cuddled while you bounce and giggle together

### Play

**If you...**
- Play different music and encourage your toddler to explore different movements like jumping, rolling, stretching, marching and walking
- Set up some plastic bottles for bowling pins so your toddler can knock them down with a ball
- Play “Sleeping bunnies,” substituting different actions and creatures like birds, horses and elephants

**Your child will...**
- Make comparisons between each movement and learn to match them to different music styles, speeds
- Be able to practice coordinating arm movements and aiming a ball
- Be able to explore different movements like flying, galloping and stomping

### Teach

**If you...**
- Play simple movement games where your toddler can stop and go, change directions, move quickly or slowly
- Sing songs like “If you’re happy and you know it,” naming body parts and doing different actions
- Demonstrate different movements like marching, bending, stretching and

**Your child will...**
- Learn several concepts through movement like stop/go, fast/slow, backward/forward, up/down
- Be able to label his body parts and learn that shoulders shrug, feet stomp, hands clap, knees bend and hips twist
- Feel encouraged to explore new physical skills by following your example

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP.
**Ages and Stages - 25-36 Months**

**SOCIAL SKILLS - 30-36 Months**

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses affection openly</td>
<td>Imitates adult behaviours, for example, shopping in make-believe grocery store; creates an imaginary friend to talk to</td>
</tr>
<tr>
<td>Uses social conventions like ‘please’, ‘thank you’ and greetings</td>
<td>Is comfortable around new adults</td>
</tr>
<tr>
<td>Plays alongside others comfortably</td>
<td>Helps other children to do things</td>
</tr>
<tr>
<td>Is more able to play co-operatively and take turns</td>
<td>Develops pro-social skills like turn-taking, sharing, using words to resolve conflicts</td>
</tr>
<tr>
<td>Plays make-believe games</td>
<td></td>
</tr>
</tbody>
</table>

**Comfort**

**If you...**

- Introduce your toddler to familiar neighbours and community workers
- Demonstrate affection with hugs and loving words
- Acknowledge his positive behaviours, for example, “The way you shared was so polite”

**Your child will...**

- Learn to recognize people and feel safe with them
- Learn how to show affection appropriately
- Know his behaviour was appropriate and be motivated to repeat it

**Play**

**If you...**

- Provide many dramatic play props like food containers, play money, a basket
- Invite two of your child's friends over for a cooking or craft activity
- Encourage your child to wash plastic dolls by providing a small basin of water and cloths

**Your child will...**

- Recreate her experiences in pretend play situations (e.g., shopping)
- Be able to practice his social skills as she shares art materials or takes turns adding ingredients
- Practice caregiving and nurturing skills with others

**Teach**

**If you...**

- Plan shopping excursions with your toddler, including list-making, looking at flyers
- Provide puppets and dolls for dramatic play
- Play simple turn-taking games like “I Spy With My Little Eye”

**Your child will...**

- Model these actions in his pretend play
- Learn about language skills and imagination
- Practice waiting his turn while developing his observation skills
Ages and Stages - 25-36 Months

EMOTIONAL SKILLS – 30-36 Months

**Typical Skills**
- Objects to major changes in routines
- Recognizes and responds to other children’s feelings
- Becomes more comfortable with new people
- Wants independence but may fear new experiences
- Desires approval and needs praise

**Emerging Skills**
- Explains feelings when asked about them
- Is more able to understand the feelings of other children, and talk about them
- Gets excited about activities she may have done, e.g., baking cookies
- May stamp feet when frustrated
- May request certain stories to help resolve fears, e.g., of monsters

**Comfort**
**If you...**
- Try to maintain regular routines and let your toddler know when a change is coming
- Praise your child’s emerging abilities and independent efforts
- Acknowledge his feelings and talk about them

**Your child will...**
- Feel a sense of security and predictability
- Become more self-assured and feel more encouraged to try things
- Learn to understand his own feelings and respond appropriately to those of others

**Play**
**If you...**
- Sing the song “If you’re happy and you know it, clap your hands,” substituting different feelings and actions (grumpy/stamp feet)
- Find people pictures showing different emotions; talk about the person’s feelings and why they might feel that way
- Encourage your child to do small excursions with other familiar caregivers, e.g., going to the park

**Your child will...**
- Learn to label different emotions and explore how people express their feelings
- Begin to think about what causes people to have different feelings and recognize words that match emotions
- Become more comfortable being away from her parents

**Teach**
**If you...**
- Read books with your child about different feelings
- Create a picture chart of his day (e.g., showing breakfast time, nap time)
- Do his favourite activities with him

**Your child will...**
- Have a chance to ask about emotions and learn about his own
- Have a comforting reminder of his routine and learn about the sequence of events
- Feel proud to demonstrate his abilities

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
## Typical Skills

- Puts together simple, two-word sentences
- Answers simple questions like, “What’s your name?”, and performs simple tasks when asked to
- Enjoys looking at books and talking about the pictures
- Sings parts of songs

## Emerging Skills

- Is able to use words that describe things, e.g., big, dirty, wet, hot
- Participates more in conversations and stories
- Is able to provide more information about self (e.g., name, gender, age) and understands two-step directions
- Can recite a few simple nursery rhymes
- Using plurals in a general way (e.g., foots not feet)

### Comfort

**If you...**

- Provide opportunities for your toddler to talk about things that he finds interesting

**Your child will...**

- Know that you are interested in what he has to say and will want to converse with you

### Play

**If you...**

- Let your toddler fill in the blanks while singing a song

**Your child will...**

- Enjoy singing important words on her own

### Teach

**If you...**

- Keep expanding language by adding more new words and descriptions about events in your toddler’s day

**Your child will...**

- Develop confidence in the use of many words and feel secure enough to try new words

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP.
**Typical Skills**

- Develops size comparisons, using language like ‘bigger’, ‘smaller’, ‘really little’
- Tries to dramatize thoughts and ideas (e.g., pretends to be a dinosaur)
- Counts three objects
- Matches similar pictures and objects, sorts different ones
- Enjoys creative movement

**Emerging Skills**

- Separates small objects from large ones
- Understands different forms of measurement for weight, height and length
- Makes a plan before taking action (e.g., searches for needed felt board pieces)
- Notices changes in nature (e.g., when a seed he planted sprouts)
- Uses words associated with an understanding of time (e.g. sleep time)
- Pretends to be community helpers

---

**Comfort**

**If you...**

- Use laundry routines as an opportunity to describe and sort family members’ clothing

**Your child will...**

- Learn number concepts and counting in a playful way

**Play**

**If you...**

- Introduce the concept of first, second, third in simple games, asking, “Who is first? Who comes second?”
- Provide simple puzzles with three to six pieces

**Your child will...**

- Begin to recognize that numbers are used in different ways
- Gain confidence in his ability to put things together

**Teach**

**If you...**

- Keep expanding language by adding more new words and descriptions about events in your toddler’s day

**Your child will...**

- Develop confidence in the use of many words and feel secure enough to try new words
Ages and Stages - 25-36 Months

FINE MOTOR – 30-36 Months

Typical Skills

- Holds pencil in writing position
- Imitates drawing a cross, circles, dots, small lines, swirls
- Cuts paper with scissors, but may not be able to cut along straight lines
- Turns pages of book one at a time
- Turns rotating handles, doorknobs

Emerging Skills

- Experiments with pencils, crayons and markers, using an adult-like grasp
- Draws squiggles and says that’s her name
- Participates in songs and finger plays
- Plays with different manipulative toys, e.g., connecting straws and snap blocks
- Puts on and takes off clothes

Comfort

If you...

- Do simple finger plays like “This Little Piggy” with your child
- Compliment your child’s drawing skills, and comment on how “grown up” he is
- Read your child’s favourite book to him and put him in charge of turning the pages

Your child will...

- Enjoy having his fingers played with as he pretends they are “piggies”
- Feel proud of his abilities and creations and want to make more and show them off
- Learn to love looking at books because of the time spent reading with you

Play

If you...

- Provide different things to write and draw with (e.g., pencils, markers, crayons, chalk)
- Supply your child with board books to read to her dolls and teddy bears
- Help your child cut out small pieces of paper to use as tickets for a puppet show

Your child will...

- Be encouraged to use different things to colour with and express herself
- Use page turning skills as she develops her early literacy skills
- Learn that cutting paper helps with other projects she is doing

Teach

If you...

- Provide different kinds of dress up clothes with snaps, buttons, zippers
- Make greeting cards with your child, and together, print special messages
- Role model reading and writing in front of your child

Your child will...

- Practice self-help skills at his own pace through creative play
- Use skills like cutting, folding and drawing to express his ideas and feelings
- See reading and writing as useful and want to do them too

Visit www.IMHPromotion.ca for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
**GROSS MOTOR – 30-36 Months**

**Typical Skills**
- Participates in group activities that include running, galloping, crawling, rolling over and twirling around
- Walks on balance beam, alternating feet a few steps
- Runs, avoiding obstacles
- Climbs up the ladder of a slide or other play equipment
- Pedals a tricycle

**Emerging Skills**
- Walks on balance beam a few steps, going forward and backward
- Rides tricycle, steering well and using pedals
- Kicks ball with increasing accuracy
- Throws ball overhand with fairly accurate aim
- Participates in circle games involving many players, such as ‘The Hokey Pokey’

**Comfort**

**If you...**
- Encourage your child as she attempts more challenging skills
- Count out loud how many stairs she manages independently and offer praise
- Set up a big target for your child to throw a ball at or a big box to kick a ball into

**Your child will...**
- Develop confidence in her physical abilities and be open to trying new activities
- Know you are noticing her and gain self-confidence
- Feel successful every time she hits the target or gets the ball in

**Play**

**If you...**
- Participate in physical activities with your toddler by playing tag or rolling down a hill
- Play music and provide him with colourful scarves to move and dance with
- Demonstrate movements like galloping and twirling by playing “Follow the Leader”

**Your child will...**
- Enjoy the interaction and know that it is fun to exercise because of your example
- Explore the different actions he can do with his body and be inspired by the music
- Learn different possibilities for movement by observing and trying them out

**Teach**

**If you...**
- Show your child pictures of different animals, e.g., birds, turtles, fish, and say, “Show me how you move like a fish!”
- Talk about safety rules and explain how to use playground equipment carefully
- Create a simple obstacle course with blocks and hoops

**Your child will...**
- Demonstrate her understanding of how animals move through her own creative movement
- Practice Learn to take her time and be cautious when playing at the park
- Begin to understand concepts like going over and around, in and out
The Busy World of Your Preschooler: An Overview of Your Preschooler’s Development

Your preschooler is a pretty capable person by now. In her third year, your child shows more self-esteem, confidence, optimism and enjoyment of daily activities. She is becoming her own person and standing up for what she wants. She is quite an accomplished negotiator and tries to make things go her way. Your child will have endless questions about how things work and why things happen. Language development is still on the fast track and most three-year olds will have a vocabulary of over 700 words. Three-year olds are better at understanding and following simple rules and controlling their impulses. Toilet training is usually completed (with the exception of night time for some). She is quite adept on the playground, climbing up and sliding down equipment, and has good control over her fine motor skills. At the end of the third year she may have started using safe scissors, copying letters and even printing some letters of her name.

Four–year olds are more even-tempered and cooperative with parents though they still stand up for what they want. A four-year old is full of energy and loves testing her body with climbing, jumping, skipping and even pedalling a tricycle. She can now focus for longer periods on activities like cutting and pasting, drawing and creating interesting projects. Her imagination is developing with make-believe play and she enjoys playing out situations that are familiar in her life.

Knowing your child’s typical skills and her emerging skills can help you provide appropriate experiences to enhance her development. And Comfort, Play & Teach™ is just the place to start.

Remember, the developmental milestones we have outlined are only guidelines. Each child develops at their own pace, with some skills emerging early, and others appearing later. So delight in who your child is, and discover how you can have fun as you go through each stage of this amazing growth together.

If you have any concerns about your child’s development, consult your child’s physician.

Your Preschooler between 36 to 48 Months
Your child has a very active time ahead of her. At this stage your preschooler will:
- Climb, slide and swing on playground equipment.
- Handle child’s scissors and cut out simple designs.
- Enjoy playing with other children and socialize well.
- Become less self-centred and more able to understand feelings and point of view of others.
- Start to count objects.

Visit www.IMHPromotion.ca for more great activities and resources

Created by experts through Invest in Kids and hosted by Phoenix Centre for Children & Families and IMHP
Ages & Stages:

Six Areas of Child Development

1. Social Development means being able to make friends and get along with others, work as part of a team and be a good leader. These skills are all built on self-confidence, cooperation and trust.

2. Emotional Development means the development of a full range of emotions from sad to happy to angry, and learning to deal with them appropriately. This helps build self-esteem and leads to such deeper qualities as sympathy, caring, resiliency, assertiveness and empathy and the ability to rise to life’s challenges.

3. Language Development is the ability to understand and express verbal and non-verbal communication. This is followed by the capacity to use words and sentences in correct grammatical structure in order to communicate wishes, ideas, information and needs.

4. Intellectual Development means being able to think creatively and abstractly, to pay attention, solve problems and develop keen judgement along with a lifelong readiness to learn.

5. Gross Motor Development allows a child to gain balance and bring large muscles under control in order to master physical activities such as sitting, crawling, walking, running, climbing, jumping and generally enjoy all that his body allows him to do.

6. Fine Motor Development means mastering precise and accurate small muscle movements of the fingers and hands in order to reach, grasp and manipulate small objects.
### Ages and Stages - 36-48 Months

#### SOCIAL SKILLS –36-48 Months

**Typical Skills**
- Enjoys playing with other children and socializes well
- More able to take turns, share, co-operate
- Greets familiar adults and says ‘please’ and ‘thank you’
- Imitates mom or dad in play
- Likes to talk and carry on conversations

**Emerging Skills**
- Participates in interactive games like ‘London Bridge’ and ‘Farmer in the Dell’
- Enjoys games with rules
- Complies with requests from parents more often
- Seeks adult approval
- Enjoys dramatic play with others

#### Comfort

**If you…**
- Give your preschooler a special responsibility, like watering the garden
- Be available to your preschooler and ready to talk to her when needed
- Tell your child what she does well

**Your child will…**
- Feel that she has a special and important role in the family
- Know that you are interested in her activities and feel secure
- Be encouraged to take on more activities independently

#### Play

**If you…**
- Provide opportunities for your child to play with other preschoolers
- Spend time playing simple games that require turn-taking, e.g., simple card games like Go Fish
- Praise turn-taking during everyday routines, e.g., waiting for his turn to take a bath

**Your child will…**
- Develop his ability to share and take turns
- Enjoy playing with you and begin to understand games with rules
- Begin to practice turn-taking, even in everyday events

#### Teach

**If you…**
- Ask your preschooler about her day, e.g., “What was one special thing you did?”
- Explain to your preschooler reasons behind your requests
- Model using words like ‘please’ and ‘thank you’

**Your child will…**
- Want to talk to you more often about her experiences
- Have a better understanding of routines, rules and limits
- Learn positive ways to interact with others and use these appropriately

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.
**Typical Skills**
- Experiences a broad range of feelings, e.g., jealousy, excitement, fear, happiness, anger
- Expresses needs with words, e.g., “I'm tired”
- Is more able to express anger verbally rather than physically
- Is becoming less egocentric and more able to understand feelings and point of view of others
- Is less upset by limits and discipline

**Emerging Skills**
- Continually grows in independence and self-esteem
- Expands pretend play into rich, connected themes
- Is more even tempered and co-operative with parents
- Shows empathy, e.g., for a friend who is upset
- May show attachment to one playmate

**Comfort**

**If you...**
- Model coping with emotions
- Help your preschooler deal with tantrums by talking to her about what makes her feel better when she is angry or sad
- Explore books that talk about emotions

**Your child will...**
- Learn acceptable ways to cope
- Feel supported when experiencing negative emotions
- Begin to develop the ability to empathize with others

**Play**

**If you...**
- Arrange special play dates with his friends
- Provide opportunities for him to make choices about play activities
- Help him set small goals he can achieve during play or other activities

**Your child will...**
- Feel supported in his social needs
- Develop a sense of mastery and positive self-esteem in areas he likes
- Develop the ability to complete a task or activity

**Teach**

**If you...**
- Engage in activities that make your preschooler happy, e.g., reading books, doing puzzles
- Provide her with some tasks that require some concentration
- Give her some responsibility during daily routines, e.g., choosing her clothes and getting dressed

**Your child will...**
- Feel respected when you engage in her favourite activity
- Learn to persevere on a task for a period of time
- Develop confidence in her ability to be responsible


**Comfort**

**If you...**

- Read your preschooler his favourite books before bed
- Talk to your preschooler about events or people that make him feel happy, sad, or angry

**Your child will...**

- Use words and sentences he has memorized to participate actively in the experience
- Start to categorize and sort the emotions and responses of others

**Play**

**If you...**

- Have your preschooler “show and tell” their favourite people, places and things
- Sing the alphabet song
- “I SPY” alphabets (e.g. “I spy the letter A”)

**Your child will...**

- Enhance the descriptive vocabulary to describe their surroundings
- Learn the letters and order of the alphabet
- Learn to recognize letters of the alphabet

**Teach**

**If you...**

- Ask your preschooler to tell you about the stories that go with the pictures she has drawn

**Your child will...**

- Begin to understand how writing can represent her thoughts and ideas

---

**Typical Skills**

- Enjoys books, simple songs, nursery rhymes, nonsense words and stories
- Uses a vocabulary of about 900 words
- Uses sentences with five words
- Uses plurals and pronouns, e.g., ‘I, you and me’
- Understands position words, such as ‘in’, ‘out’, ‘behind’, ‘in front of’

**Emerging Skills**

- Asks and answers ‘who, what, where, why, when, how’ questions
- Can follow a three-part command
- Recognizes some letters and words
- Uses regular past tense forms, but may add ‘ed’ to some words (e.g., eat-ed)
- Understands “It’s time to”

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP.
### Ages and Stages - 36-48 Months

#### INTELLECTUAL SKILLS – 36-48 Months

<table>
<thead>
<tr>
<th><strong>Typical Skills</strong></th>
<th><strong>Emerging Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Enjoys dramatic play and role playing; play is becoming more realistic, e.g., school, fire station, shop</td>
<td>- Sorts and classifies objects by characteristics</td>
</tr>
<tr>
<td>- Classifies objects by purpose, e.g., ‘to play with’, ‘to wear’</td>
<td>- Understands ideas like opposites</td>
</tr>
<tr>
<td>- Understands the order of daily routines</td>
<td>- Understands different forms of measurement, such as weight, height and length</td>
</tr>
<tr>
<td>- Sorts objects by colour and size</td>
<td>- Attaches words to numbers, for example, when you say the word ‘three’, it means three things</td>
</tr>
<tr>
<td>- Counts objects</td>
<td>- Understands time intervals better, e.g., today, tomorrow, yesterday</td>
</tr>
</tbody>
</table>

**Comfort**

**If you...**

- Introduce the concepts of sorting and classifying in daily routines, e.g., “Your socks go in this drawer and your shirts in the other”

**Your child will...**

- Begin to understand that similar items can be sorted into groups

**Play**

**If you...**

- Play guessing games that encourage her to think about functional relationships, e.g., “What do you draw with?”
- Put measuring cups and spoons in the bath tub so your preschooler can practice measuring
- Provide hard and soft craft materials such as feathers, cotton balls, strings, popsicle sticks and beads; have your preschooler create a picture and talk about the different textures and why some are soft or hard

**Your child will...**

- Use her memory instead of relying on concrete objects
- Begin to understand that measurement can take different forms, e.g., “We can measure how tall you are and how much a cup of water is”
- Begin to understand the concept of opposites

**Teach**

**If you...**

- Use coloured beads or buttons in play as an opportunity to explore different patterns, shapes and sequences
- Include your preschooler in cooking activities and use these to explore measurement

**Your child will...**

- Begin to recognize patterns and shapes, understand how sequences are made up of patterns
- Understand how quantity, numbers and measurement all relate

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
Ages and Stages - 36-48 Months

**Typical Skills**
- Builds a tower of using blocks
- Handles scissors and cuts out simple designs
- Holds pencil with thumb and forefinger in adult-like grasp
- Draws a house, and people with two to four body parts
- Can button large buttons
- Carries liquid in a cup, with some spillage
- Puts on shoes, but not yet able to tie laces
- Prints some capital letters
- Dresses and undresses without assistance
- Cuts out and pastes simple shapes

**Emerging Skills**
- Encourage your child to draw pictures of his home and all the people who live in it
- Praise your child’s increasing ability to dress and undress independently
- Give your child the opportunity to help with bringing cups and dishes to the table
- Feel secure and understand his special role in the family
- Feel capable and motivated to practice these skills with less and less help
- Gain pride in his growing ability to carry things and to be responsible for a task

**Comfort**
- Encourage your child to draw pictures of his home and all the people who live in it
- Praise your child’s increasing ability to dress and undress independently
- Give your child the opportunity to help with bringing cups and dishes to the table

**Play**
- Provide your preschooler with a box of mixed beads or buttons that she can sort by colour or shape in an egg carton
- Give her a broad selection of arts and crafts materials for drawing, cutting and pasting
- Provide dolls with clothing that have buttons, zippers, snaps, laces
- Engage her small motor skills in sorting different materials according to their characteristics
- Strengthen her pincer grasp (thumb and forefinger) while creating drawings and collages
- Practice skills necessary for dressing herself through dramatic play

**Teach**
- Use peg boards, connecting blocks and other building materials to explore different patterns, shapes and sequences
- Give your child different magazines and small scissors to cut out his favourite pictures for making a collage
- Provide your child with small building blocks or drawing materials that use small motor skills
- Physically create patterns and shapes and learn to label and identify them
- Enhance decision-making and categorize pictures as people, animals, food, vehicles while improving her cutting skills
- Understand that his hands can represent thoughts and ideas through constructing and drawing

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
### Ages and Stages - 36-48 Months

#### Gross Motor - 36-48 Months

**Typical Skills**
- Runs several steps with alternating arm movements
- Catches, bounces and throws a ball easily
- Climbs, slides and swings on playground equipment
- Gets up from squatting position without any help
- Gallops, runs, walks, wiggles, and tip-toes with other classmates

**Emerging Skills**
- Catches a large ball with arms extended
- Gallops, runs, walks and tip toes as part of a group activity
- Jumps off the ground with a two-footed jump
- Turns somersaults
- Stands on one foot with momentary balance

---

#### Comfort

If you...
- Praise your child’s developing skills e.g., “You are so good at catching the ball”
- Put on your child’s favourite music and explore different movements together
- Be available to help your child try more challenging skills, e.g., using the slide independently

Your child will...
- Become more confident in her abilities and want to repeat the activity
- Love spending time with you and enjoy being able to show you how many ways she can move
- Feel secure and develop the confidence to try more challenging activities on her own

#### Play

If you...
- Encourage your child to move like different animals, e.g., jump like a frog, swim like a fish, wiggle like a worm, gallop like a horse
- Turn nursery rhymes into movement activities, prompting him to do the actions, e.g., jumping over a candlestick or over the moon!
- Invite your child’s peers over and teach them a simple game like ‘London Bridge’

Your child will...
- Practice a variety of physical actions while using his imagination
- Develop literacy skills as he creates movements for role playing
- Practice social skills like turn-taking while he plays a fun, movement game

#### Teach

If you...
- Explore yoga stretches with your child, e.g., cat, dog, rabbit, snake, candle and rag doll
- Set up a simple obstacle course using hoops, a table, cones, balance board, etc.
- Play simple games like ‘Simon Says,’ and suggest different actions for your child to try, e.g., “Simon says jump three times! Simon says do one somersault!”

Your child will...
- Learn to move her body in ways that are both relaxing and imaginative as she pretends to be different animals and things
- Develop an understanding of concepts like over, under, around, up and down as she navigates the obstacles
- Develop listening and counting skills while she demonstrates her growing physical capabilities

---

*Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources*

*Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP*
The Busy World of Your Preschooler: An Overview of Your Preschooler’s Development

Your preschooler is a pretty capable person by now. Four–year olds are more even-tempered and cooperative with parents though they still stand up for what they want. A four-year old is full of energy and loves testing her body with climbing, jumping, skipping and even pedalling a tricycle. She can now focus for longer periods on activities like cutting and pasting, drawing and creating interesting projects. Her imagination is developing with make-believe play and she enjoys playing out situations that are familiar in her life.

By the fifth year, your child is embracing life fully. She is learning to cope with frustration and to understand rules. With the emergence of a conscience, she adopts rules, accepting them as her own. She is much better at taking turns and playing cooperatively, as well as planning and problem solving with others. Now your child can speak almost like an adult, using correct grammar 90% of the time. She uses language to describe objects, events and sort out the past, present and future. By the end of the year, your five-year old knows “left” from “right”, can identify colours, shapes and sizes and can copy patterns and sequences. She is ready to conquer new worlds – like school!

Your Preschooler between 48 to 60 Months
The fifth year of your child’s life signals the end of early childhood. As she prepares to enter a new world of school and friends, she will begin to:

- Start running, then stop and change direction smoothly.
- Draw a person with head, arms, legs and trunk.
- Begin to grasp the concept of sharing.
- Use pretend play to gain control of frustrating and frightening experiences.
- Tell long stories about her own experiences.

Knowing your child’s typical skills and her emerging skills can help you provide appropriate experiences to enhance her development. And Comfort, Play & Teach™ is just the place to start.

Remember, the developmental milestones we have outlined are only guidelines. Each child develops at their own pace, with some skills emerging early, and others appearing later. So delight in who your child is, and discover how you can have fun as you go through each stage of this amazing growth together.

If you have any concerns about your child’s development, consult your child’s physician.
Ages & Stages:
Six Areas of Child Development

1. Social Development means being able to make friends and get along with others, work as part of a team and be a good leader. These skills are all built on self-confidence, cooperation and trust.

2. Emotional Development means the development of a full range of emotions from sad to happy to angry, and learning to deal with them appropriately. This helps build self-esteem and leads to such deeper qualities as sympathy, caring, resiliency, assertiveness and empathy and the ability to rise to life’s challenges.

3. Language Development is the ability to understand and express verbal and non-verbal communication. This is followed by the capacity to use words and sentences in correct grammatical structure in order to communicate wishes, ideas, information and needs.

4. Intellectual Development means being able to think creatively and abstractly, to pay attention, solve problems and develop keen judgement along with a lifelong readiness to learn.

5. Gross Motor Development allows a child to gain balance and bring large muscles under control in order to master physical activities such as sitting, crawling, walking, running, climbing, jumping and generally enjoy all that his body allows him to do.

6. Fine Motor Development means mastering precise and accurate small muscle movements of the fingers and hands in order to reach, grasp and manipulate small objects.
### Ages and Stages - 48-60 Months

#### Typical Skills
- Plays games with simple rules
- Shows attachment to one playmate
- Shows interest in gender differences, and may undress with other children
- Enjoys dramatic play with other children
- Begins to grasp the concept of sharing

#### Emerging Skills
- Explains rules of a game/activity to others
- Plays cooperatively in a group of 2-3 children
- Apologizes for actions he didn’t mean to do
- Shows an understanding of right and wrong
- Listens while others are speaking

### Comfort
**If you...**
- Provide opportunities for your child to create her own stories, either by drawing them or by telling them to others
- Tell her how proud you are of her abilities whenever you catch her doing something well

**Your child will...**
- Start to create her own stories
- Feel proud of what’s she’s done, and have a strong sense of her strengths and abilities

### Play
**If you...**
- Encourage more sophisticated pretend play by providing props, e.g., restaurant, grocery store, doctor’s visit
- Provide many opportunities for social interactions with other preschoolers

**Your child will...**
- Engage more in problem solving, making decisions and conversation
- Strengthen social skills while playing with peers

### Teach
**If you...**
- Encourage your child not to give up on games or tasks when he plays with others
- Create the opportunity for your child to play with younger children

**Your child will...**
- Learn to persist at a task, especially when others are counting on him
- Feel a sense of leadership
### Ages and Stages – 48–60 Months

#### EMOTIONAL SKILLS – 48-60 Months

<table>
<thead>
<tr>
<th>Typical Skills</th>
<th>Emerging Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses pretend play to gain control of frustrating and frightening experiences</td>
<td>Shows a desire to fit into home routines</td>
</tr>
<tr>
<td>Experiences positive self-esteem, feels good about himself and takes pride in his accomplishments</td>
<td>Shows ability to reflect on himself and his actions e.g., “What I said wasn’t nice”</td>
</tr>
<tr>
<td>Complies with requests from parents more often</td>
<td>Experiences and understands positive and negative feelings about another person</td>
</tr>
<tr>
<td>Concentrates and works alone for up to 20 - 30 minutes</td>
<td>Is able to distinguish fantasy from reality</td>
</tr>
<tr>
<td>Keeps going on a difficult task for longer periods</td>
<td>Starts to show more interest in taking care of himself alone, e.g. cleaning room, bathroom needs, bathing</td>
</tr>
</tbody>
</table>

#### Comfort

- **If you...**
  - Monitor and put a name to things that may cause your child’s experiences to be negative
  - Give your child the chance to develop his strengths and talents

- **Your child will...**
  - Experience lower stress levels and feel your parental support
  - Learn to feel capable in different areas, e.g., sports, music, drawing

#### Play

- **If you...**
  - Provide crayons, paper and markers and encourage your child to draw and talk about her pictures and events
  - Create a stage where your child can act out situations and emotions by herself or using puppets

- **Your child will...**
  - Use her creativity to express emotions and talk about feelings in relation to events
  - Identify and talk about feelings in an imaginative way

#### Teach

- **If you...**
  - Show and coach your child on how to handle emotions and feelings
  - Support your child when he wants to try new things or take risks in social situations

- **Your child will...**
  - Learn how to express anger and frustration safely
  - Learn that wanting to try out new things is ok and can bring success

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP.
**Ages and Stages – 48-60 Months**

**LANGUAGE SKILLS – 48-60 Months**

**Typical Skills**
- Plays with words in silly rhymes
- Loves to recite and chant jingles and rhymes
- Talks about imaginary situations
- Uses new and unfamiliar words
- Tells long stories about own past experiences
- Uses an average vocabulary of 1500 words

**Emerging Skills**
- Asks “how”, “why” questions and listens closely to explanations
- Uses ‘yesterday’ and ‘tomorrow’ correctly, incorporating past, present and future tenses of verbs
- Says most speech sounds accurately but may have difficulty with some sounds e.g. “th” and “s”
- Shows interest in written words and letters, e.g., reads own name and some words

---

**Comfort**

If you...
- Encourage your child to talk by asking open-ended questions, e.g., “How come…?” or “Why do you think…?”
Your child will...
- Enjoy special shared time while using his imagination and building his vocabulary and comprehension skills

**Play**

If you...
- Give your child simple problems to solve, e.g., “how many different ways can you make a sound with your body (fingers, feet, mouth, etc.)?
Your child will...
- Learn to identify things that are the same and different

**Teach**

If you...
- Point out words that he sees around him every day, e.g., Stop sign, labels on milk or cereal boxes, “Keep dogs on leash”
Your child will...
- Begin to understand how writing can represent her thoughts and ideas

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP.
**Ages and Stages – 48-60 Months**

**INTELLECTUAL SKILLS – 48-60 Months**

**Typical Skills**
- Understands how to sort and classify objects by characteristics
- Enjoys games that require matching items
- Recognizes and identifies bigger, biggest, smaller and smallest
- Identifies and names different colours
- Replicates patterns, sequences and order
- Understands the order of numbers

**Emerging Skills**
- Understands concepts of texture, weight, position and space
- Understands different forms of measurement for weight, height and length
- Plans and builds with simple tools

---

**Comfort**

**If you...**
- Tell your child stories without pictures

**Your child will...**
- Practice reasoning skills as he thinks about the relationship between cause and effect

**Play**

**If you...**
- Create a matching card game based on your child's interests, e.g., vehicles, dinosaurs, etc

**Your child will...**
- Use his creativity to think things out and stretch his imagination

**Teach**

**If you...**
- Use household objects/food to do simple addition and subtraction, e.g., “If you have 3 apples and eat one, how many are left?”

**Your child will...**
- Begin to understand concepts of “more” and “less” and explore basic math

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP
## FINE MOTOR SKILLS – 48-60 Months

### Typical Skills
- Draws person with features including head, arms, legs and trunk
- Cuts and pastes using art materials
- Paints with a large brush on large paper
- Manipulates clay, playdough
- Draws lines, simple shapes and a few letters
- Dresses and undresses with little help

### Emerging Skills
- Carries a cup without spilling what’s in it
- Cuts on a line or cuts out simple shapes along an outline with scissors
- Strings small beads to make a necklace
- Prints recognizable numbers, letters and words, including her own name

### Comfort
**If you...**
- Give your child sensory materials to play with like sand or water along with different sized containers, sieves and utensils
- Make play dough for your child, scented with spices (vanilla, mint) and food colouring

**Your child will...**
- Enjoy the pleasurable feelings of the materials while learning about volume
- Learn about the sense of smell and how colours are made while manipulating the dough to make shapes

### Play
**If you...**
- Make pencils, crayons and chalk available often
- Offer a variety of arts and crafts materials for your child to make anything she wishes, e.g., boxes, glue, ribbons, tubes, yarn, scissors, tape, etc.

**Your child will...**
- Get used to colouring, drawing pictures or exploring letters and numbers
- Use her imagination and fine motor skills to make her own creations

### Teach
**If you...**
- Use peg boards, connecting blocks and other building materials to explore different patterns, shapes and sequences
- Give your child different magazines and safe scissors to cut out his favourite pictures for making a collage
- Provide your child with small building blocks or drawing materials that use small motor skills

**Your child will...**
- Physically create patterns and shapes and learn to label and identify them
- Enhance decision-making and categorize pictures as people, animals, food, vehicles while improving her cutting skills
- Understand that his hands can represent thoughts and ideas through constructing and drawing

---

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.

Created by experts through Invest In Kids and hosted by Phoenix Centre for Children & Families and IMHP.
**Ages and Stages – 48-60 Months**

**GROSS MOTOR – 48-60 Months**

**Typical Skills**
- Rides a tricycle without bumping into things
- Bounces, throws and catches a large ball
- Starts, stops and changes direction smoothly when running
- Climbs playground equipment without any difficulty
- Jumps forwards and backwards for short distances

**Emerging Skills**
- Walks up and down stairs, alternating feet without support
- Jumps down from half metre high
- Skips for a distance
- Kicks a soccer ball
- Hops on one foot

**Comfort**

*If you...*
- Support your child’s exploration and curiosity about her physical environment
- Supervise play and safety, i.e., helmets for bike riding, care when throwing balls to others, etc.

*Your child will...*
- Use her motor skills to discover new concepts of physical characteristics of things
- Enjoy mastering skills without worry of injury

**Play**

*If you...*
- Take your child on a “bike hike” around the park or neighbourhood
- Arrange for playmates to come over to play outdoor games, e.g., hide and seek, tag

*Your child will...*
- Enjoy exploring his area and learning about places and people
- Practice motor coordination skills while learning games with rules

**Teach**

*If you...*
- Teach safety rules for walking or riding on streets, e.g., always stop at the curb before crossing the street; never ride on the road, etc.
- Teach your child that when playing certain games, someone wins and someone loses; help your child understand how to win and lose graciously

*Your child will...*
- Slowly learn how to manage safety; full mental capacity for these rules is absent before age 10
- Learn how to cope with disappointments as well as successes

Visit [www.IMHPromotion.ca](http://www.IMHPromotion.ca) for more great activities and resources.