

Songs for the Spur of the Moment!



Twinkle, Twinkle, Little Star



This Little Piggy

Pat-a-cake

If You're Happy and You Know It!

Jack and Jill

Head and Shoulders

Itsy-Bitsy Spider

Row, Row, Row, Your Boat



Hickory Dickory Dock

I'm A Little Teapot

You are My Sunshine

This is the way we...

Mr. Sun

Peas Porridge Hot

The Wheels on the Bus



Five Little Monkeys

Baa Baa Black Sheep

Humpty Dumpty

Hickory Dickory Dock

Old MacDonald Had a Farm

Roley Poley



- ▶ 16 Gestures by 16 Months: www.firstwordproject.com
- ▶ Nippising Screens: www.endds.com (for screen to be sent to your email regularly)
- ▶ Speech & Language Milestones (Chinese, Arabic, Farsi, German, Italian, Korean, Polish, Portuguese, Punjabi, Russian, Somali, Spanish, Tagalog, Urdu, Vietnamese) www.children.gov.on.ca/htdocs/English/earlychildhood/speechlanguage/index.aspx

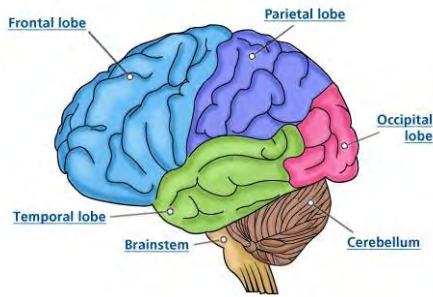
Go to www.simcoecommunityservices.ca

(click on EarlyON Child and Family Centre then click on Literacy link)

For Preschool, Toddler, and Infant Early Literacy Booklets, activity calendars, videos, & more!

Stages of Play, Language, and Literacy Development

	Pretend Play Development	Language Development	Literacy Development
Birth-3 mths	-looks at & follows objects with eyes -out of sight, out of mind	-by 3 months, baby begins to "take turns" cooing and gurgling	-likes looking at black & white patterns -likes rhythm in voice when reading/singing
3-9 months	-baby mouths and shakes things -loves Peek-a-Boo, Pat-a-Cake, etc... -looks at, feels, drops & throws things	-purposeful eye contact- watches your face when you speak -has different cries for different needs - babbling begins	- explores books by putting them in their mouths, banging them, looking carefully -needs board books, plastic & cloth books
9-13 months	- bangs 2 objects together -puts one object into, or on top of another object (like stacking rings or blocks) -experiments with sand, water, play dough -takes turns (with actions & sounds) with an adult (passing object back & forth)	-responds to his/her name by 9 months -follows simple one step directions by 12 months -if baby wants something: s/he points , looks at object, makes a sound, looks at you, looks back at object, then you -uses gestures (e.g. waving "bye-bye") -brings toys to show you	-baby looks at pictures, and is interested in the rhythm, rhyme, repetition, & highs and lows of your voice when reading -likes REAL photos/pictures -"touch & feel" books, books with flaps -baby starts to point to things in the book
13-18 months	Pretends on Self: feeds self with cup/spoon and pretends by making eating actions & sounds, pretends by sleeping on doll's bed/pillow, sitting on doll's chair, dressing self with doll's clothes	First words: (up, gone, book, juice, no) -understands words even when person/object not there -identifies several body parts when asked - by 18 months , says about 20 words consistently -"mama" can mean: "where's mama?" "That's mama's purse."	-likes real pictures of things that they can point to and name (body parts, food, animals) - points to objects on the page when asked -likes singing songs and doing actions (Head & Shoulders, Wheels on the Bus, etc.)
18-24 months	Pretends on Others: (dolls, adults, toys) -hugs/kisses/walks/dresses/washes doll -combs doll's hair, lies doll on a pillow/bed, sits doll in a chair, (does things adults do)	Talking growth spurt! -follows simple 2 step directions -uses at least 100 WORDS by 2 years , including action words -begins to put 2 words together (my truck!)	-enjoys short stories OR a short explanation of what is happening on the page -will point and talk @ book if we give them a chance! (hint: don't talk all the time!)
24-36 months	Pretends in a Sequence: sequences are planned & follow a logical order (feeds & bathes doll, reads story, then puts doll to bed) -acts out scenes of familiar events -child makes the doll (or teddy) do actions -begins to pretend without realistic props -group play is short...learning to cooperate - starts to create mental symbols so imaginary objects can be used in play	-understands who, what, where, & why questions -begins 3-word sentences (that my juice!) - asks "Why?" a lot -tells a lot of little (hard to follow) stories -is understood by strangers 75% of the time -creates long sentences combining at least 5 words -sings simple songs -takes turns in conversation -uses some adult grammar (e.g. mommy's coat, I jumped)	-likes books about things they know about (new baby, trip to the doctor, taking a bath) -guesses at what might happen next -likes to fill in words or sentences that they know in pattern books (books that repeat the same lines over and over - e.g. I like it when..., I like it when..., I like it when...) -answers questions about what the characters are <i>doing or feeling</i>

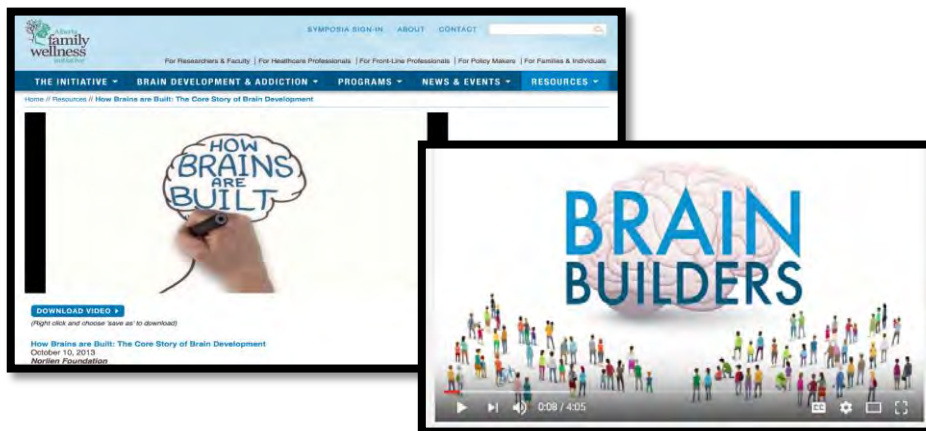


To Help Babies Be Ready to Learn...

We Need to Help them Build Healthy Brains!



Go to **YouTube**, and search **"Alberta Family Wellness"** for a group of **17 different 3-4 minute video clips**.



- How Brains are Built: The Brain Development
- Executive Function
- Toxic Stress
- Serve & Return
- Brain Architecture

Core Story of

"The major difference between brain development in a child versus an adult is a matter of degree: **the brain is far more impressionable** (neuroscientists use the term plastic) in early life than in maturity.

This plasticity has both a positive and a negative side. On the positive side, it means that young children's brains are more open to learning and enriching influences. On the negative side, it also means that young children's brains are more vulnerable to developmental problems..."

(Retrieved from: <https://www.zerotothree.org/resources/series/frequently-asked-questions-about-brain-development> April 12, 2017.)





How IS Your Child Developing?

Early Screening Matters is a **developmental screening initiative** for infants, toddlers and preschoolers in Simcoe County.



Early Screening Matters encourages **regular conversations** about a **child's development** with Early Years Professionals including:

- Ontario Early Years Centre (OEYC) Program Facilitators
- Early Childhood Educators in Licensed Child Care Centres
- Community Action Program for Children (CAP-C) Program Facilitators
- Health Care Providers and Public Health Nurses.

Early Screening Matters urges parents to **keep track of their child's milestones** right from infancy. Milestones are things most children can do by a certain age. Screening helps all parents see if their child's **development is on track**.

Free services are available to **support parents** with their child's development. Together with parents, screening can help identify services that may be **helpful**.

If you have questions/concerns about your child's development, speak with one of the above professionals. Alternatively, you can access a free **telephone developmental screening** of your infant, toddler or preschooler by calling Children's Developmental Services **705-739-5696** or **1-800-657-1979**.

The earlier we work together the better.





Parents and Caregivers Matter



- Respond to and comfort your child.
- Sing, play and read with your child.
- Listen to and talk with your child.
- Have regular conversations about your child's development with your Ontario Early Years Centre Staff, Child Care Centre Staff, CAP-C Program Facilitator, Health Care Provider or Public Health Nurse.

Early Development Matters

- Your child's brain develops quickly. What happens early matters.
- What children experience during pregnancy & from the day they are born affects how they learn, make friends & feel.
- Warm and engaging relationships build healthy brains.
- Safe & interesting environments have a positive impact on children's development.



Early Screening Matters

- Keep track of your child's milestones right from infancy.
- Screening helps all parents see if their child's development is on track.
- Free services are available to help support you with your child's development.
- The earlier we work together the better.

Enjoy the Moment...

Have Fun, Connect and Wonder, Pause and Wait

Get Face to Face with Me

I like it when you look at me...
it makes it easy for me
to look back at you

- Sit with me on the floor
- Lie on your stomach while we play
- Put me on your lap facing you

Being face to face is important because:

- We can share the moment and have fun
- You can see what I'm interested in and what I'm trying to tell you



Enjoy the Moment...

Have Fun, Connect and Wonder, Pause and Wait

Copy me

When I bang on the table.... You bang the table
When I blow raspberries.... You blow raspberries
When I make sounds.... You make sounds back to me
When I smile You smile

When we do these things together...

- I learn the power of communication
- I learn to copy you
- I learn to take turns
- I learn how to play with my toys



It's fun!





The Health Benefits of Singing!

Singing boosts the immune system!

Scientists tested the blood of people who sang in a professional choir in the city, before and after a 60-minute rehearsal. They found that concentrations of immunoglobulin A - proteins in the immune system which function as antibodies - and hydrocortisone, an anti-stress hormone, increased significantly during the rehearsal. A week later, when they asked members of the choir to listen to a recording of the music *without* singing, they found the composition of their blood did not change significantly.

(Journal of Behavioral Medicine December 2004, Volume 27, Issue 6, pp 623-635)



Singing Strengthens Emotional Bonds

Singing is a super-charged way of connecting to your baby. It has the element of human interaction that little ones crave and need for their cognitive, language, and emotional development.

(<http://www.psychologytoday.com/experts/kimberly-sena-moore>)

Singing Can Prevent Language Issues!

Sally Goddard Blythe, director of the Institute for Neuro-Physiological Psychology, says that not enough emphasis is put on **singing** in the early years. In fact, she goes as far as to claim that **singing to infants can actually help prevent language issues** later in life!

Singing starts in infancy. **Babies sing to themselves**. Like the infant, we sing because we feel good and singing makes us feel even better. **Preschool and kindergarten teachers have known for a long time that children learn best through songs**. They remember the material easier and it is easier to keep them engaged in the activity.

Singing Releases Endorphins and is Good for you in SO many ways!

According to Professor Graham Welch, Director of Educational Research, University of Surrey, Roehampton, UK:

http://www.singup.org/fileadmin/singupfiles/The_Benefits_of_Singing_for_Adolescents_by_Professor_Graham_Welch.pdf

- Singing **releases endorphins** into your system and **makes you feel energized and uplifted**.
- People who sing are **healthier** than people who don't.
- **Singing can lift your mood and act as an anti-depressant without side effects**.
- Singing **tones abdominal and intercostal muscles** and the diaphragm, and **stimulates circulation**.
- Singing **makes us breathe more deeply than many forms of strenuous exercise**.
- Singing improves your mood. **It releases the same feel-good brain chemicals as sex and chocolate!**
- Singing relieves stress and **improves sleep**.
- Singing **releases pain-relieving endorphins**.
- Singing **improves posture**.
- Singing **increases lung capacity**.
- Singing **clears sinuses and respiratory tubes**.
- Singing **improves mental alertness**.
- Singing **tones your facial and stomach muscles**.
- Singing **increases our self-esteem and confidence**.





Tune In!

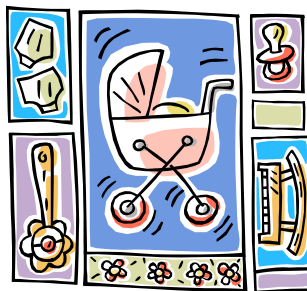
Tips for **Singing** and **Talking** with Babies



- Be **face to face**.
- Pause, and **let your child take a turn**.
- Sing **SLOWLY**. Talk **SLOWLY**.
- **Use actions** with your words.
- Make important words **stand out**.
(*The itsy bitsy spider went **UP** the waterspout!*)
- **Repeat** what you sing/say over and over.
- **Make songs part of your daily routine**.



Songs for Babies



Twinkle, Twinkle, Little Star

Twinkle Twinkle Little Star, (put hands up, wriggle fingers)

How I wonder what you are. (finger to head, thinking)

Up above the world so high, (point up)

Like a diamond in the sky, (make a diamond up high)

Twinkle, Twinkle, Little Star

(put hands up, wriggle fingers),

How I wonder what you are. (finger to head, thinking)

This is the Way We...



This is the way we 'put on our socks, put on our socks, put on our socks'.

This is the way we 'put on our socks'.

Early in the Morning!

This is the way we 'stretch and bend, stretch and bend, stretch and bend'. This is the way we 'stretch and bend' Early in the Morning!

(Etc. - sing this song with anything you and baby do)



If You're Happy and You Know It!

If you're happy and you know it, clap your hands!

If you're happy and you know it, clap your hands!

If you're happy and you know it,
and you really want to show it,

If you're happy and you know it, clap your hands!

► Stamp your feet! ► Shout hooray! ► Do all three!

Pat-a-cake

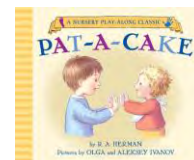
Pat-a-cake, pat-a-cake, Baker's Man.

Bake me a cake as fast as you can.

Pat it. And roooooooll it. And mark it with a /k/

(say first **sound** in child's name)

And put it in the oven for (Christopher) and me.



Jack and Jill

(Have baby lie on back while you move your fingers up their legs)

Jack and Jill went up the hill,

To fetch a pail of water.

Jack fell down, and broke his crown,
(move one down)

And Jill came tumbling after.
(move other finger down)



Peas Porridge Hot

(clap hands together, then tap hands on baby's knees)

Peas porridge hot. Peas porridge cold.

Peas porridge in the pot, nine days old.

Some like it hot. Some like it cold.

And some like it in the pot, nine days old.



Roley Poley

Roley Poley, Roley Poley (roll one arm around the other)

Up up up, (push hands up, up, up and say SLOWLY)

Up up up! (repeat - emphasise each word)

Roley Roley, Poley. Roley Roley Poley.

Down Down Down (repeat - emphasise each word)

(Repeat, but push hands OUT and IN)

(Repeat, but roll hands FAST and SLOW)



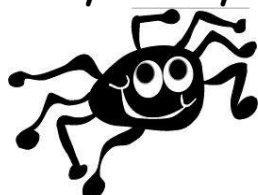
The Wheels on the Bus

The wheels on the bus go 'round and 'round,
'Round and 'round,
'round and 'round,
The wheels on the bus go 'round and 'round,
All through the town.



The wipers on the bus go swish, swish, swish...
The people on the bus go up and down...
The horn on the bus goes Beep! Beep! Beep!...
The babies on the bus go wah, wah, wah...
The parents on the bus go sh, sh, sh...

Itsy-Bitsy Spider(or Eensy-Weensy)



(After, do the **Great Big Spider** using a slow, very deep voice, and big actions. Then, repeat with the **Teeny Weeny Spider**, using a tiny high-pitched voice, and itty bitty actions)

The itsy-bitsy spider went up the waterspout.
Down came the rain, and washed the spider out.
Out came the sun and dried up all the rain,
And the itsy-bitsy spider went up the spout again.

Hickory Dickory Dock



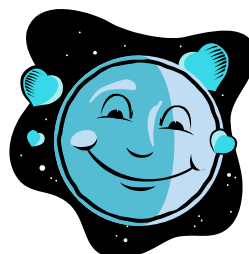
(Hold elbow on hand, and move arm like a clock)
(Whisper "tick-tock, tick-tock, tick-tock" a few times first)
Hickory dickory dock, (tick tock!)
The mouse ran up the clock (wiggle fingers up moving arm)
The clock struck one, (hold out one finger)
The mouse ran down, (fingers wiggle down moving arm)
Hickory, dickory, dock! (tick tock!)

Zoom, Zoom, Zoom!

Zoom, zoom, zoom!
(lift baby go up, up, up - FACING YOU)
We're going to the moon (bring baby back down)
Zoom, zoom, zoom! (same as above)
We'll be there very soon.
If you'd like to take a trip,
(bounce baby to the left, then right)
Climb aboard my rocket ship.
(bounce baby to the left, then right)
Zoom, zoom, zoom! (lift baby up)
We're going to the moon.
5, 4, 3, 2, 1, Blast off!



The Moon is Round



The moon is round, as round can be. (circle baby's face)
It has two eyes, (point to eyes)
A nose, (point to nose)
And a mouth, (point to mouth)
Like me. (Beat hand on chest 2x)

A Smooth Road

A smoooooth road, a
smoooooth road, a smoooooth road, a smoooooth road,
a smoooooth road, a smoooooth road, a smoooooth
road, a smoooooth road.....(hold baby on your lap and sway
SLOWLY in a circle)



Uhhhhhhhhh *bumpy* road, a *bumpy* road, a *bumpy*
road, a *bumpy* road, a *bumpy* road, a *bumpy* road, a
bumpy road a *bumpy* road...
(now bounce baby gently on your lap, and go a little faster)

Uhhhhhhhhh *rough* road, a *rough* road, a *rough*
road, a *rough* road, a *rough* road, a *rough* road, a
rough road, a **hole!**
(now bounce baby faster, then drop gently between knees)

From Wibbleton to Wobbleton

From wibbleton to wobbleton is fifteen miles.
(bounce baby on left knee two times, then right knee two times, then in the middle three times)

From **wobbletone** to **wibbleton** is fifteen miles (repeat)

From wibbleton to wobbleton, (keep bouncing left to right)

From wobbleton to wibbleton,

From wibbleton to wobbleton is fifteen miles.

(repeat same bouncing)

Can you Clap?



Can you clap,
Can you clap,
Can you clap,
And then STOP?

Can you clap, can you clap, can you clap,
And then STOP?

Can you CLAP CLAP CLAP CLAP CLAP CLAP CLAP?

Can you CLAP CLAP CLAP CLAP CLAP CLAP CLAP?

Can you clap, can you clap, can you clap,
And then STOP?

(Now try with "Can you tap..." -tap on head)

Five Little Ducks



Five little ducks went out to play (hold up 5 fingers)

Over the hills and far away (make hand move over hills)

Mother duck said, "quack, quack, quack, quack,"
(make hand pretend to quack)

But only four little ducks came back.

Four little ducks went out to play, (etc.)

(when your children are about 10 months old, leave off the last word and see if they will try to say 'quack!')

Five Little Monkeys



Five little monkeys jumping on the bed (put fingers of right hand into palm of left hand)

One fell off and bumped his head. (pretend to bump head)

Mother called the doctor, (pretend to call on phone)

And the doctor said,

No more monkeys jumping on the bed! (shake finger)

Four little monkeys...

Hush, Little Baby



Hush, little baby, don't say a word.
Papa's gonna buy you a mockingbird

And if that mockingbird won't sing,
Papa's gonna buy you a diamond ring

And if that diamond ring turns brass,
Papa's gonna buy you a looking glass

And if that looking glass gets broke,
Papa's gonna buy you a billy goat

And if that billy goat won't pull,
Papa's gonna buy you a cart and bull

And if that cart and bull turn over,
Papa's gonna buy you a dog named Rover

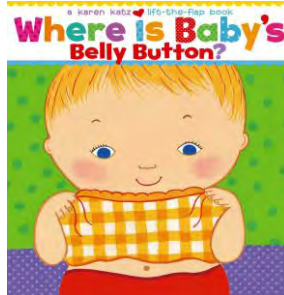
And if that dog named Rover won't bark
Papa's gonna buy you a horse and cart

And if that horse and cart fall down,
You'll still be the sweetest little baby in town.

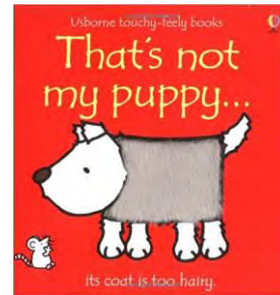
Great Books for Babies



(DK Publishing)

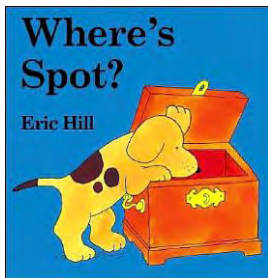


(by Karen Katz, Little Simon)

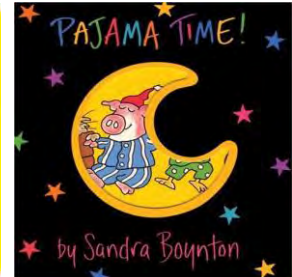
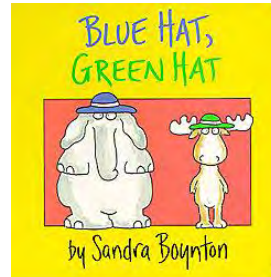
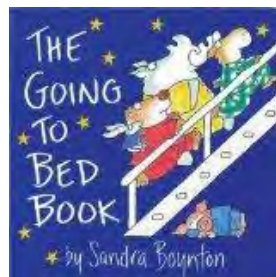


(Usborne Touchy-Feely Books)

- ▶ Babies love **photos** of their **family members** and **other babies**
- ▶ Babies love **real pictures** (photos) of things that you can **point to & name**
- ▶ Babies love **sturdy board books** that have **flaps** they can lift
- ▶ Babies love **SOUND EFFECTS**
- ▶ Babies love things they can **touch and feel**
- ▶ Babies love books when you **use your own words** (not always the words from the book)
- ▶ Babies love it when you are **enthusiastic with your voice and facial expressions**: Make your voice go **up/down, fast/slow, loud/quiet**
- ▶ Babies love it when you read books that **repeat the same thing over and over**
- ▶ Babies love it when you **get face to face** with them and turn the book around so that you can see where their eyes are looking



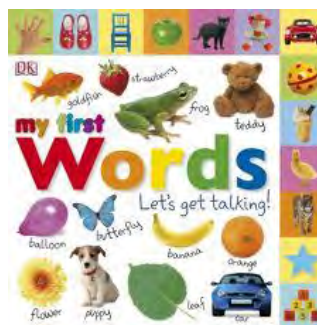
Where's Spot? By Eric Hill



Books by **Sandra Boynton**



**Put a basket of books
in every room!**



And similar books by **DK Publishing**.



Twinkle Twinkle Panda Bear



Enjoy the Moment...

Have Fun, Connect and Wonder, Pause and Wait

Help Your Little One Learn to Talk

Talk **WITH** your Infant!

- Research¹ has shown that **how much** parents are talking with their infants matters. The **more parents talked** with them, the more words the infants knew and used. Also key is the **quality** of the interaction so see below.
- **Talk in Daily routines** when getting dressed, changing diapers, bathing ...
- **Label** what your infant sees or touches. Be sure to also include action words that talk about what the object does e.g., bubbles...the bubbles are **falling**, I'm **blowing** bubbles....
- **Stress** words by speaking **slowly** and emphasizing them with your voice.



Copy & Take Turns *with* your Little One

- Get **face to face** and watch closely....Is he making raspberries? Is he cooing (oo.....ah....) or babbling (bababa....) ?
- **Copy** by doing or saying exactly what he does or says then **WAIT!** to see if your child will take another turn. Watch how he plays with toys. Does he shake his rattle? Does she bang her drum?
- Researchers say that if we want our child to copy us....first we need to copy them. So if your little one shakes his rattle, you shake a rattle & then **WAIT** for his turn. How many **turns** you can take back & forth- **strive for 5!**

Use Gestures *with* your Little One!

- To help a little one use gestures, use them **OFTEN** yourself!
- **Shake** your head while saying "no", **wave** "bye" and **point** to interesting pictures on the wall. **Attaching gestures** to your words helps your child learn the **meaning** of the word and how to **use gestures**.



- Do **action songs** like "Roley Poley" or "The Wheels on the Bus" and move your hands "up" while saying "up, up, up".
- A child should use gestures before he speaks and in fact, **use 16 gestures by 16 months**.

Visit www.firstwordsproject.com to learn about gestures and other pre-language skills.

"Relationships not things build brighter brains"

Dr. Jean Clinton



January, 2017

Say Nursery Rhymes & Play Games with your Little One!

- The Canadian Language & Literacy Research Network has reported that nursery rhymes actually improve a child's language skills.
- They say that the rhythmic patterns attract an infant's attention! Classic social games like, "round and round the garden", "peek a boo", & "pat-a-cake" are excellent games for little ones to **interact** and **take turns** with you. The **repetition** in these games helps the child anticipate what will happen next. The more familiar the rhyme or game, the more likely your infant will be to take a turn nonverbally or verbally when you pause expectantly.

Read & Sing Together!

- **Go slowly** when you are reading or singing with your infant/toddler. Make some of the words **stand out** by emphasizing them. **Pause** often and in the **same place** to encourage and allow your child to take a **turn**. For example, while singing, "head & shoulders, knees and toes" always pause before you get to "toes" and look expectantly. Does he look at your/his toes? Does he touch his toes? Or does he make a sound?
- No pressure ... **WAITING** lets your child know that it's his turn but if he doesn't take a turn, keep going!
- See <http://www.e3.ca> for great book & song ideas.

Turn off Screens & Play Together!



- The 2016 American Academy of Pediatrics updated guidelines recommend that **screen time be discouraged** for children **under 18 months** with the exception of skype and facetime.
 - Research has demonstrated that infants learn language by being **socially engaged** not by watching screens. One study¹ found that infants who viewed DVDs and television programs between eight to sixteen months of age actually knew **fewer words** than babies that didn't. A 2008 Thai study published in Acta Paediatrica¹ found that children under twelve months of age who watched more than **two hours** of T.V. per day were **six times** more likely to have **delayed language** skills.
- So ...our advice is to get **face to face** and **interact** with your infant! Infants learn best by interacting with people...exploring, singing, playing, reading and talking.

Visit [Home - First Words Project](#) to learn what it takes to learn to talk.

For more language facilitation tips please visit, www.hanen.org and [Playing With Words 365 – building speech & language skills in everyday experiences](#)

¹ Hart, B. & Risley, T. (1995). Meaningful Differences in the Everyday Experiences of Young American Children. Paul H. Brookes Publishing Co.. Baltimore, Maryland.

¹ <http://www.washington.edu/alumni/uwnewslinks/200709/videos.html>

¹ esciencenews.com/articles/2009/01/13/letting.infants.watch.tv.can.do.more.harm.good.says.wide.ranging.international.review

¹ esciencenews.com/articles/2009/01/13/letting.infants.watch.tv.can.do.more.harm.good.says.wide.ranging.international.review

Activities for Babies: Birth-6 months

All of these things stimulate a baby's senses,
and this 'wires the brain' to make **learning to read** easier later on:



✓ Check off what you've tried so far. **GET FACE TO FACE** and...

- ☐ **Sing softly, cuddle, snuggle, kiss, hug, and rock them gently. Talk in a soothing voice.**
- ☐ Smile and try to make them smile, laugh, shriek, chuckle, coo and gurgle.
- ☐ **Play with a rattle. Do they move their head or eyes towards the sound?**
- ☐ Show them black and white pictures with different designs (before 3 months).
- ☐ Play your favourite music and dance with them! Play soothing music during quiet times.
- ☐ **Place baby beside a mirror. What happens? Name their body parts in the mirror.**
- ☐ Leave them alone sometimes. Let them rest and play by themselves for a while.
- ☐ **Let them watch you work around the house. Put them on a blanket on the floor beside you.**
- ☐ Put baby on tummy and a couple of bright toys around them to encourage head lifting.
- ☐ **Put pictures/photos where you change their diaper. Point to the pictures and talk about them.**
- ☐ Make the same sounds that they make. Do they copy you or make sounds back when you talk?
- ☐ **Read a magazine together. They will love the pictures and the crinkly paper.**
- ☐ Gently move their arms and legs in a circle to the rhythm of a song or nursery rhyme.
- ☐ **Bundle up and get outside as much as you can. Talk about what you see.**
- ☐ Roll a ball while baby is on his tummy. Can they follow it with their eyes?
- ☐ **Let them *smell* different foods, soaps, & flowers (some plants are poisonous...be careful).**
- ☐ Play peek-a-boo with puppets or blankets. Let a small part show. Will they reach for it?
- ☐ Help baby roll and reach for toys by placing them just a little bit out of reach.
- ☐ **Sing songs and nursery rhymes over and over again.**
Babies need a lot of repetition.
- ☐ **Read books to them while snuggling.** Make your voice go fast, slow, high, and low. Or, sit across from them on the floor and just look at the pictures and label them and talk about them. Find books with real pictures, flaps, and touchy feely things.





Activities for Babies: 7-12 months

GET FACE TO FACE and...

- ☐ Give them a couple of "O" shaped pieces of cereal. Can they pick it up?
- ☐ **Put lots of things in a box (lids, wooden spoons, measuring cups, etc.).** Shake it. **Will they reach into the box to grab the things?**
- ☐ Collect juice lids (with non-sharp sides) & let baby put them in and out of a coffee tin.
- ☐ **Get on hands and knees & play chase. Does baby love hearing "I'm going to catch you?"**
- ☐ Play "Ring Around the Rosie" with them in your arms.
- ☐ **Clap your hands with them when singing songs and rhymes.**
- ☐ Put lots of pillows on the floor for baby to crawl over and climb around.
- ☐ **Sing songs while you are dressing baby ("This is the way we...put on our socks")**
- ☐ Make sure baby feels loved. Hug them and kiss them and tell them... "I Love You!"
- ☐ **Read 'cardboard' books & plastic books so they won't get ruined when baby eats them!**
- ☐ Let baby see *you* reading (newspapers, magazines, books, mail) & WRITING over and over again.
- ☐ **Let baby tear up and crinkle up paper.**
- ☐ Dance together!
- ☐ **Put a favourite toy in a paper bag and close it. Can they open the bag and take out the toy?**
- ☐ Ask baby to hand things to you (or others). Say "please" and "thank-you", but these are not the most important words until later on. Now is the time to label what you are playing with (e.g., spoon!).
- ☐ **Play with simple puzzles.**
- ☐ Open up a large paper bag and hand them a thick crayon. Will they scribble?
- ☐ **Ask simple questions. Will baby nod his head "yes" or "no"? Do they understand their name?**
- ☐ Help them with their first words. Does baby say "da-da" or "ma-ma" and babble on and on?
- ☐ **Let them open, close, empty, bang, and throw things! This is normal!**
- ☐ Play peek-a-boo with an object. Do they look for it - even when they can't see it anymore?
- ☐ **Sing songs and nursery rhymes to them over and over again.**
Babies need repetition. And they need to eventually be able to rhyme to be good readers.
- ☐ **Look at books together.** Sit directly across from them, open up a board book (with real pictures), and pay attention to what they are looking at so that you can talk about what they are looking at. Repeat the name of the things in the books, and **make simple comments** about what they see.



Is Screen Time* okay for Babies?

*Screen time includes smart phones, tablets, computers, or television.

This does not include FACE TIME and SKYPE. This kind of "video chatting" can nurture *positive* interactions.



► **The Canadian Paediatric Society does not recommend screen-based activities for children under 2, and encourages limiting screen time to less than 1 hour per day for 2-4 year olds.**

► **Time in front of a media screen does not help babies become ready to learn.** Warm and engaging interactions with parents and other caregivers are what they need to be ready to learn.

► The goal of the first few years of a **baby's** life is to help him/her develop **language skills**. Screen time has a negative effect on this development – **even when the TV is on in the background.**

► **Be aware of your own screen use habits and change them** if necessary. Heavy use is associated with less talking and less interaction between parents and babies. Research shows that the longer parents are on their screens, the more likely their children are to struggle with behaviour.

► For older children, **avoid screen time before bed or naptime – this can disrupt sleep.**

► **Watching television during meal times can lead to delayed social skills and delayed language skills.** This is mostly because of the conversation that is being missed out on that usually takes place during meal times.



► Research shows that children who have televisions in their bedrooms score lower in school, and yet **20% of Simcoe County children in grade one have televisions in their bedrooms.**

► Avoid using screen time as the only way to calm your child when upset. This could **reduce their ability to calm down on their own when needed.**



Handheld screen time linked with speech delays in young children:

New research presented at the 2017 Pediatric Academic Societies Meeting suggests the more time children under 2 years old spend playing with **smartphones, tablets and other handheld screens**, the more likely they are to begin talking later." Science Daily, May 4, 2017.

www.sciencedaily.com/releases/2017/05/170504083141.htm

The best toy for your baby is YOU!



Red Flags for Speech and Language

Speech and language development is one of the most critical school readiness skills. **Early identification is key: don't wait!**

If a child is missing one or more of these expected age outcomes, consider this a red flag.



By 6 months

- ☐ Turns eyes or head toward a sound
- ☐ Watches your face when you speak
- ☐ Smiles & laughs in response to your smiles & laughs
- ☐ Has different cries for different needs
- ☐ Makes sounds &/or moves body in response to you

By 9 months

- ☐ Responds to his/her name
- ☐ Babbles e.g., bababa, dadada
- ☐ Plays social games with you e.g., peek-a-boo



By 18 months

- ☐ Identifies several body parts when asked
- ☐ Understands the concepts of "in /out , off/on"
- ☐ Points to pictures using one finger
- ☐ Says about 20 words consistently
- ☐ Uses at least 4 consonant sounds e.g., p, b, m, n, d, g, w, h
- ☐ Pretends to feed a doll/teddy or pretends a bowl is a hat



By 2 years

- ☐ Follows 2 step directions e.g., "go find your teddy & show it to grandma"
- ☐ Uses at least 100 words including action words e.g., fall, eat, go
- ☐ Combines at least 2 words e.g., daddy sleep
- ☐ Enjoys being with other children
- ☐ Puts 2 pretend play actions together e.g., stirring food and feeding a doll



By 4 years

- ☐ Follows 3 part directions e.g., "get some paper, draw a picture, & give it to mommy"
- ☐ Uses sentences with adult-type grammar e.g., "he's going to the park now"
- ☐ Tells a story
- ☐ Speech is understood by strangers most of the time
- ☐ Can act out different roles with their friends e.g., going to a restaurant



By 12 months

- ☐ Follows simple 1 step directions e.g., "sit down"
- ☐ Gives familiar items on verbal request
- ☐ Points to things he/she wants
- ☐ Uses gestures e.g., waving "bye-bye"
- ☐ Brings toys to show you
- ☐ Looks across the room to something you point to
- ☐ Gets your attention using sounds, and gestures while looking at your eyes



By 3 years

- ☐ Understands who, what, where, & why questions
- ☐ Can create long sentences combining at least 5 words
- ☐ Uses some adult grammar e.g., cookies, mommy's coat, I jumped
- ☐ Can have a short conversation
- ☐ Speech is understood at least 75% of the time
- ☐ Pretends with friends using many actions e.g., having a tea party



If a child is experiencing any of the following, consider this a red flag:

- ☐ Limited interest in toys &/or plays with them in an unusual way
- ☐ Has lost words he/she used to say
- ☐ Stuttering
- ☐ Ongoing hoarse voice
- ☐ Problems with chewing or swallowing

Where there are concerns, the parent should contact: the Preschool Speech and Language Program **(705) 739-5696 or 1-800-675-1979**

Adapted from Ontario Ministry of Children & Youth Services, 2007

Leave Off the Last Word in a Familiar Song or Nursery Rhyme!

This may be one of your baby's first words!



Jack be Nimble

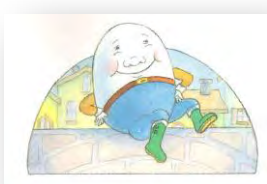
Jack be Nimble
Jack be quick.
Jack, jump over
The candlestick.

Jack jumped high
Jack jumped low.
Jack jumped over
And burned his toe!



Hey Mom! Dad! How many Nursery Rhymes can you name?

Let's see if you can say 10 different nursery rhymes!



Change it Up! Be Silly!

Once your children know some familiar nursery rhymes, have fun and ham it up by changing the words like this: "Jack and Jill went up the hill, to fetch a pail of **PANCAKES**!"



Hey Diddle Diddle

The cat & the fiddle.
The cow jumped over
the moon.
The little dog laughed,
to see such sport,
And the dish ran away
with the spoon!



Baa Baa Black Sheep!

Baa Baa Black Sheep,
Have you any wool?
Yes, Sir. Yes, Sir.
Three bags full.

One for my master, and one for my
dame.

And one for the little girl who lives down the lane.
Baa, Baa Black Sheep, Have you any wool?



Little Boy Blue! Come Blow your Horn!

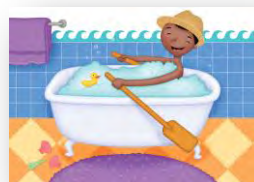
The sheep's in the meadow,
the cow's in the corn.
But where is the little boy
who looks after the sheep?
He's under a haystack, fast asleep.



Sing Row Row Row your Boat!

But change the first sound in MERRILY, to the first sound in family members' names (e.g., if your son's

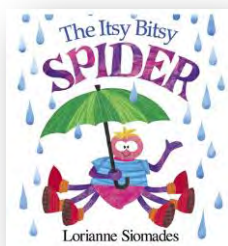
name is *Jeremy*, sing: "Row, Row, Row your boat, gently down the stream... JERRILY, JERRILY, JERRILY, JERRILY, life is but a dream!")



Sing the Itsy Bitsy Spider

Then the GREAT BIG SPIDER (with a deep voice), then the Teeny Weeny Spider, and the Silly Silent Spider! (no voice – just actions)

Let your child fill in the last words!



Sing Ring Around the Rosie, and

London Bridge



Go to www.simcoecommunityservices.ca

(click on EarlyON Child and Family Centre then click on Literacy link)

For Preschool, Toddler, and Infant Early Literacy Booklets, activity calendars, videos, & more!