

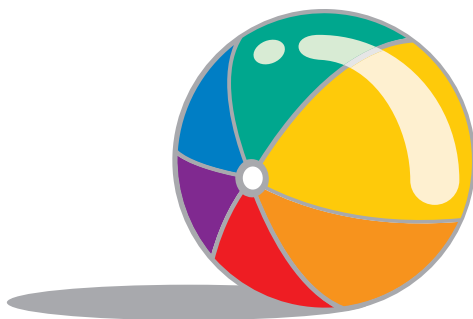
MIND builders



Find the Toy

This is a hide-and-seek activity for your one year old. Use three cups, plastic containers or small towels that your child cannot see through. Take a toy that your child likes and that can be hidden under the cups or towel. You could also hide food like cereal under the cup. Hide the toy or food under one cup or towel, and leave the other cups or towels "empty." At first, let your child see which cup or towel you are hiding the toy or food under. Let her search to find the toy or food. When she does, clap and give her lots of praise. Then, hide the toy or cereal when she does not see, and let her hunt to find it.

Your one year old is discovering that even when an object is hidden it is still there. Searching for the toy under the cup or towel helps her learn to solve problems.



Making Noise

Your kitchen is a good place to find objects that make different noises when you tap them with a metal or wooden spoon. Find several different unbreakable objects, such as plastic storage containers, pots and pans, empty cardboard cereal boxes, and soup cans. Put some beans, rice, or pasta pieces in plastic storage containers that you can seal. Let your one year old experiment with making noises by tapping the objects with the spoon, or by shaking the container with rice, beans or pasta. Tap or shake a simple rhythm and see if she will copy you. Talk with your child about the noises she is making, and name the different objects together.

Your one year old is learning that her actions have results, and that different actions have different results.



Counting Games

It is important to learn about numbers! Pick a small number (like 1, 2 or 3) and see how many ways you can include it as part of your child's day. For example, pick the number "3." When you are changing your child's diaper, count the snaps on her outfit, **one, two, three!** When you have a meal, give her three pieces of food and count as you put them down.

**Look, here are three blueberries
and three pieces of chicken,
one, two, three!**

Count each time you push your child on the swing. Make a game of clapping, shaking your head or stomping your feet. See if your child will copy you. Clap three times, counting while you clap. Help her copy your actions. Then shake your head three times, counting as you shake your head. Have your child copy your actions, and with each new motion, count out loud.

Even though your one year old is too young understand the concept of numbers and counting, hearing you speak the words and the rhythm of counting helps to build her language, and become familiar with the idea of numbers.



Let's Pretend

Next time you read a book with your child, think of ways to pretend about something in the book. For example, if the people in the book are eating cookies, pretend to take a cookie off the page and eat it yourself, and feed one to your child. Laugh together at this silly action! If there is a puppy on the page, pretend the puppy jumped off the page and tickled you, and then your child. Or, pretend to pet the puppy in the picture.

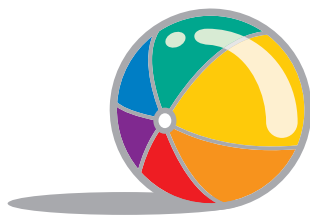
Pretending helps build your child's imagination.



Sock Puppets

Save up those socks that have lost their pair somewhere along the way! You can use them to make a family of puppets. Draw a face on a sock – eyes, nose, mouth and ears. Add “hair” by gluing or sewing on pieces of yarn or paper ribbon that has been curled, or cotton balls. First, put a sock puppet on each of your hands, and put on a little puppet show for your one year old. Make up a story about something your child is familiar with, for example, have one puppet be the parent talking about what to eat for lunch, and the other puppet be the child. Use lots of expression and silly voices. Move your fingers around in the sock so that the puppet’s face moves. (You’ll probably get some laughs from your child during this play!) See if your child wants to put a sock puppet on her hand, and play together with her.

Your child is building her imagination and learning to create by pretending and helping to make up a story.



Fun with Water

On a day when it is warm enough and you can supervise, let your one year old experiment with water. Fill large plastic storage containers with water and play outside or in the tub. Give your child several unbreakable things to use as tools: cups, measuring cups, spoons. Help her practice pouring water from one cup to another. Help her fill a bowl with water and then stir together with a spoon. Show her what happens when you pour from up high or down low, or from a smaller cup to a bigger cup, and then from the bigger cup back to the smaller cup. Talk together about the water. Give her some pieces of paper and let her “paint” with the water. Make a handprint or footprint with her wet hand or foot on the paper. And don’t forget, any time your child is around water, an adult should be within an arm’s reach to make sure she is safe!

Your child is learning science – about the characteristics of water, about pouring and about the concepts of wet and dry.





Words and Moves

He may not be able to speak clearly, but your one year old understands many of your words. Try giving him simple directions and see if he will copy your movements. At first, when you give the direction, do the action too. For example, say:

Clap your hands, Tuan!

and show him by clapping your hands. Encourage him to copy your motions. Use a few easy movements like patting your tummy, pointing to your nose, or sticking out your tongue. After your child copies your movements, see if he can understand your words and clap or point to his nose without you showing him the movements.

Your child is learning the connection between words and actions.



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one year old



Buried Treasure

You can do this activity at a park or beach where there is sand. Find several toys that you can bury in the sand. Start by letting your child see you bury the toy in the sand. Tell him what you are doing:

Look, I'm hiding the race car in the sand.

Do you think you can dig and find it?

Let your child feel in the sand and find the toy. Praise him for finding the toy. Keep hiding the toys until your child is tired of this game, and then see if he wants to bury the toy and have you find it. Talk with your child while you are playing this game.

What does the sand feel like?

What do the toys feel like?

Use words for what he is doing, like digging.

Your child is learning that even when he can't see a toy, it still exists. He is also gaining confidence that he can solve the "problem" of finding the buried treasure.



Make a Ramp

Find something large and flat that you can use to make a ramp, such as a piece of wood, a lid to a large plastic storage container, or a large cardboard box. Prop up one end to make a ramp, and let your child experiment with how things slide down this ramp. For example, make it a race track for your child's toy cars. Or pretend it is a slide at a park for dolls or stuffed animals. Experiment together how different objects move down the slide. How does a ball go down? What about an empty plastic bottle or a soda can? What about a square block? Does he have to push the toy or does it roll down by itself? Play together with the toys and ramp, talking about why things slide down fast or slow or why they need a push. Laugh together if the cars crash, or comfort a doll together if it tumbles.

Your child is learning about motion and how he can make things move by his actions. He is learning the concepts of "up" and "down," "fast" and "slow."



A Finding Helper

Your child may be ready for this activity toward the end of this year – as he is getting closer to two years old. When you have a pile of clean clothes to be sorted and folded, let him be your helper. First show your child how to sort through the laundry and find a piece of clothing that is yours. For example, **Look, I have a shirt. Whose shirt is this? Is it Daddy's shirt? No! Is it Mommy's shirt? Yes, this is Mommy's shirt!** Find another piece of clothing that belongs to the same person and repeat the questions so that he becomes familiar with the activity. Then find another piece of clothing that belongs to a different person. Show your child the clothing, and tell him who it belongs to. Start with clothes from one or two people that your child is very familiar with – like a parent or brother or sister. After he understands the idea of the activity, hold up a piece of clothing, and ask who it belongs to, **Whose dress is this? If he needs help, then say who it belongs to, Is it Mary's dress? Yes, this is Mary's dress!** Once he can name who the different clothes belong to, ask him to find a piece of clothing. **Can you find something of Mary's? That's right. Those are Mary's pants. You are a good helper!**

Sorting through laundry together helps your child learn sorting and matching skills, and also learn new words.



Notes