

# Baby TALK Curriculum Table of Contents

## **PRENATAL**

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In this curriculum you will find background information for weekly topics for discussion related to stage of pregnancy. It also includes a weekly topical journaling activity for expectant parents.

## **DEVELOPMENTAL PERSPECTIVES**

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In this curriculum, you will find a set of three perspectives for each month from **birth to thirty-six months**.

1. The Child's Perspective- a first-hand account from the perspective of one child at this age, seeing the world as one child may see it
2. The Parent's Perspective- a first-hand account of how a parent may react to the developmental challenges and opportunities her child presents at this age  
Information for Parents- a narrative of additional information parents may find helpful for supporting their child's development and managing family life at this age
3. The Professionals Perspective- a narrative for professionals to reflect on the opportunities for the parent and child of this particular age

Note the Developmental Perspectives Topical Chart which can be used as an index to locate other curriculum on similar topics.

## **NEWBORN ENCOUNTER**

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Each newborn encounter includes an observation and interaction with the parents focused on the newborn.

Items in this section:

- Newborn Encounter Protocol
- Hospital Parent Info form
- Current Newborn Encounter Documentation Form
- Eliciting Newborn Behaviors
- Newborn Perspectives
- Newborn Handout
- Sibling Rivalry Handout
- Twins Handout

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## **PROTOCOLS**

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Encounter Protocols provide a structure for using our time in a way that enables us to incorporate developmental issues with relationship building techniques, which move us ahead in our work with the family. We seek to incorporate each element of these protocols in each interaction, noting what we learn from parents and children we serve.

Preparation  
Assessment  
Affiliation  
Observation  
Developmental Behaviors

System of Support  
Baby TALK and System of Care  
Reflection-On-Action  
Documentation

This section includes monthly protocols from newborn to 36 months.

## **FORMS**

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Reference document for the most up-to-date forms and where they are located on the website.

## **ACTIVITIES**

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Activities provide a reflective structure to assist professionals in facilitating parent child interactions in a variety of developmentally appropriate ways. Each month offers 4 activities to engage families, think together about elements of development at this age, create opportunities to facilitate and observe interactions, and to reflect upon the meaning for the family.

*Note:* The activities were written in alignment with the state of Illinois Early Learning Guidelines for children birth to age 3, and each activity references one or two standards supported by the interactive activity.

### 1 month

- I love your voice! - Knows your voice
- My eyes can track! - Follows an object
- I can lift my head - Lifts head briefly
- Why do I startle? - Responds to a noise

### 2 months

- So, these are MY hands! - Hand awareness
- Do you want to talk? - Mouth noises, face-to-face interactions
- Is this what I look like, too? - Loves to look at faces
- I know what happens next! - Begins anticipating routines

### 6 months

- Left, Right, Write... - Transfers objects between hands
- Peek-A-Boo! I Learn By Looking At You! - Plays peek-a-boo
- Partially out of sight...but not out of mind! - Finds partially hidden toy
- Infant with a cause...and reaction! - Begins to understand cause and effect

### 7 months

- I feel for you! - Responds to your facial expressions
- Meet me in the middle - Holds objects mid-line
- BIG on Books Even Though I'm Little - Listens to you read and talk about books
- Your Little Handful Has Her Hands Full - Holds two of three objects offered

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## 3 months

- I can lift my head & chest! - Raises head and chest when on tummy
- Shake, rattle, and grasp! - Grasps and shakes toys
- Baby's Got Babble! - Begins to imitate sounds
- You make me smile! - Smiles socially

## 4 months

- Rolling to back - Rolling over
- Sitting so Pretty - My neck is becoming stronger
- Learning through my senses, my mouth is the best! - Explores objects
- The World is a Rainbow! - I can see lots of colors now

## 5 months

- That's my name! - When you call his name
- (Almost) In the palm of her hand! - Rakes small objects with whole hand
- Listen to the beat! - Reacts to music by cooing
- Hand to mouth! - Brings toys to mouth

## 11 months

- How big is baby...so big! - Playing "so big"
- Since you thought that was funny, I'll do it again! - Repeats actions
- Fill and dump, fun, fun, fun! - Puts objects in containers
- What's on that spoon? - Holds a spoon

## 12 months

- Listen to me! - May say a few words: "mama," "dada," and "uh-oh"
- Roll, roll, roll your ball! - Begins to roll or push a ball
- I know what you mean! - Responds to directions
- I can do it myself...please help me! - Wants to be independent

## 13 months

- I love you the best! - Strongly attached to a specific toy
- May I have this dance? - Likes to dance to music
- I'm "telling" you no! - Shakes head "no"
- What's the point? - Understands and uses pointing

## 14 months

- I am SO frustrated! - Shows frustration by having a tantrum
- Let me show you how much I love you! - Shares affection
- See ya later! - Waves bye-bye
- I am learning to love being read to! - Wants to turn pages in books

## 8 months

- My Babble has meaning! - Babbling with consonants? Da, Ma, or Ba?
- I can use my fingers! - What small items does she want to pick up with her pincer grasp?
- Who's that baby! - I reach out and pat the things I see in the mirror
- Ready, set, move! - Is the baby interested in motor activities?

## 9 months

- What is the limit? - Setting limits
- Bang, bang, bang! - Bangs objects together at midline
- Here is my nose and there is a ball! - Points to body parts
- New people can be scary! - Stranger anxiety

## 10 months

- Books are yummy! - Looks at picture books
- Look what my body can do! - Pulls to stand
- "The wheels on the bus..." - Likes moving parts on toys
- Look what I did!!!! - Shows pride in accomplishments

## 18 months

- Let's sing and motion! - Imitates songs and finger plays
- I can do it by myself! - Does things for himself
- If I want it, it's mine; if I see it, it's mine... - Is possessive of toys
- If you cry I will give you a hug! - Shows sympathy

## 19 months

- Play ball! - Tries to kick a ball; tries to throw a ball
- Head, shoulders, pants, and shoes! - Points to body parts and clothing when named
- We are family! - Enjoys looking at a family book
- Budding Monet- Scribbles on paper

## 20 months

- I want you, don't go! - May have difficulty with separation
- It's a puzzle! - Completes a simple three or four piece puzzle
- You want me to do what? - Is able to follow simple directions
- I know what I want, I can let you know too! - Indicates wants

## 21 months

- I want it now, now, now! - Temper tantrums
- Ooey, gooey, messy fun! - Messy play
- Cleaning, cooking, sweeping, dusting... - Imitates housework and "helping" you
- Let me see how far I can reach - Stands on tip toes

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## 15 months

- I know it's still there! - Finds a hidden toy
- I want to be friends...maybe - Shows more interest in playing with others
- It may have been ok...now I am SCARED! - May show fear and insecurity
- Let's have a (pretend) picnic! - Enjoys "Make Believe" play; wants to imitate adults

## 16 months

- How high can I go? - Builds a four block tower
- I can climb stairs, and furniture, and... - Walks up steps and climbs
- Do you understand me? - Babbles with expressions; may use simple words
- I am loving my bath! - Pours water into different sizes of containers

## 17 months

- I see what you're asking and I can point to it! - Points to familiar objects
- I can do it again, and again, and again - Enjoys doing the same things again
- I can clean, fold, sweep...and I love it! - Helps in your jobs around the house
- The cow says "Moo", the dog says.. - Makes animal sounds while looking at books

## 25 months

- I can pedal my trike! - Rides a tricycle
- I can eat all by myself and it is messy and fun! - Feeds himself
- I think I need to go! - Begins to anticipate the need to go potty
- Help me get to the next step - Transitioning in activities

## 26 months

- We are family! - Names people in family
- 1, 2, 3...count with me! - Understands the number one
- Brush, brush, brush your teeth! - Brushes teeth with assistance
- I want to make you feel better... - Is self-centered, but tries to comfort others

## 27 months

- I can take off my clothes all by myself! - Independently removes clothes
- My scribbles are starting to look more... - Draws "pictures"
- Ask me a question, I bet I can answer it! - Answers questions
- I love my baby doll? - Plays with dolls

## 28 months

- Circle to circle, square to square... - Matches shapes (circle, triangle, square)
- I can pay attention for a longer time, wow! - Gradually increases attention
- Snip, snip, snip with my scissors! - Makes snips with scissors
- I am a boy, I have brown hair - Identifies self as boy or girl

## 22 months

- In the fold - Folds paper
- I can make up my own mind! - Wants to make decisions
- Let's play charades! - Uses gestures when communicating with others
- My scribbles are becoming more purposeful! - Imitates a circular scribble

## 23 months

- I know where my toys go! - Remembers where objects belong
- Up and down I go! - Goes up and down a slide
- Stringing beads, one by one! - Strings one-inch beads
- The Wheels on the Bus go Round and Round...- Sings phrases of songs

## 24 months

- My block is a phone! - Begins engaging in simple pretend play
- Let's put these in order - Nests blocks or stacks rings in right order when shown
- My many colored feelings - What emotions does your toddler express?
- The cow says moo! - Matches sounds to animals

## 31 months

- I've got this grammar thing down! - What does the say?
- I want you, I don't want you, I need you! - Often displays contradiction
- How big is this? - Describing size
- I pretend to be mommy, and teacher, doctor...- Enjoys pretend play

## 32 months

- Let's talk? - Actively participates in conversations
- SO, I think this means I have to go potty! - Begins to control bladder
- Is less more? - Which group has more?
- Let me sort these out - Identifies categories

## 33 months

- Jump like a kangaroo - Jumps one to two feet in distance
- Let's make something - Likes creating
- Will it float? - Learns about sinking and floating
- I follow the rules! - Begins to follow simple rules

## 34 months

- Let me tell you about this - Draws picture and tells story about it
- Blue and red make... - Plays with mixing colors
- I can do that AND that - Follows multi-step directions
- Make it stick! - Glues items on paper

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## 29 months

- This is for this and that is for that - Understands functionality of objects
- Say what? - What words do you hear from your toddler during play?
- Bookworm - Looks at books on his own
- Come out, come out, wherever you are! - Plays hide and seek

## 30 months

- Picture this - Imitates adult when coloring/drawing
- So, this is what numbers mean! - Begins understanding the concept of numbers
- I'm giving it the boot! - Kicks a ball
- First this, then that - What happens next?

## 35 months

- Squishy fun! - Plays with modeling dough
- Red with red, circle with circle, I've got this! - Sorts colors and shapes
- I look like a flamingo! - Stands on one foot for five seconds
- You can't pull a fast one on me! - Wants books read just as written (don't skip)

## 36 months

- And a one, and a two - Knows sequencing
- A trusted friend - Likes characters in books
- Look at my vocabulary grow! - Learning prepositions
- Dancing to the beat! - Enjoys moving to music

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## **HOME VISITING**

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Refer to separate document located in the Home Visiting Folder named

*-Home Visiting Reference Guide*

## **TRAUMA INFORMED**

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Awareness for professionals who may encounter families suffering from traumatic life events and how these life changing events impact young children and families, and ways we can support the parent-child relationship in difficult times.

Child Abuse

Domestic Violence

Grief and Loss

Homelessness

Losing a Child

Mental Illness

Substance Abuse and Families

Toxic Stress and the Effects

## **PARENTING ISSUES**

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Year in and year out, parents struggle with the same basic issues in raising their children. Feeding, sleeping, discipline, toilet training, sibling rivalry . . . these and other issues are universal in the challenges they present to parents of young children. Baby TALK has developed these handouts to spur parents' thinking on these issues.

Birth Order

Building Responsibility in Children

Child's Play is "Growing Up Work"

Children's Books Related to Parenting

Issues

Children's Fears

Clean up, Clean up

Consequences if . . . Then . . .

Discipline: Teaching With Love

A Fun Family Feast

Germ Warfare

Good Days Vs. Bad Days

Goodnight Toddler

Habits: Good and Bad

How Does a Child Grow?

Learning to Share

Manners

Midnight Snackers

Older Siblings and Sibling Rivalry

Ready for Preschool!

Secondhand Smoke and Your Baby

Separations

Teaching Your Child to Share

Television: Is it Good or Bad?

Temper Tantrums

Temperament-Why Does My Child Do the Things He Does?

Traveling with Tots

What Should Your Child's Schedule Include?

Why Should I Read to My Child?

The Young and the Sleepless

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## **DEVELOPMENTAL NEWSLETTERS**

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An inexpensive way to deliver information to a large group of families is through developmental newsletters at regular intervals throughout their child's first three years. These letters contain information specific to the child's age:

2 Months	12 Months	24 Months
4 Months	15 Months	30 Months
6 Months	18 Months	36 Months
9 Months	21 Months	

## **HOMEMADE TOYS**

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### Vision

- Can My Baby See
- Colors All Around
- Hey Good Lookin'
- Look Into My Eyes
- Visual Development in the Early Months

### Hearing & Language

- Mother Goose Rhymes
- Music for Your Baby
- Read to Me
- Talking Through the Day
- The Value of Board Books

### Motor Development

- Baby-proofing Your Home
- Fun with Blocks
- Large Motor Development
- Puppet Play
- Within Baby's Reach

### Cognitive

- Cause and Effect
- Early Experiences
- How Your Baby Develops
- Object Permanence
- Sweet Success

### Cycles & Routines

- Alertness Cycle
- Bathtime Fun
- Bedtime Routine
- Dressing\_Diapering\_Feeding
- Value of Daily Schedule

### Social-Emotional

- Attachment
- Create Your Own Family Culture
- Sibling Adjustment
- Your Baby's Family
- Your Perfect Baby

### Families on the Go

- Along for the Ride
- Going to the Doctor
- Leaving Your Baby in Another's Care
- Let's Go to the Library
- Out and About with Baby

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## **PRESCHOOL 3-6**

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Preschool education is effective in strengthening the potential for positive growth and development of children and families. Children learn through the exploration of their environment and within social interactions, the most important being within his or her family. The Baby TALK preschool curriculum is designed to be used in Personal and Group encounters with parents of 3 to 6 year old children. Based on the Illinois Early Learning and Development Standards this curriculum addresses the developmental domains of the child and the child's role in the family. Collaborations between parents, staff and community must occur to facilitate optimal learning for children.

### **Developmental Domains (90+ activities):**

Cognitive  
Creative Arts  
Language Arts  
Math  
Physical Development and Health  
Science  
Social Studies

### **Preschool Handouts:**

Social/Emotional Development  
Language Development  
Cognitive/School Readiness  
Motor Development  
Discipline and Moral Development  
Role in the Family

## **TEEN PARENTING**

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### **Intro- Who are Teenagers? (Adolescent Development)**

#### **Prenatal:**

Relationships  
Nutrition  
Substance Abuse  
My Changing Body and Emotions  
Development in Trimesters  
Attachment  
Breastfeeding and Bottle Feeding  
Preparing for Labor and Delivery  
Preparing Your Home  
Baby Blues (pg 47)

#### **Life with a Child:**

Prematurity  
Medical Care for Children  
Crying and Comforting  
Safety  
Temperament  
Story Time  
Play Time  
Sensory Play

#### **For the Parent:**

Staying in School  
Relationships – General  
Relationships—  
Fatherhood/Male  
Involvement  
Finances and Budgeting  
Selecting Childcare

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## **LAPSITS**

Each Lapsit begins and ends with the same song and fingerplay in order to remind children that they are in a familiar setting. The teacher introduces the theme for the day, reads two or three books, leads a fingerplay or song and then quickly explains any activities. The bulk of the time is spent by parents and children using appropriate books, fingerplays, songs and activities which will enhance the interactive play between parent and child. At the close of the Lapsit, parents are encouraged to speak to the librarians about appropriate books to check out for their children.

### **Lapsit Themes:**

Animal's Homes	Dinosaurs	Night Sky
Balls	Ducks	Peek - A - Boo
Bears, Bears Everywhere	Fall Leaves	Rain
Bedtime	Farm Animals	Snakes
Big and Little	Fish	Spiders
Birds	Funny Bunny Fun	Squirrels
Boats Float	Gardening is Fun	Summer Fun
Bugs	Going to the Zoo	Tails
Camouflage	Happy Birthday to Everyone!	Trucks and Things That
Circus	Hats	Go Bumpy Bump
Clouds	Heart - To - Heart	
	I Can Get Dressed!	

## **FAMILY FUN TIMES**

Family Fun Times provide an opportunity for preschool children and their parents to enjoy fun and learning together around a theme. Family Fun Times run anywhere from 60 to 90 minutes in length and are divided into three components:

1. Parent Instruction/Early Childhood Education
2. Parent-Child Together Time
3. Whole Family Time

### **Topics:**

Children's Fears	No One Like Me! Your	Birth Order
Children's Play	Unique Child	Germ Warfare
Consequences	Read for Joy!	Monsters
Daily Schedules	Ready For Preschool!	We're Different, We're the
A Fun Family Feast	School Readiness Skills	Same
	Sharing	Too Much TV

## **COME SIGN WITH ME**

"Come Sign with Me." is a six-week series developed by Baby TALK to provide parents and children with some simple signs in a small group setting. The focus is on fun and interaction with no pressure to learn to sign. Parents are encouraged to incorporate signs into their daily life with their children. Parents express delight in learning to communicate with their children at home.

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## **LET'S TALK KIDS COLUMNS**

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Let's Talk Kids parenting column, written by Baby TALK Executive Director Claudia Quigg, honors the expertise parents have about their own children and explores issues that are universal for families. From toilet training and sibling rivalry to establishing family values, Claudia Quigg provides thoughtful and accessible insights that are meaningful to families' needs.

-72 columns are included in this section

## **MISC**

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Bibliography  
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