



**Learning Resource Package No. 3:  
Suggested Calendar of Activities for Parent-Mentors of Infants and Toddlers  
April 2015**

# **Learning Resource Package No. 3:**

## **Suggested Calendar of Activities for Parent-Mentors of Infants and Toddlers**



## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### INSTRUCTIONS ON THE USE OF THE SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS (0 TO 1 YEAR OLD) AND TODDLERS (1.1 TO 2 YEARS OLD)

1. Study and be conversant with LR2 or the Standards, Competencies, Indicators and Domains for Infants and Toddlers. These are the sources of the indicators/skills/behaviors to be developed in the Suggested Calendar of Activities.
2. Read, study, and implement LR3 or the Suggested Calendar of Activities for Parent-Mentors of Infants and Toddlers. These activities are preceded by Curriculum Matrices which contain the Quarter, Suggested Themes/Sub-Themes, the Indicators and Domains for Development in the Activities and the Total Number of Weekly Activities indicated in the Calendar. The information will provide you the knowledge that the suggested calendar of activities for a quarter/month are anchored on theme/sub themes.
3. The Suggested Calendar of Activities are plotted in daily basis from Sunday to Saturday starting in the month of July until the end of June. These are to be taught by the Child Development Teachers/Workers/Teacher Assistants to parents who have infants or toddlers who will in turn teach them to develop the indicators/skills/behaviors. The Suggested Calendar of Activities are to be taught in the mother tongue.
4. All the activities should be supervisory, meaning the user must do the activities with the child. Love, feelings of security and safety are very important in carrying out each developmental activity.
5. The user is empowered to use alternatives in some suggested activities, if materials or settings are not feasible.

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## INTRODUCTION

The PARENTS are the child's FIRST and MOST IMPORTANT teacher!

Children from birth learn best through the everyday encounter with their parents. These moments of encounters are the chances for both the parents and their infants/toddlers to interact with each other through everyday fun filled activities called play. These activities are most wanted to significantly contribute to the development of early learning skills and behaviors which are the foundation for all future learning.

The **Suggested Calendar of Activities for Infants and Toddlers** are primarily designed for parents to guide and enrich their opportunities to fully develop their child's brain as well as his/her total growth and development which is crucial in the early years of life.

The Activities are designed to build up the milestones/indicators (skills and behaviors) in the areas/domains of **Physical Health, Wellness and Motor Development (PHWMD), Socio Emotional Development (SED), Cognitive Development (CD), and Creative Aesthetic Development (CAD)**. Each indicator/skill/behavior in a domain is important and works in tandem with the other indicators/skills/behaviors in other domains. Children do not function in a single domain at a time. As children carry out their daily activities, there are skills or behaviors in the different domains that work together. Hence, the indicators/skills/behaviors in the different domains are **integratively** done in this calendar. Daily activities are anchored on four **themes** and **sub themes** for **four quarters**. Each quarter covers three months and the four quarters cover a one year set of learning activities for the infants/toddlers. The daily activities are focused on areas of development and are user-friendly and these could be modified or enriched depending on the ability of the child.

**For parents to fully understand how to use this material, the Child Development Teachers/Workers (CDTs/CDWs)/Teacher Assistants (TA) are tasked to provide them training on a scheduled basis in the Child Development Center.**

This **Calendar of Activities** with the accompanying **Curriculum Matrices** will be a sure support for both the parents and the CDTs/CDWs/TAs to get inspired and work together to make the infants and toddlers ready to cope with the home to Center transition and to their outside world.

# **Curriculum Matrix and Calendar of Activities for Infants**

## **0 to 1 Year Old**



**Early Childhood Care and Development Council**



# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD Quarters 1 to 4: July to September

QUARTER	SUGGESTED THEME/ SUB-THEME	INDICATORS AND DOMAINS FOR DEVELOPMENT IN THE ACTIVITIES	WEEKLY ACTIVITIES INDICATED IN THE CALENDAR
QUARTER 1		<b>STARTING TO FEEL MY NEEDS</b>	<b>12 Weeks in 3 months</b>
<b>July</b>	<b>1. I AM HUNGRY</b>	<ul style="list-style-type: none"> <li>▪ Cries to demand attention (SED 3)</li> <li>▪ Shows sense of trust (SED 6)</li> <li>▪ Shows tantrums when unable to succeed in an intended objective (SED10)</li> <li>▪ Seeks comfort from adults to respond to their needs (SED12)</li> <li>▪ Responds to sounds (CAD 1) Calms when sung to or talked to in (CAD 3)</li> <li>▪ Dances /sways/or moves to the music/rhythm heard (PHWMD 14)</li> </ul> <p>Summary:</p> <p style="margin-left: 40px;">SED 3,6,10,12 = 4</p> <p style="margin-left: 40px;">CAD 1,2 = 2</p> <p style="margin-left: 40px;">PHWMD 14 = 1</p> <p style="margin-left: 40px;">Total = 7</p>	<b>Weeks 1 &amp; 2 = 17 activities</b>

SED – Socio-Emotional Development  
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

	<b>2. EATING AND GROWING</b>	<ul style="list-style-type: none"> <li>▪ Holds spoon and fork but cannot feed himself/herself yet alone (PHWMD 11)</li> <li>▪ Starts to drink from the glass without spill (PHWMD 12)</li> <li>▪ Imitates the usual or common visible actions and habits of adults around him/her (SED 5)</li> <li>▪ Shows sense of trust (SED 6)</li> <li>▪ Tries for himself/herself routines which he/she finds enjoyable and happy, like bathing, dressing, etc.,(however, he/she may frequently disobey if the same is dictated on him/her (SED 9)</li> <li>▪ Shows his/her tantrums when unable to succeed (SED 10)</li> <li>▪ Seeks comfort in adults to respond immediately to his/her needs (SED 12)</li> <li>▪ Responds to simple yes or no questions with a gesture of nodding for “Yes” answer or head shake for “No” (CD 7)</li> <li>▪ Explores the environment with senses (CD 10)</li> <li>▪ Follows simple instructions (CD 14)</li> <li>▪ Responds to sounds (CAD 1)</li> <li>▪ Coos and smiles to pleasant sounds; cry to harsh sounds (CAD 2)</li> <li>▪ Calms down when sung to or talked to in soothing voice(CAD 3)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>PHWMD 11, 12</td> <td>=</td> <td>2</td> </tr> <tr> <td>SED 5, 6, 9, 10, 12</td> <td>=</td> <td>5</td> </tr> <tr> <td>CD 7, 10, 14</td> <td>=</td> <td>3</td> </tr> <tr> <td>CAD 1, 2, 3</td> <td>=</td> <td>3</td> </tr> <tr> <td><b>Total</b></td> <td><b>=</b></td> <td><b>13</b></td> </tr> </table>	PHWMD 11, 12	=	2	SED 5, 6, 9, 10, 12	=	5	CD 7, 10, 14	=	3	CAD 1, 2, 3	=	3	<b>Total</b>	<b>=</b>	<b>13</b>	<b>Weeks 3 &amp; 4 = 22 activities</b>
PHWMD 11, 12	=	2																
SED 5, 6, 9, 10, 12	=	5																
CD 7, 10, 14	=	3																
CAD 1, 2, 3	=	3																
<b>Total</b>	<b>=</b>	<b>13</b>																

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

	<p><b>3. ADJUSTING TO MY NEEDS</b></p>	<ul style="list-style-type: none"> <li>▪ Responds to sounds (CAD1)</li> <li>▪ Coos and smiles to pleasant sounds ; cry to harsh sounds (CAD 2)</li> <li>▪ Calms down when sung to or talked to in soothing voice (CAD 3)</li> <li>▪ Cries to demand attention ( SED 3)</li> <li>▪ Indicates desire to play along with anyone but often for short period of time prefers to play by himself/herself, unwilling to join / play with other children (SED 4)</li> <li>▪ Imitates the usual or common visible actions and habits of adults around him/her (SED 5)</li> <li>▪ Shows sense of trust (SED 6)</li> <li>▪ Seeks comfort from adults to respond immediately to his/her needs (SED12)</li> <li>▪ Holds spoon and fork but still cannot feed himself/herself yet independently (PHWMD 11)</li> <li>▪ Starts to drink from the glass without spill (PHWMD 12)</li> <li>▪ Responds to simple 'yes' or 'no' question with a gesture of nodding for "Yes" answer or head shake for "No" (CD 7)</li> <li>▪ Explores the environment with senses (CD 10)</li> <li>▪ Responds to own name ( CD 15)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px;"> <tr> <td>CAD 1, 2, 3</td> <td>= 3</td> </tr> <tr> <td>SED 3, 4, 5, 6, 12</td> <td>= 5</td> </tr> <tr> <td>PHWMD 11, 12</td> <td>= 2</td> </tr> <tr> <td>CD 7, 10, 15</td> <td>= 3</td> </tr> <tr> <td><b>Total</b></td> <td><b>= 13</b></td> </tr> </table>	CAD 1, 2, 3	= 3	SED 3, 4, 5, 6, 12	= 5	PHWMD 11, 12	= 2	CD 7, 10, 15	= 3	<b>Total</b>	<b>= 13</b>	<p><b>Weeks 1 &amp; 2 = 20 activities</b></p>
CAD 1, 2, 3	= 3												
SED 3, 4, 5, 6, 12	= 5												
PHWMD 11, 12	= 2												
CD 7, 10, 15	= 3												
<b>Total</b>	<b>= 13</b>												

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## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

	<b>4. I HAVE OTHER NEEDS</b>	<ul style="list-style-type: none"> <li>▪ Explores the environment with senses (CD10)</li> <li>▪ Responds to sounds (CAD1)</li> <li>▪ Coo and smile to pleasant sounds; cry to harsh sounds.( CAD 2)</li> <li>▪ Delight on new ability to produce sounds (smack lips, squeals on purpose) ( CAD 5 )</li> <li>▪ Move, dance, clap, or sway to music (movements may not match rhythm) (CAD 6 )</li> <li>▪ Begin to discover his/ her body (CAD 10)</li> <li>▪ Imitate facial movement but unable to make yet “facial expressions” (SED 2)</li> <li>▪ Imitate the usual or common visible actions and habits of adults around him/her (SED 5)</li> <li>▪ Show sense of trust (SED 6)</li> <li>▪ Try for himself/herself routines being done to him/her which he/she finds enjoyable and happy, like bathing, dressing, etc., however may notice that he/she may frequently disobey if the same is dictated on him/her (SED 9)</li> <li>▪ Show affection for parents or other familiar adults (SED 11)</li> <li>▪ Seek comfort in adults to respond immediately to his/her needs (SED 12)</li> <li>▪ Carry/bring toy from place to place/wherever he/she goes (PHWMD 8)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>CD 10</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td>CAD 1, 2, 5, 6, 10</td> <td style="text-align: right;">= 5</td> </tr> <tr> <td>SED 2, 5, 6, 9, 11, 12</td> <td style="text-align: right;">= 6</td> </tr> <tr> <td>PHWMD 8</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>= 13</b></td> </tr> </table>	CD 10	= 1	CAD 1, 2, 5, 6, 10	= 5	SED 2, 5, 6, 9, 11, 12	= 6	PHWMD 8	= 1	<b>Total</b>	<b>= 13</b>	<b>Weeks 3 &amp; 4 = 25 activities</b>
CD 10	= 1												
CAD 1, 2, 5, 6, 10	= 5												
SED 2, 5, 6, 9, 11, 12	= 6												
PHWMD 8	= 1												
<b>Total</b>	<b>= 13</b>												

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## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

<b>September</b>	<b>5. BUILDING TRUST AND CONFIDENCE</b>	<ul style="list-style-type: none"> <li>▪ Show sense of trust (SED 6)</li> <li>▪ Show affection for parents or other familiar adults ( SED 11)</li> <li>▪ Seek comfort in adults to respond immediately to his/her needs (SED 12)</li> <li>▪ Try to run despite difficulty and frequent fall (PHWMD 7)</li> <li>▪ Dance /sway/move body to the music/rhythm listened to (PHWMD 14)</li> <li>▪ Point to (familiar) persons, things, animal/pet or toy when asked (CD 4)</li> <li>▪ Respond to simple yes or no question with a gesture of nodding for “Yes” answer or head shake for “No” (CD 7)</li> <li>▪ Discover that his/her hands are extension of self (CD 9 )</li> <li>▪ Explore the environment with senses (CD 10)</li> <li>▪ Respond to own name (CD15)</li> <li>▪ Respond to sounds (CAD 1)</li> <li>▪ Become calm when sung to or talked to in soothing voice (CAD 3)</li> <li>▪ Move, dance, clap, or sway to music (movements may not match rhythm) (CAD 6)</li> <li>▪ Look toward a moving toy or mobile (CAD 7)</li> </ul> <p>Summary:</p> <p style="margin-left: 20px;">SED 6, 11, 12 = 3</p> <p style="margin-left: 20px;">PHWMD 7, 14 = 2</p> <p style="margin-left: 20px;">CD 4, 7, 9, 15 = 4</p> <p style="margin-left: 20px;">CAD 1, 3, 6, 7 = 4</p> <p style="margin-left: 20px;">Total = 13</p>	<b>Weeks 1, 2 &amp; 3 = 35 activities</b>
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## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

	<p><b>6. I FEEL SAFE</b></p>	<ul style="list-style-type: none"> <li>▪ Enjoy being read to ( CD 1 )</li> <li>▪ Respond to sounds (CAD 1)</li> <li>▪ Indicate desire to play along with anyone but often for short period of time play by himself/herself, unwilling to join / play with other children (SED 4)</li> <li>▪ Show sense of trust (SED 6) Show affection for parents or other familiar adults ( SED 11)</li> <li>▪ Seek comfort in adults to respond immediately to his/her needs (SED 12)</li> <li>▪ Carry/bring toy from place to place wherever he/she goes (PHWMD 8 )</li> <li>▪ Dance /sway/move body to the music/rhythm listened to (PHWMD 14)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>CD 1</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td>CAD 1</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td>SED 4, 6, 11, 12</td> <td style="text-align: right;">= 4</td> </tr> <tr> <td>PHWMD 8, 14</td> <td style="text-align: right;">= 2</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td style="text-align: right;">= 8</td> </tr> </table>	CD 1	= 1	CAD 1	= 1	SED 4, 6, 11, 12	= 4	PHWMD 8, 14	= 2	Total	= 8	<p><b>Week 4 = 11 activities</b></p>
CD 1	= 1												
CAD 1	= 1												
SED 4, 6, 11, 12	= 4												
PHWMD 8, 14	= 2												
Total	= 8												

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## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

QUARTER 2	PLAYING AND LEARNING		12 Weeks in 3 months
<b>October</b>	<b>1. BUILDING MY MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Stand straight, legs apart and arms extended for support and balance (PHWMD 1)</li> <li>▪ Crawl skillfully to reach any furniture to hold on for support to be able to stand independently (PHWMD 2)</li> <li>▪ Walk unassisted, but may fall often due to being unable to balance (PHWMD 3)</li> <li>▪ Hold on to or seek support/use furniture when standing and/or sitting which is usually abrupt or falling/collapse back to sitting position (PHWMD 4)</li> <li>▪ Pick up objects and throw them (repeatedly) at any direction (PHWMD 5)</li> <li>▪ Hold spoon and fork but cannot feed him/herself yet alone (PHWMD 11)</li> <li>▪ Enjoy hide and seek/searching game of a toy or something he/she wanted, whether stationary or in one place (principle of object permanence) or elsewhere which he/she eventually learns (CD 8)</li> <li>▪ Explore the environment with senses (CD 10)</li> <li>▪ Follow simple instructions (CD 14)</li> <li>▪ Respond to own name ( CD15)</li> <li>▪ Respond to sounds (CAD 1)</li> <li>▪ Coo and smile to pleasant sounds; cry to harsh sounds (CAD 2)</li> </ul>	<b>Weeks 1 to 4 = 32 activities</b>

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## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

		<ul style="list-style-type: none"> <li>▪ Move, dance, clap, or sway to music (movements may not match rhythm) (CAD 6)</li> <li>▪ Look toward a moving toy or mobile (CAD 7)</li> <li>▪ Grasp pencil or crayon in hand, moving it from hand to hand (CAD 8)</li> <li>▪ Show sense of trust (SED 6)</li> <li>▪ Seek comfort in adults to respond immediately to his/her needs (SED 12)</li> </ul> <p>Summary:</p> <p style="margin-left: 20px;">PHWMD 1, 2, 3, 4, 5, 11 = 6</p> <p style="margin-left: 20px;">CD 8, 10, 14, 15 = 4</p> <p style="margin-left: 20px;">CAD 1, 2, 6, 7, 8 = 5</p> <p style="margin-left: 20px;">SED 6, 12 = 2</p> <p style="margin-left: 20px;">Total = 17</p>	
<b>November</b>	<b>2. LEARNING TO WALK AND GO</b>	<ul style="list-style-type: none"> <li>▪ Crawl skillfully to reach any furniture to hold on for support to be able to stand independently (PHWMD 2)</li> <li>▪ Walk unassisted, but may fall often due to being unable to balance (PHWMD 3)</li> <li>▪ Hold on to or seek support/use furniture when standing and/or sitting which is usually abrupt or falling/collapse back to sitting position (PHWMD 4)</li> <li>▪ Pick up objects and throw them (may be repeatedly) to any direction (PHWMD 5)</li> <li>▪ Grab or pull and push toys while walking (PHWMD 6)</li> <li>▪ Try to run despite difficulty and frequent fall (PHWMD 7)</li> <li>▪ Carry/bring toy from place to place/ wherever he/she goes (PHWMD 8)</li> <li>▪ Hold spoon and fork but cannot feed him/herself yet alone (PHWMD 11)</li> <li>▪ Start to drink from the glass without spill (PHWMD 12)</li> </ul>	<b>Weeks 1 to 4 = 27 activities</b>

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## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

		<ul style="list-style-type: none"> <li>▪ Respond to simple yes or no question with a gesture of nodding for “Yes” answer or head shake for “No” (CD 7)</li> <li>▪ Explore the environment with senses (CD 10)</li> <li>▪ Follow simple instructions (CD 14)</li> <li>▪ Respond to own name (CD 15)</li> <li>▪ Imitate facial movement but unable to make yet facial expressions (SED 2)</li> <li>▪ Imitate the usual or common visible actions and habits of adults around him/her (SED 5)</li> <li>▪ Show sense of trust (SED 6)</li> <li>▪ Show affection for parents or other familiar adults (SED 11)</li> <li>▪ Seek comfort in adults to respond immediately to his/her needs (SED 12)</li> <li>▪ Respond to sounds (CAD 1)</li> <li>▪ Explore sounds (shakes rattle, bangs blocks together, bats, balls) with lights on it (CAD 4)</li> <li>▪ Move, dance, clap, or sway to music (movements may not match rhythm) (CAD 6)</li> <li>▪ Begin to walk and explore world (CAD 11)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>PHWMD 1, 2, 3, 4, 5, 6, 7, 8, 11, 12 =</td> <td style="text-align: right;">9</td> </tr> <tr> <td>CD 7, 10, 14, 15 =</td> <td style="text-align: right;">4</td> </tr> <tr> <td>SED 2, 5, 6, 11, 12 =</td> <td style="text-align: right;">5</td> </tr> <tr> <td>CAD 1, 4, 6, 11 =</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Total =</td> <td style="text-align: right;">22</td> </tr> </table>	PHWMD 1, 2, 3, 4, 5, 6, 7, 8, 11, 12 =	9	CD 7, 10, 14, 15 =	4	SED 2, 5, 6, 11, 12 =	5	CAD 1, 4, 6, 11 =	4	Total =	22	
PHWMD 1, 2, 3, 4, 5, 6, 7, 8, 11, 12 =	9												
CD 7, 10, 14, 15 =	4												
SED 2, 5, 6, 11, 12 =	5												
CAD 1, 4, 6, 11 =	4												
Total =	22												

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## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

<b>December</b>	<b>3. GETTING READY THROUGH PLAY</b>	<ul style="list-style-type: none"> <li>▪ Walk unassisted, but may fall often due to being unable to balance (PHWMD 3)</li> <li>▪ Try to run despite difficulty and frequent fall (PHWMD 7)</li> <li>▪ Stack two to four objects/toys (PHWMD 9)</li> <li>▪ Scribble and color without control using whole arm (PHWMD 10)</li> <li>▪ Dance /sway/move body to the music/rhythm listened to (PHWMD 14)</li> <li>▪ Indicate desire to play along with anyone but often for short period of time play by him/herself, unwilling to join / play with other children (SED 4)</li> <li>▪ Imitate the usual or common visible actions and habits of adults around him/her (SED 5)</li> <li>▪ Try for himself/herself routines being done to him/her which he/she finds enjoyable and happy, like bathing, dressing, etc. however may notice that he/she may frequently disobey if the same is dictated on him/her (SED 9)</li> <li>▪ Show affection for parents or other familiar adults (SED 11)</li> <li>▪ Explore sounds (shakes rattle, bangs blocks together, bats, balls) with lights on it (CAD 4)</li> <li>▪ Delight on new ability to produce sounds (smack lips, squeals on purpose) (CAD 5)</li> <li>▪ Look toward a moving toy or mobile (CAD 7)</li> <li>▪ Grasp pencil or crayon in hand, moving it from hand to hand(CAD 8)</li> <li>▪ Make marks on paper (CAD 9)</li> <li>▪ Begin to walk and explore world (CAD 11)</li> </ul>	<b>Weeks 1 to 4 = 37 activities</b>
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## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

		<ul style="list-style-type: none"> <li>▪ Enjoy being read to (CD 1)</li> <li>▪ Respond to simple yes or no question with a gesture of nodding for “Yes” answer or head shake for “No” (CD 7)</li> <li>▪ Discover that his/her hands are extension of self (CD 9)</li> <li>▪ Demonstrate understanding of the relationship of objects by putting them together according to its use or 'function'.( CD12)</li> <li>▪ Have fun in putting things/ filling -up container and pour (CD 13)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>PHWMD 3,7, 9, 10, 14</td> <td>=</td> <td>5</td> </tr> <tr> <td>SED 4, 5, 9, 11</td> <td>=</td> <td>4</td> </tr> <tr> <td>CAD 4, 5, 7, 8, 9, 11</td> <td>=</td> <td>6</td> </tr> <tr> <td>CD 1, 7, 9, 12, 13</td> <td>=</td> <td>5</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td>=</td> <td>20</td> </tr> </table>	PHWMD 3,7, 9, 10, 14	=	5	SED 4, 5, 9, 11	=	4	CAD 4, 5, 7, 8, 9, 11	=	6	CD 1, 7, 9, 12, 13	=	5	Total	=	20	
PHWMD 3,7, 9, 10, 14	=	5																
SED 4, 5, 9, 11	=	4																
CAD 4, 5, 7, 8, 9, 11	=	6																
CD 1, 7, 9, 12, 13	=	5																
Total	=	20																

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 PHWMD – Physical Health, Wellness, and Motor Development

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

QUARTER 3	UNDERSTANDING MY ENVIRONMENT		12 Weeks in 3 months										
January	<b>1. LISTENING AND UNDERSTANDING SOUNDS</b>	<ul style="list-style-type: none"> <li>▪ Respond to sounds (CAD1)</li> <li>▪ Coo and smile to pleasant sounds; cry to harsh sounds (CAD 2)</li> <li>▪ Become calm when sung to or talked to in soothing voice (CAD 3)</li> <li>▪ Explore sounds (shakes rattle, bangs blocks together, bats, balls) with lights on it (CAD 4)</li> <li>▪ Delight on new ability to produce sounds (smack lips, squeals on purpose (CAD 5)</li> <li>▪ Look toward a moving toy or mobile (CAD 7)</li> <li>▪ Use body to make sounds (slap tray, bang blocks, splash water in tub) but with more control and deliberate effort (CAD 12)</li> <li>▪ Dance /sway/move body to the music/rhythm listened to (PHWMD 14)</li> <li>▪ Imitate the usual or common visible actions and habits of adults around him/her (SED 5)</li> <li>▪ Show sense of trust (SED 6)</li> <li>▪ Start to become talkative, can name a lot of things he/she encounters everyday (at least 50 items/words in a year (CD 2)</li> <li>▪ Follow simple instructions (CD 14)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>CAD 1, 2, 3, 4, 5, 7, 12</td> <td style="text-align: right;">= 7</td> </tr> <tr> <td>PHWMD 14</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td>SED 5, 6</td> <td style="text-align: right;">= 2</td> </tr> <tr> <td>CD 2, 14</td> <td style="text-align: right;">= 2</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>= 12</b></td> </tr> </table>	CAD 1, 2, 3, 4, 5, 7, 12	= 7	PHWMD 14	= 1	SED 5, 6	= 2	CD 2, 14	= 2	<b>Total</b>	<b>= 12</b>	<p><b>Weeks 1 &amp; 2 = 14 activities</b></p> <p><b>Weeks 3 &amp; 4 = 13 activities</b></p>
CAD 1, 2, 3, 4, 5, 7, 12	= 7												
PHWMD 14	= 1												
SED 5, 6	= 2												
CD 2, 14	= 2												
<b>Total</b>	<b>= 12</b>												

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

<b>February</b>	<b>2. STARTING TO COMMUNICATE</b>	<ul style="list-style-type: none"> <li>▪ Start to become talkative, can name a lot of things he/she encounters everyday (at least 50 items/words in a year)(CD 2)</li> <li>▪ Use or say a word that indicates what he/she wants to do, for example, 'me' which means 'I like!' a message that includes other activities that involves him/her – such as eating and going somewhere, etc. (CD 5 )</li> <li>▪ Respond to simple yes or no question with a gesture of nodding for “Yes” answer or head shake for “No” (CD 7 )</li> <li>▪ Explore the environment with senses ( CD 10)</li> <li>▪ Enjoy looking at picture book (CD 11)</li> <li>▪ Follow simple instructions (CD 14)</li> <li>▪ Respond to sounds (CAD 1)</li> <li>▪ Coo and smile to pleasant sounds; cry to harsh sounds (CAD 2)</li> <li>▪ Delight on new ability to produce sounds (smack lips, squeals on purpose (CAD 5)</li> <li>▪ Move, dance, clap, or sway to music (movements may not match rhythm (CAD 6)</li> <li>▪ Begin to walk and explore world (CAD 11)</li> <li>▪ Use body to make sounds (slap tray, bangs blocks, splash water in tub) but with more control and deliberate effort. (CAD 12)</li> <li>▪ Stand straight, legs apart and arms extended for support and balance (PHWMD 1 )</li> <li>▪ Pick up objects and throw them (may be repeatedly) to any direction (PHWMD 5)</li> <li>▪ Cry to demand attention ( SED 3)</li> </ul>	<p><b>Weeks 1 &amp; 2 = 19 activities</b></p> <p><b>Weeks 3 &amp; 4 = 11 activities</b></p>
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

		<ul style="list-style-type: none"> <li>▪ Show sense of trust (SED 6)</li> <li>▪ Show his/her tantrums when unable to succeed to do the way/what he/she wanted (SED 10)</li> </ul> <p>Summary:</p> <p style="margin-left: 40px;">CD 2, 5, 7, 10, 11,14 = 6</p> <p style="margin-left: 40px;">CAD 1, 2, 5, 6, 11, 12 = 6</p> <p style="margin-left: 40px;">PHWMD 1, 5 = 2</p> <p style="margin-left: 40px;">SED 3, 6, 10 = 3</p> <p style="margin-left: 80px;">Total = 17</p>	
<b>March</b>	<b>3. BUILDING CONCEPTS</b>	<ul style="list-style-type: none"> <li>▪ Enjoy being read to (CD 1)</li> <li>▪ Use or say a word that indicates what he/she wants to do, for example, 'me' which means 'I like!' a message that includes other activities that involves him/her – such as eating and going somewhere, etc. (CD 5)</li> <li>▪ Respond to simple yes or no question with a gesture of nodding for “Yes” answer or head shake for “No” (CD 7)</li> <li>▪ Explore the environment using varied senses ( CD 10)</li> <li>▪ Enjoy looking at picture books (CD 11)</li> <li>▪ Demonstrate understanding of the relationship of objects by putting them together according to its use or function (CD 12 )</li> <li>▪ Imitate facial movements but unable to make yet facial expressions (SED 2)</li> <li>▪ Imitate the usual or common visible actions and habits of adults around him/her (SED 5)</li> <li>▪ Grab or pull and push toys while walking ( PHWMD 6)</li> <li>▪ Stack two to four objects/toys (PHWMD 9)</li> </ul>	<p><b>Week 1 = 7 activities</b></p> <p><b>Week 2 = 6 activities</b></p> <p><b>Weeks 3 &amp; 4 = 17 activities</b></p>

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

		<ul style="list-style-type: none"> <li>▪ Turn pages of a book as seen from adults (PHWMD13)</li> <li>▪ Dance /sway/move body to the music/rhythm listened to (PHWMD 14)</li> <li>▪ Explore sounds (shakes rattle, bangs blocks together, bats, balls) with lights on it (CAD 4)</li> <li>▪ Grasp pencil or crayon in hand, moving it from hand to hand (CAD 8)</li> <li>▪ Begin to walk and explore world (CAD 11)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>CD 1, 5, 6, 7, 10, 11,12</td> <td>=</td> <td>7</td> </tr> <tr> <td>SED 2, 5</td> <td>=</td> <td>2</td> </tr> <tr> <td>PHWMD 6, 9,13, 14</td> <td>=</td> <td>4</td> </tr> <tr> <td>CAD 4, 8, 11</td> <td>=</td> <td>3</td> </tr> <tr> <td style="text-align: center;">Total</td> <td>=</td> <td>16</td> </tr> </table>	CD 1, 5, 6, 7, 10, 11,12	=	7	SED 2, 5	=	2	PHWMD 6, 9,13, 14	=	4	CAD 4, 8, 11	=	3	Total	=	16	
CD 1, 5, 6, 7, 10, 11,12	=	7																
SED 2, 5	=	2																
PHWMD 6, 9,13, 14	=	4																
CAD 4, 8, 11	=	3																
Total	=	16																

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

QUARTER 4	STARTING TO BE AWARE OF MYSELF AND OTHERS		12 Weeks in 3 months
April	1. THIS IS ME AND MYSELF	<ul style="list-style-type: none"> <li>▪ Identify self in front of a mirror (SED )</li> <li>▪ Respond to own name (CD 15)</li> <li>▪ Respond to simple yes or no question with a gesture of nodding for “Yes” answer or head shake for “No” (CD 7)</li> <li>▪ Enjoy looking at picture books (CD 11)</li> <li>▪ Imitate facial movement but unable to make yet facial expressions (SED 2)</li> <li>▪ Use or say a word that indicates what he/she wants to do, for example, 'me' which means 'I like!' a message that includes other activities that involves him/her – such as eating and going somewhere, etc. (SED 5)</li> <li>▪ Use two words, like 'I'm baby' to forward a message to mean for him/her that he/she wants to eat, or wants to do something else, or give a message that such a thing is his/her possession, or other message that makes sense to him/her (CD 6)</li> <li>▪ Enjoy hide and seek/searching game of a toy or something he/she wanted, whether stationary or in one place (principle of object permanence) or elsewhere which he/she eventually learns (CD 8)</li> <li>Move, dance, clap, or sway to music (movements may not match rhythm) (CAD 6)</li> <li>▪ Grasp pencil or crayon in hand, moving it from hand to hand (CAD 8)</li> <li>▪ Make marks on paper (CAD 9)</li> <li>▪ Begin to walk and explore world (CAD 11)</li> </ul>	<p><b>Weeks 1 &amp; 2 = 16 activities</b></p> <p><b>Weeks 3 &amp; 4 = 16 activities</b></p>

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

		<ul style="list-style-type: none"> <li>▪ Dance /sway/move body to the music/rhythm listened to ( PHWMD 14)</li> <li>▪ Show sense of trust (SED 6 )</li> <li>▪ Carry/bring toy from place to place/wherever he/she goes (PHWMD 8)</li> <li>▪ Hold spoon and fork but cannot feed himself/herself yet alone (PHWMD 11)</li> </ul> <p>Summary:</p> <p style="margin-left: 40px;">SED 1,2, 5, 6,           = 4</p> <p style="margin-left: 40px;">CD 6, 7, 8,11, 15       = 5</p> <p style="margin-left: 40px;">CAD 6, 8, 9,11         = 3</p> <p style="margin-left: 40px;">PHWMD 8, 11, 14       = 3</p> <p style="margin-left: 80px;">Total                     =15</p>	
<b>May</b>	<b>2. LOOKING AT MYSELF</b>	<ul style="list-style-type: none"> <li>▪ Begin to discover his/ her body (CAD 10)</li> <li>▪ Respond to simple yes or no question with a gesture of nodding for “Yes” answer or head shake for “No” (CD 7)</li> <li>▪ Point to at least three parts of the body, like the head, eyes, hands, etc, (CD 3)</li> <li>▪ Discover that his/her hands are extension of self (CD 9)</li> <li>▪ Use body to make sounds (slap tray, bangs blocks, splash water in tub) but with more control and deliberate effort (CAD 12 )</li> <li>▪ Have fun in putting things/ filling -up container and pour (CD 13)</li> <li>▪ Grasp pencil or crayon in hand, moving it from hand to hand (CAD 8)</li> </ul>	<b>Weeks 1 to 4 = 27 activities</b>

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR INFANTS 0 TO 1 YEAR OLD

		<ul style="list-style-type: none"> <li>▪ Make marks on paper (CAD 9)</li> <li>▪ Scribble and color without control using whole arm (PHWMD 10)</li> <li>▪ Enjoy being read to ( CD 1)</li> <li>▪ Turn pages of a book as seen from adults (PHWMD 13)</li> <li>▪ Try for himself/herself routines being done to him/her which he/she finds enjoyable and happy, like bathing, dressing, etc., however may noticed that he/she may frequently disobey if the same is dictated on him/her (SED 9 )</li> <li>▪ Explore the environment with senses (CD 10 )</li> <li>▪ Try to run despite difficulty and frequent fall (PHWMD 7)</li> <li>▪ Follow simple instructions (CD 14)</li> <li>▪ Move, dance, clap, or sway to music (movements may not match rhythm) (CAD 6)</li> <li>▪ Dance /sway/move body to the music/rhythm listened to (PHWMD14)</li> <li>▪ Move, dance, clap, or sway to music (movements may not match rhythm) (CAD 6)</li> <li>▪ Dance /sway/move body to the music/rhythm listened to (PHWMD14)</li> <li>▪ Stand straight, legs apart and arms extended for support and balance (PHWMD 1 )</li> <li>▪ Respond to sounds (SED 1)</li> <li>▪ Respond to own name (CD 15)</li> <li>▪ Show sense of trust (SED 6)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>CAD 6, 8, 9, 10, 12</td> <td style="text-align: right;">= 5</td> </tr> <tr> <td>CD 3, 6, 7, 9, 10, 13, 14, 15</td> <td style="text-align: right;">= 8</td> </tr> <tr> <td>PHWMD 1, 7, 10, 13, 14</td> <td style="text-align: right;">= 5</td> </tr> <tr> <td>SED 1, 6, 9</td> <td style="text-align: right;">= 3</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>= 21</b></td> </tr> </table>	CAD 6, 8, 9, 10, 12	= 5	CD 3, 6, 7, 9, 10, 13, 14, 15	= 8	PHWMD 1, 7, 10, 13, 14	= 5	SED 1, 6, 9	= 3	<b>Total</b>	<b>= 21</b>	
CAD 6, 8, 9, 10, 12	= 5												
CD 3, 6, 7, 9, 10, 13, 14, 15	= 8												
PHWMD 1, 7, 10, 13, 14	= 5												
SED 1, 6, 9	= 3												
<b>Total</b>	<b>= 21</b>												

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

### QUARTER 1

**THEME:** STARTING TO FEEL MY NEEDS

**Sub-Theme 1:** I Am Hungry

July (Weeks 1 and 2)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Greet the infant upon waking up.</p> <p>2. Cuddle the infant.</p> <p><u>Note:</u> Sense of trust shows that the infant is being nurtured, and cared in a positive way and his/her demands and needs</p>	<p>3. Approach the crying infant at once; be sensitive: he/she may be hungry, wet, uncomfortable, or sick; eye contact for 2-3 minutes while the infant is being attended to.</p>	<p>4. Let the infant reach the mother's breast for milk.</p> <p>5. Gently massage the neck while feeding the infant.</p>	<p>6. Smile and talk to the infant when he/she stops crying or vocalizing.</p> <p>7. Let the infant suck her mother's milk.</p> <p><u>Note:</u> From 0 to 6 months, the infant should suck the mother's milk/ or from other mothers. From 6 months to 1.</p>	<p>8. Encourage the 1 year old infant to eat liquefied food like "lugaw or cereal".</p> <p>9. Hum/Play an infant song. Let him/her enjoy the feeding with music which he/she will be familiar later on.</p>	<p>10. Place the bottle/any feeding utensil toward or away from the mouth. Encourage eating semi-solid food fed by parents or adult.</p> <p>11. Sing a song that will calm the infant and let him/her rest on your lap.</p>	<p><u>Note:</u> Feed the infant on demand based on his/her individual needs.</p> <p>12. Start taking photo of the infant and intake during feeding time. This can be useful in tracking his/her developmental milestones.</p>

**LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS**

**SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS  
0 to 1 Year Old**

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 2	<p><u>Note:</u> Study the feeding pattern of the infant and how to satisfy his/her needs.</p> <p>13. Respond to the infant's needs when he/she shows tantrum.</p>			<p>14. Talk to the infant while breast feeding or when preparing for the complimentary feeding.</p> <p>15. Sway to the beat of music while breast feeding or preparing the complimentary feeding.</p>	<p>16. Give the infant strained food prepared by the mother.</p>		<p>17. Sing a song that will calm the infant and let him/her rest on your lap.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

### Sub-Theme 2: Eating and Growing July (Weeks 3 and 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>1. Play the baby's fingers while seated on your lap and the family having bonding time taking photos with the infant laughing and listening to music, etc.</p> <p>2. As the family laughs, the infant also smiles, laughs and coos as if he/she understands.</p>	<p>3. Spoon feed the infant with semi-solid food. Let the infant discover the pleasant taste of the food.</p> <p>4. Smile and show the gestures of yummy eating to the infant. Let him/her imitate you.</p> <p><u>Note:</u> Remember not to force the eating of semi-solid food.</p>	<p>5. Hold the feeding bottle/utensil near the face of the infant. Wait for him/her to reach for it before giving it. Observe how the baby shows gestures and tantrums when he cannot hold on or reach the feeding bottle/utensil.</p> <p>6. Assist the infant in eating while singing and talking to him/her.</p>	<p>7. Introduce the glass, cup, water, etc. while looking at the objects you are holding. This is the start of gradually weaning the baby from milk sucking.</p> <p>8. Let the infant touch and see what you are doing.</p>	<p>9. Feed the infant with milk and food combination. Let this activity be pleasurable so the infant can really take advantage all of the eating / sucking sessions needed for growing babies.</p> <p>10. Play a music to go with the feeding.</p>	<p>11. Let the infant feed self with spoon and fork with assistance.</p> <p>12. Pat the infant's shoulders if he/she shows he/she can do it.</p>	<p>13. Clap hands with joy every time the infant can successfully eat and drink with assistance.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

<b>Week 4</b>	<p>14. Prepare two cups, one for you and the other one for the infant. Mother/Adult can model while infant looks on.</p>	<p>15. Let the infant enjoy and feel happy in holding his/her own glass/cup, spoon and fork while mother continuously demonstrates/assists him/her.</p>	<p>16. Engage the infant to drink from a cup or a glass held by you.</p> <p style="text-align: center;">↓</p>	<p>17. Show your fingers or hands on how the infant can reach the bottle/utensil. Assist if needed.</p> <p style="text-align: center;">↓</p>	<p>18. Help the infant eat finger foods. These are good for his/her morale.</p> <p><u>Note:</u> Feeding self using fingers make eating easy and fun.</p> <p>19. Play the favorite music to the infant.</p> <p>20. Talk to infant as he /she enjoys eating.</p>	<p>21. Prepare two cups, one for you and the other one for the infant. This way the mother can model on how to drink from the cup. The infant will then hold the cup, drink from cup with both hands imitating what he/she saw. Be sure to put small amount of liquid in the cup.</p>	<p>22. Let the other members of the family observe and feel happy with the infant's development.</p>
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

### Sub-Theme 3: Adjusting to My Needs August (Weeks 1 and 2)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Have a lively music / song while doing other things in front of the infant.</p> <p>2. Let the infant observe how you organize your feeding corner, or in preparing things for taking a bath, etc.</p>	<p>3. Approach, hold, smile and talk to the infant if there are messages/ indications that he/she wants to convey.</p> <p>4. Touch the diaper, if it's time for feeding, or if the infant wants to be hugged, etc.</p>	<p>5. Put on the bib before letting the baby try to drink water/ juice from the glass without spill. Repeat until skill is improved.</p> <p>6. Hug the infant immediately if there will be no spill.</p>	<p>7. Provide small pieces of new food on a tray .Let the baby investigate the new cereal. Get one and put into your mouth. Be prepared with the mess which will be getting better as the baby grows.</p>	<p>8. Make the infant talk or show signs of what he/she wants.</p> <p>9. Show things, e.g. rattle, food, milk, toy or anything that the infant may like. Give at once what he/she wants.</p>	<p>10. Pass the infant to other members of the family, call his/her name and greet him/her. As you do this, shake a toy with sounds.</p> <p>11. Observe the infant and be interested to his/her response.</p> <p>12. Play peek a boo with the infant.</p>	<p>13. Respond to the signals given by the infant through gestures.</p> <p>14. Let the infant enjoy going out of the house even at the gate or nearby.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	<p style="text-align: center;">↓</p> <p>15. Engage the infant to raise and move his/her legs and arms to the tune of the music while the tape/radio is on.</p>	<p>16. Observe the feeding pattern as well as the sleeping pattern of the infant so adjustments can be made. Example: Early waking infant to early rising household, late waking infant in families that stay late at night.</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p>17. Be sensitive to the actions and gestures of the infant during feeding/ eating time , sometimes, e.g. meal is overfed or needs snack. See if he/she is enjoying the meal where eating is happy for him/her (something chewy and edible, the sooner he/she will get some actual nutrients.)</p>	<p>18. Give time for the infant to do what he/she wants while doing other things as you once in a while observe him/ her.</p> <p>19. Provide playtime letting him/ her roll on the floor, mingle with other members of the family.</p>	<p>20. Have time for medical check up to track areas of development you found during observation that calls for medical consultation. Keep track of the infant's health and medical record book.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

### Sub-Theme 4: I Have Other Needs August (Weeks 3 and 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>1. Family get together in the park with the infant.</p> <p>2. Talk to the infant; make him/ her smile, and giggle. Others may play with him/her showing the natural things around.</p> <p>3. Surround the infant and clap. Engage him/her to</p>	<p>4. Provide physical and affectionate care during waking time since early month-old infant wakes up if hungry and sleeps when full.</p> <p>5. Try to study and adjust since the sleeping difficulties are not for the infant but experienced by the mother or caretaker.</p>	<p>6. Think ahead of how to handle night waking which is very essential to the infant's safety while on crib, or bed.</p> <p>7. While putting to sleep, enjoy putting off his/her socks one at a time saying "bye-bye socks".</p> <p>8. Sing a lullaby song as the infant is cuddling</p>	<p>9. Greet the infant "Good Morning" upon waking up .Let him/her respond by cooing, giggling, or smiling.</p> <p>10. Engage the infant to show affection to his/her mother. Ask: "Who's your love?"</p> <p>11. Vocalize as a response to attention</p>	<p>12. Start establishing predictable routines for diapering, cleaning, bedtime, bath time, etc.</p> <p>13. Do these with fun with music, toys to be manipulated, tender touch, etc.</p>	<p>14. Update the activities/ routines to the schedule log earlier posted on the door of your refrigerator or any visible place, so physical and affectionate care can be provided to the growing infant.</p>	<p>16. Record the sounds produced by the infant while listening and singing along with you (even babbling sounds and cooing). This is the time documenting can be kept in the baby book and shared with the family.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	follow while holding his/her hands.	6. Let the infant bring his /her favorite toy while sleeping.					
<b>Week 4</b>	17. Stretch the infant's arms and legs while undressing and dressing. Pamper him/her with powder if no allergy, comb hair, letting him/ her see in front of the mirror. Engage him/her to smack lips squeals, etc.	18. Provide bath for the infant before his/her evening feeding which is often better than in the morning. The infant will be exercised, relaxed and ready for supper and bed.	19. Try careful handling of the infant in bathing him/her. Check before bathing the following things: - room is warm - water is warm Then put him/her into the water as soon as he/she has been	20. Help infant to get excited about bath time (with baby tub/basin with favorite toy floating to enjoy bathing without fear of water). Let him/her play with his favorite plastic toy while taking a bath.	21. Kiss and smile to the infant telling, how cute and clean he/she is. While dressing the infant, recite a familiar rhyme e.g. Hickory, Hickory Dock	22. Play a game like putting on a soft colored toy undershirt while dressing up or putting on the diaper of the infant.  23. Show the infant at least one part of the body. Say: This Is the _____. Repeat with	24. Take time for the baby to have a rest especially after playing and entertaining the members of the family with his/ her enjoyable acts, movements while socializing.  25. Cuddle, the infant before nap. Read from a



## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	by imitating the adult.		undressed, soap him/ her. Let the infant splash himself / herself.			the other body parts.	story book as if the infant can understand by doing some actions like bird flying, lizard crawling at the ceiling, flash light lighting the darkened room as if night time, etc.

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

**Sub-Theme 5: Building Trust and Confidence**  
September (Weeks 1, 2 and 3)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Hold the infant while the whole family is gathered exchanging stories about the week's events.</p> <p>2. Engage the infant in familiarizing himself/herself with the members of the family: looking at faces, listening to familiar voices and laughter. and feeling how they care.</p>	<p>3. Vocalize and talk to the infant while busy attending to his/her needs. While the infant is playing, check him/her by calling his/her name, gently tickling his/ her to make him/her laugh and look at you.</p>	<p>4. Show the infant how to greet the elderly by kissing their hands and saying "Mano Po" or "Bless po!" Let him/her act it out approaching the grandfather or grandmother or other elderly persons.</p>	<p>5. Make sure the infant sees favorite and familiar persons before they leave home. Hold his/her hand up to wave goodbye.</p> <p>6. Introduce the caretaker/ sibling assigned while you are away. Let the infant feel assured that he/she is in safe hands.</p>	<p>7. At naptime, cradle the infant in your arms, smile and embrace him/her.</p> <p>8. Sing e.g. "Twinkle, Twinkle , Little Star" while swaying the baby. Show him/her twinkling of eyes. Say: Where are your eyes? (twinkle your eyes as the baby looks</p>	<p>9. Let the infant observe and watch the moving toy or mobile hanging on his/her crib. Let him/her enjoy looking and following with his/her eyes the toys moving around the crib.</p> <p>10. Ask: Are you okay?" etc.</p>	<p>11. Engage the infant to clap, dance or sway to music being listened to. Massage gently the baby with baby lotion/oil first thing in the morning or last thing in the evening).</p> <p>12. Talk to the infant in a soft voice and always wear a smile.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					carefully, later follow twinkling of the eyes) until he/ she sleeps.		
<b>Week 2</b>	<p>13. Show how to embrace, hug, and kiss other members of the family who usually visit during Sundays. He/She may try to run despite difficulty, though one is holding his/her arms. Say: Kiss Mommy; Embrace Dad;</p>	<p>14. Motivate the infant to embrace his/ her favorite toy (stuffed animals/ character or crib toy) while sleeping. This may serve as his/her security blanket if he /she will be sleeping by himself/herself.</p>	<p>15. Respond to infant's act of love and recognition to you. If he/ she hugs you, do the same to him /her; if he did "appear", do the same thing; if he/ she waves bye, bye, immediately wave and say bye- bye!</p>	<p>16. Try to get the infant's attention by having eye contact for 2-3 minutes while being attended to by showing different faces while talking to him/ her; feeding ; taking out /putting his / her diaper in case the infant looks</p>	<p>17. Make sure that the infant is in good hands or with familiar persons attached to him/her so he/she will be confident and reduce her/his stress/ tension when left by the parents.</p> <p>18. Talk to him/her and introduce the one who will</p>	<p>19. Listen and approach the infant if he/she needs attention who usually cries or make noise (time to change diaper, time to be fed, to rest, or is bored, etc.)</p> <p>20. Be ready with the appropriate interventions (ready bottled</p>	<p>21. Gently and slowly pat your infant's back if he/she wakes up in the middle of sleep, he/ she can be assured you are nearby and he/ she has a companion while sleeping.</p> <p>22. You can hum a song</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Hug Tita Lhet, etc.			away, gently turn his/ her head toward you.	take care of him/her while parents are away. Do this through a song e.g. "For he's a jolly good fellow".	milk, rattle to play, new diaper, fan if brownout to comfort him/ her, etc.).	e.g. Are You Sleeping ...

#### Sub-Theme: I Feel Safe September (Week 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	1. Let the infant listen to story reading/ telling as family bonding; important is the sound of the voice and closeness.	2. Let the infant enjoy playing alone with music. Mother needs to look at him/ her once in a while.  3. Praise him/her for	4. If infant feels he/she is unsafe: stand in front of him/her; hold his /her hands, touch his/her hair. Familiar person may hold the	5. Let the infant reaches out to familiar persons by smiling, making actions of want to be carried.	7. Have a safe place where the infant can safely play and move around.  <u>Note:</u> Remove all tiny items within the	9. Fasten securely small bells to the infant's body so he can move around knowing people around will be aware of his/	10. Take the infant outside for play activities if weather is good.  11. Rock, sway, and swing gently

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		playing alone. Mother can play with him / her too.	other hand of the infant.	6. Smile, coo and raise arms to show the infant knows them.	infant's reach like pins and sharp objects.  8. Give toys to play with which are larger than 1.5 inches in diameter.	her location Let him/her bring along his /her favorite toy.	but do not shake the infant.

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

### QUARTER 2

**THEME:** PLAYING AND LEARNING

**Sub-Theme:** Building My Motor Skills

October (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Get infant's attention by decorating the crib or putting handheld toys with sounds moving back and forth slowly. Let him/her enjoy watching this. (tracking).</p>	<p>2. Engage the infant to play reaching and grasping toys he/she can see. The infant will seek a toy and grasp it briefly before letting go.</p> <p>3. Praise and smile at him/her.</p>	<p>4. Change the position of the toys on the crib and tie two different objects: a lace or net; the number of objects which the infant can reach and see will be increased from 2 to 3 and so on.</p>	<p>5. Encourage the infant to move his eyes or head and neck to look at the toys by shaking a rattle; calling out his/her name across the room; waving and clapping with the infant.</p>	<p>6. Move the hands of the infant by holding, clapping and placing his/her hands on his/her face. Play kiddie music</p> <p>7. Talk to him/her to get attention and at the same time improve language development.</p>	<p>8. Let the infant put objects/toys made of hard or soft rubber (teether) in the mouth. Help the infant to put into his/her mouth.</p>	<p>9. Position the infant sitting on your lap. Assist him/her to touch soft things (i.e.: soft animals, wash cloth, blanket, etc.) with various body parts.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	<p>10. Have an enjoyable <b>“tummy session”</b> with the infant. Place infant on his/her tummy with engaging toys, lights, and mirrors to improve neck, back, and arm strength from this position leading to learning to crawl.</p>	<p>11. Ready a rolled blanket and engage the infant to roll over to her back from his/her tummy.</p> <p>12. While building gross motor skills, provide music to go with tummy time.</p>	<p>13. Let the infant learn to roll over, sit up, crawl, stand and walk. Bear in mind that your infant is unique and should not be compared with the milestones of other infants.</p> <p>14. Always praise and sway with music every time the infant shows developmental progress in terms of important areas of gross motor skills at this stage.</p>				

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>15. Maintain the sitting position with support pillows for two minutes. ( Sitting at the side of sofa; in between your legs placing your hands on them for support ;on the chair)</p>	<p>16. Hold the infant’s hands towards you to make him/her stand. Support his /her head and shoulders if needed.</p> <p>17. Talk to the infant or shake a toy or object to encourage him/her glance and move around while sitting and standing.</p>	<p>18. Engage the infant on picking up and dropping objects intentionally. Put a tray filled with toys and objects to play with.</p> <p>19. Let the infant use his/her hands and eyes (even without coordination) playing and enjoying the touch of the objects/toys while gaining control of his/her body.</p>	<p>20. Observe how the infant moves his/her both hands to sit upright. Take note and listen to cooing sounds of the infant as he/she enjoys sitting and standing.</p>	<p>21. Have a fun activity for the infant by praising and putting toys just out of reach so he/she will be engaged from standing position to learning to explore and walk by hanging onto objects, holding furniture to mastery in walking.</p>	<p>22. Clap / give a hug for producing cooing sounds while manipulating toys and paper toys while seated.</p> <p>23. Let the infant continue to play putting down objects/toys to reach for another.</p>	<p>24. Have a fun activity of transferring a toy or object in front of him/her from one hand to the other while enjoying his/her seat.</p> <p>25. Let him/her swing his/her body while supported by both hands and knees.</p>



## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	<p>26. Support the infant when he/she tries to kneel. With the same position, he/she can pick objects using finger grips.</p>	<p>27. Notice the development of the next motor skill: crawling by hands and legs. As much as possible let the infant go on how he /she reaches with one hand from crawling position. Smile and pat his/her back for being able to crawl from a distance (following him /her to the safe direction).</p>	→	<p>28. Engage the infant for a <b>“ pull- me up to sitting game”</b> The infant will always offer his/her hands in this stage. Provide all support until he/she has developed the skill doing it alone.</p> <p>29. While playing “pull me up.” Create a rap with what the infant is doing while he/she babbles.</p>	<p>30. Spoon feed the infant while having the sitting game, forcing him /her motor skills and coordination as the infant opens his/her mouth for food. . The on-going process of tasting and swallowing food, can develop fine motor skills like grasping.</p>	<p>31.Help the infant practice balancing, since infant cannot play sitting game on a high chair, stroller all the time</p> <p>Put the infant on the floor, surround him/her with cushions, rolled blankets and then sit him /her among them (but never leave him/her). Later, put padding on his/her buttocks to serve as support for the spine.</p>	<p>32. Work way forward ,’however, beware of lightweight carriages; putting infant to sit in armchairs or beds. Constant practice means constant tumbles. But the best kind of tumble is floor to floor.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

**Sub Theme:** Learning to Walk and Go  
November (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p><u>Note:</u> Engage the infant in learning to walk: <b>1<sup>st</sup> – Walking on Different Surfaces</b></p> <p>1. Take a walk outside with the infant. Share words as you describe to the infant things seen outside. Point to the colorful flowers, etc.</p> <p>2. Engage the infant for the exploration.</p>	<p>3. Engage the infant in playing and enjoying using the push and play toy important in learning to walk.</p> <p>4. Praise the infant for being able to walk while pushing the toy like go cart, or any hard plastic toy.</p>	<p>5. Let the infant stand with support. Engage him/her in bouncing while standing with support</p> <p>6. Give chance to the infant by pulling him/herself hand over hand, up the bars of a crib or playpen or crawling up to you.</p>	<p><b>2<sup>nd</sup> –Learning to Climb</b></p> <p>7. Put the hands and knees of the infant on the stair.</p> <p>8. Provide objects on the next step and direct him/her to get the object.</p> <p>9. Hold the infant with care so he/she can move.</p>	<p>10. Follow this with the second step by putting another favorite toy so he/she can crawl up onwards through repeating the activity.</p> <p>11. Hug and praise the infant for the struggle he/she had accomplished.</p>	<p><b>3<sup>rd</sup> – Climbing the Stairs</b></p> <p>12. Two people are needed in this activity. One, mother to sit down on the top of the stairs. Call the infant’s name and encourage to go up with you. Someone will stay beside him/her to support him/her.</p>	<p>13. Take time massaging with oil or baby lotion the feet, legs and arms of the infant</p> <p>14. Sing with the infant a happy song like “ You are my Sunshine “</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 2 and 3</b>	15. Stimulate /engage the infant to go through these stages: sitting, standing and walking w/ and without support until mastered.	↓	↓	↓	↓	↓	16. Have photo off session with the milestones shown by the infant. Create hard or soft copy for Facebook of infant's profile.
<b>Week 4</b>	17. Tickle your infant gently and hum "tickle, tickle". See if he/she will follow you and say the sounds heard.  18. Sway with the music holding the infant's hands.	19. Encourage the infant to look at your face and mouth as you form words and sounds.  <u>Note:</u> Try to avoid baby talk. Do this while the infant is mastering his/her motor skills.	20. While balancing body as he/she tries to walk all by himself/ herself give him/her a toy. Tell im/her to walk and give it back to you.  21. Praise him/her by saying "Very good!" Clap both yours and his/her hands.	22. Play "Follow the Leader." Other members can join the play.  23. Engage the infant to imitate what the others will be doing. Examples: "Sit" "Walk" ""Climb: "Crawl" etc.	24. Have fun asking what we can do. (All those who joined the previous game.) Let them raise their hands focused on the infant. "Who can crawl? Who can sit? etc.	25. Update the record book of milestones of the infant. Check the progress of skills / areas of support needed. Request assistance if needed.	26. Let the infant sit together with the family during mealtime. Point to him/her the food, drinks on the table.  27. Familiar-ize him/her with the utensils for eating (spoon and fork, cup, etc.)

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Sub Theme: Getting Ready Through Play  
December (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Ready the infant's surroundings with safe toys for hand and eyes. Let him/her practice and focused on: to reach, to swipe, to touch, to stack one to four objects /toys and play with these.</p>	<p>2. Engage the child to track the movement of his/her toy mobile in his/her room/toy corner.</p> <p>3. Carry him/her near the window. Let him/her observe people passing by, cars and other transportations move on the street. See how he/she track the movement with his/her eyes.</p>	<p>4. Try to hum a favorite song of the infant, using the names of all objects passing down the street, e.g. car...car... , truck .. truck... boy... boy.. etc. while swaying the body. Let him/her follow you.</p> <p>5. Do the same with his moving to give opportunity to follow the direction of the moving toys.</p>	<p>6. Play "Blow Bubbles". Sit the infant on your lap and blow bubbles. Watching and tracking these increases the ability to track objects (pre-literacy skill).</p> <p>7. Let him/ her enjoy the blowing of bubbles as an ordinary play activity, looking, searching where the bubbles are and trying to catch before these fall.</p>	<p>8. Have fun with flashlights. Sensory activities help build cognitive skills like visually – tracking the light. This input will later on be utilized in reading.</p>	<p>9. Engage the infant in playing ball to improve motor coordination. Throw and catch the soft rubber ball with other children in the house or any of the adults.</p>	<p>10. Laugh with the infant. Hug him/her for the joys he/she is giving the family. Recognizing the infant will add up to his/her security.</p> <p>11. Have a short story reading where the infant will be engaged in listening and browsing the picture book.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	<p>12. Let the infant join you in your daily routine. Your work can also be a play with the infant, e.g. preparing to cook, shopping, going to malls, wrapping and unwrapping gifts.</p>	<p>13. Engage the infant to scribble on a large paper you will prepare when seated on a high chair or study table for infant. Give him opportunity to practice eye-hand coordination.</p>	<p>14. Provide crayon and color and engage the infant in making marks on a large paper.</p> <p>15. Let him /her show and enjoy creativity and imagination he /she might possess.</p>	<p>16. Engage the infant in finding actions through playing and manipulating his/her toys. Encourage anticipating actions. e.g. toy car running, dolls singing animal toy crawling, etc.</p>	<p>17. Let the infant develop skill in finding out cause and effect. Prepare toys which need pressing buttons before it will move; toys with buttons to be pushed; etc.</p> <p>18. Engage the infant in seeing relationships with how you put on certain toys which produce sounds, or run, swing, etc.</p>	<p>19. Demo to the infant how to keep toys after using. Let him/her join in putting the toys in a box or container (with music). Repeat with the other objects he/she used to play with.</p>	<p>20. While in supermarket or store, let the infant hold in his/her hands light goods you wish to buy. Assist him/her to put into the basket.</p> <p>21. Do the same when you are putting in place your goods at home.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>22. Have fun at bath time. Arrange the wash area where a ready bath tub with plastic toys like ducklings and varied shapes of objects. Have a plastic container.</p>	<p>23. Engage the infant in playing with the tub bigger than the toys. Let the infant discover he/she is already sorting things (which may fit into the container).</p>	<p>24. Play with the infant while washing his/her body. Ask: Is it a duck? Can it swim? Show how the duck swim. Let him notice some of the toys float, some are under the water. "Where is the big fish?"</p>	<p>25. Have children's music be played while the infant is enjoying the fun. He /She may play in tune with the music as he/she though not within the rhythm.</p>	<p>26. While bathing, talk to the infant Say: "cute baby", "bright baby" and the like as he/she looks into the opening of your mouth and how you utter words. He/She may imitate.</p>	<p>27. Show how to say goodbye to the toys in the bath tub. Raise his/her right hand and wave. Say "Finish!" Claps both hands and assist in walking to the infant's room.</p>	<p>28. Engage the infant to help himself/ herself while putting on his/her shirt by the mother. He may raise his/her arm, shake hands and legs, bow, sit and stand. Hug /kiss the adult caring for him/her.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Week/s	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	<p>29. Provide quiet time for the infant. You may rock him/her in a swinging chair, listen to soft music, and let him/ her take a nap.</p>	<p>30. Go to a health center, library or children’s center. Inquire and see if there are free brochures, parenting tips and reading supplies for the public. Study how you can use these for the sustained growth and development of your infant.</p>	<p>31. Show big books full of pictures and illustrations. Let him/her browse and see for himself/ herself those illustrations. Be alert to what he’s /she’s implying on his/her gestures.</p>	<p>32. Prepare some crayons, big pencils, and brush with paints. Have a big blank paper (Manila paper) covering the table.</p> <p>33. Let the infant get the tools which his/her hand can hold. Let him/her discover the other uses of hands and fingers.</p>	<p>34. Continue the session on painting/ scribbling without direction. Free the child and let him/her express own likes. If he /she has done marks on the paper praise him /her so he/ she will continue to imagine things while developing motor skills. This can be messy initially.</p>	<p>35. Display the output of the infant. Announce to the other members of the family what he/she has done. Let the viewers share comments on what it looks like that will appreciate the infant.</p> <p>36. Let everybody clap and hug the infant.</p>	<p>37. Let the older ones sit with the baby and show how they will use the other tools. Engage the infant in the observation and if he/she cannot control, let him/her join the group.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

### QUARTER 3

**THEME:** UNDERSTANDING MY ENVIRONMENT

**Sub-Theme:** Listening and Understanding Sounds  
January (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Engage the infant to play with the rattle. Show how to hold the rattle. Shake it. See the joy in his/her face listening to sounds.</p>	<p>2. Get ready with two rattles. One for the infant and the other one for you. This time you will be the first to shake the rattle. Let the infant manipulate his/her rattle</p> <p>3. Encourage him/her to imitate what you have done.</p>	<p>4. Ring a bell in front of the infant. Assist him/her to hold the bell and shake it to produce sound. Gently release the hand. Recognize what the infant has done by smiling.</p>	<p>5. Provide a sound producing toy/object that can be easily handled by the infant. Let him produce the sound. Give a clap if done.</p> <p>6. Have him/her repeat so he/she will have fun listening to varied sounds.</p>	<p>7. Try new sounds and engage the infant to imitate like clicking with your tongue, blowing bubbles, and smacking lips.</p> <p>8. Repeat sounds the infant made. This is essential as foundation of communication</p>	<p>9. Hide a toy that produces sound like barking, ringing, or laughing. Then show it to the infant.</p> <p><u>Note:</u> Observe if the infant will try to search for the sound. Show it upon seeing the response.</p>	<p>10. Play a favorite CD or tape of lullabies. Engage the infant in a listening time for quieting and rest.</p> <p>11. Play a soft music, here infant will be calm and lay down to sleep.</p>



# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	↓	12. Use other toys with sound or noise, moving toys, etc.	13. Use other things at home that produce sounds like spoon, small food container made of metal, etc.	14. Engage the infant to discover that he/ she can make sounds by using his/her body. e.g. jumping, clapping, banging his/her hands against the wooden wall, knocking at one's door.	↓	↓	↓

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>1. Play–talk alone with the infant so it will not look awkward if in front of other people.</p> <p>2. Echo the babbling sounds produced by him/her.</p>	<p>3. Tell the infant what you are doing before you do it. Like “Am going to bring give you your juice.” Later, the infant will know what you mean. He/ She will then be able to respond.</p>	<p>4. Tell the infant what you are doing when handling him/her: as you undress, bathe, give food, etc. The more secure the infant is upon listening and understanding what is being done to him/her.</p>	<p>5. Provide infant with a toy telephone. Engage him/her in a play phone conversation. Remind him/her of what other members are doing if holding their own cell phone.</p>	<p>6. Swing and sway the infant alongside with a music being played. While listening to music a sense of balance and movement is being developed.</p>	<p>7. As the infant learns voices and sounds, try to be good listener to your infant. Try to answer in words, every time he makes noise.</p>	<p>8. Cuddling and bonding time through reading aloud to your baby even if he /she won't yet understand words but <i>hearing</i> your voice stimulates an interest in sounds and helps develop listening skills.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	9. Show some stuffed toys or animals making sounds. Tell a story focused on different sounds produced by them.	10. A recorder or CD can be used so sounds can be audibly cleared to be heard. Observe which sounds make the infant afraid /jolly or cry.	11. Tell a story where the story teller can imitate voices of characters: one with soft voice, the other with harsh voice, etc.	12. Let the infant follow the voice you are imitating.	13. Do this with nature like lightning, raining, thunder, etc.  <u>Note:</u> Be sensitive to the feelings of the infant so make adjustments.	↓	↓

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

**Sub-Theme:** Starting to Communicate  
February (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Hold and carry the infant. Walk around, touch and name objects in the house, in the infant's immediate surroundings.</p> <p>2. Let him/her touch a small toy which he/she can grasp.</p>	<p>3. As both of you go around touching objects, tell the name of every object: This is a ____.</p> <p>4. Engage the infant to imitate. Ask: Do you like ____ ?</p>	<p>5. Expose the infant to some small soft and rubber objects/toys. Notice there are instances that the infant grabs the object and throws in any direction especially if he wants to be heard or get his/her attention or he/she is so curious what will happen.</p>	<p>6. Stretch and bend. Hold the infant's arm while singing a happy song.</p> <p>7. Do a simple and gentle "bicycling" activity.</p> <p>8. Engage the infant in holding the soft rattle or other noise maker to accompany the stretching movement.</p> <p>9. Talk about the activity. Let the infant focus on your face while talking.</p>	<p>10. Demonstrate to the infant how to clap. Cuddle and let him/her clap.</p> <p>11. Praise him/her. Repeat and engage him/her to clap with you.</p>	<p>12. Add a gesture when introducing new word. Example: "Open your hands" "Close your hands" Engage him/her to open and close his/her hands.</p>	<p>13. Ask the infant where his /her hands are. Let him /her show his/her hands through guidance. See if he / she can follow if you play again: Close .. Open... Clap and praise him/her.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

<b>Week 2</b>	14. Notice your infant's nonverbal messages. Try to observe his/her actions and what he/she is attending to. Listen to your infant's sounds.	15. Pause when trying to communicate with the infant. Give him/her a chance to communicate by sending message through eye contact. Wait without speaking.	16. Join the infant at his/her physical level, whether on the floor together, facing him in his/her high chair, or sitting together at the table.  <u>Note:</u> Let him/her know that you are listening and  interested by looking at his/her eyes.	17. Have a conversation time with the infant. Use everyday gestures like your voice, pointing, shaking and nodding your head. You don't need special toys or activities to encourage your infant's language.	18. Have a regular conversation. It can happen anywhere: at the grocery store; around the neighborhood; bath time, etc.	↓	19. Put on some lively music and swing and sway partnering with the infant. Talk as you swing with the rhythm.
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

<b>Weeks 3-4</b>	<p>1. Act as your infant's interpreter – when the infant notices something, reaches for something, points, or sends another message, say the word(s) that match his/her message. When your words correspond to your infant's message, it will help him/her understand those words and eventually use them.</p>	↓	↓	<p>2. Observe the infant as he/ she cries. Listen to his/ her coos and gestures. Ask: Are you hungry? You have just eaten. Your diaper is dry. He /She wants to touch and play the rattle which his/her hand could not reach.</p>	<p><u>Note:</u> Sometimes the infant if he/she thought nobody is listening to his/her demands he/she grabs objects/toys near him/her and throw these anywhere so as to call attention</p> <p>3. Demo to him/her how to hold the toy or object. Get a ball to show that it can be thrown and catch by another person; and so on.</p>	↓	<p>4. Play a sitting and standing game. The infant will follow the adult. Play a CD or sing: "Sit Down, Sit Down, we're rocking the boat..."</p>
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

**Sub- Theme:** Building Concepts  
March (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 1-2</b>	<p>1. Go for a walk and let your infant bring his/her pull toy. Engage him/her to play often outdoor. Let him/her bring a pull toy, so the concept of <b>forward</b> and <b>backward</b> is introduced.</p>	<p>2. Describe whatever is happening every time you do anything with the infant. Example: walking along bumpy spot,</p> <p>3. While exploring, let him/her imitate you as you count 1, 2, 3... Let him/her repeat. Demo jumping in place if the infant can then count.</p>	→	<p>4. Read to your infant. This will help develop his/her understanding of language and sounds. Make sure the voice will calm and give security to the infant.</p> <p>5. Let the infant turn on the pages of the book imitating the adult; look at the pictures and see if he/she can recognize like the pet in</p>	→	<p>6. Prepare big crayons or pencils and big blank paper or old newspaper. Place these on the table or floor. Let the infant grasp pencil or crayon in hand and set him free to scribble even without direction. Let him/her enjoy the activity. Ask him what he/she has done.</p>	<p>7. Have fun while learning the concepts of <b>in</b> and <b>out</b>. Get one favorite toy of the infant. Place it in a container, saying "<b>in</b>"; put it out while saying "<b>out</b>". Repeat the activity several times. The infant can be the one who will place "<b>in</b>" and put "<b>out</b>"</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				the pages of the book. Tell the name of the pet being described in the book.		<u>Note:</u> Praise the infant and give him/her lots of loving attention. Imagination can be developed as well as fine motor skills through playing with crayons. To enliven and with fun music can be played.	the toy in a container while the mother/ other adults are repeating the term "in" and "out".



# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>1. Greet the baby as usual every time he/she wakes up. Say: Good Day! Where is our baby?</p> <p>2. Engage the infant in responding even in gestures and babbling sounds or ask: Are you our baby? Let him/ her answer by nodding head for yes .Then face the other elder who should repeat the same question.</p>	<p>3. Have fun in reading a book and pointing out pictures to the infant to build his/her cognition as well as language acquisition. Colored big books can be helpful. As you read to infant, he/ she will look at your facial expression as well as the varied tone/voice you will produce.</p>	<p>5. Play/Act the story read with the infant. This is initial practice for real life situations. You and the infant can do it together.</p> <p style="text-align: center;">↓</p>	<p>6. Being sensitive to what the infant needs to do (for self-regulation); you can go for a nature walk in the neighborhood or safe place near your house. Engage the infant in the exploration.</p> <p><u>Note:</u> Usually during the day, the infant has tendency to hold your hands and pull outside. This implies that the infant wants to go somewhere.</p>			

**LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS**

**SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS  
0 to 1 Year Old**

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				<p><u>Note:</u> Be alert since small walk and run with difficulty are still characteristics of an infant.</p> <p>7. Getting photos while touching leaves, picking up small stones, looking at trees, child-ren running, hearing sounds of wind, etc.</p>			



## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	<p>8. Other scenarios during conversation with infants can be gently touched here: dressing, putting on socks, putting on hat/ bonnet, cleaning and taking a bath, on walking outside, storytelling before sleeping, etc. Let the infant dance or sing while doing activities and being asked what he/she is doing.</p>	<p>9. Have series of conversations while continuing the activity which can be an avenue for building other basic concepts/ skills that are essential as the brain is being developed.</p>	<p>10. Play/Act out a birthday party. (Make ready the things like dolls and stuffed toys the infant has, or other younger members of the family can join; plastic plates, cups, glasses, play food, etc.</p> <p>11. Engage the infant to imitate what others are doing or he/she can show his/ her own actions during the play.</p>	<p>12. Show the infant the photos either in tablet or hard copy. See the reaction of the infant upon seeing them.</p> <p>13. Develop a photo album. Organize the pictures in the album since birth. Let the infant look again at the photos. Observe if he/she is smiling, surprised and happy to show those images. This will be used in identifying him/herself.</p>	<p>→</p>	<p>15. Engage the infant to be with the other members of the family in various rooms or corners of the house with guidance. Ask the other siblings to show to the infant what they are doing one at a time. Example: The little girl is combing her hair with a hair brush. The little girl</p>	<p>17. Continue learning with the other members of the family while doing different activities at home: (eating, cleaning, playing, doing assignment, viewing TV, etc. which are familiar to the infant). Focus on the use of things. Play a music that can accompany this activity.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				<p>14. Have a bonding moment where you share experiences through photos. The voice of an adult especially that of the mother will be an important attachment to the infant. Do this until the child will calm down to sleep. Soft music can be provided for better comfort and security while sleeping.</p>	→	<p>will say: I am combing my hair with hair brush. Ask: What am I holding? This is hair brush. I am using it for combing my hair. Give the hairbrush to the infant. He/she will imitate what the little girl has shown with the hairbrush.</p> <p>16. Repeat with the other things like toothbrush, pair of slippers/shoes; towel, etc.</p>	

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

### QUARTER 4

**THEME:** STARTING TO BE AWARE OF MYSELF AND OTHERS

**Sub-Theme:** This is Me!

April (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Provide mirror at eye level for the infant to look into.</p> <p>2. Let the infant see himself/herself babbles or coos producing own sounds or imitating others.</p>	<p>3. Talk with infant while looking at the mirror. You may ask: Who is this baby? or Who are you? (one way of introducing the baby's identity)</p> <p><u>Note:</u> The infant may move head, giggle and swing foot while amused seeing his/herself at the mirror.</p>	<p>4. Play simple "peek – a – boo" in front of the mirror. Hold a handkerchief or face towel to cover and uncover your face; drop it and say "peek-a- boo"or "it bulaga"!</p> <p>5. Repeat if the baby shows interest. Play the favorite disc of the infant.</p>	<p>6. Repeat the play, this time by saying the name of the baby: "___ peek – a-boo" or ___ "it bulaga!" (___ name of the infant) Ask: Where is the cute baby?</p> <p>7. Accompany the play with music.</p> <p>8. Call the name ____ . of the infant. See if he/she will turn head if</p>	<p>9. Engage the infant to look at his/ her own baby book/ album. Guide him/ her in turning the pages. Make him/her be aware that he/she is the newly-born baby in the album.</p> <p><i>Note:</i> Most likely, he/she will give a smile, touch the photo and point to himself/herself.</p>	<p>10. Show a big photo of the infant if available. You can use a soft copy using the image at the tablet or cell phone camera. Engage the infant to recognize it. Ask: Who's this? Is this _____?</p> <p>11. Let him/ her hold the photo with assistance; show to other members of the family that</p>	<p>12. Provide the infant with mark pens, or any tool for marking the paper. Engage the infant as if he/she can draw him / her .Place his/her photo in front of the drawing table.</p> <p>13. Play soft music while free hand drawing is being performed</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

				he/she hears the sound of his /her name		he/she is in the portrait.	
<b>Week 2</b>	14. Hold the baby in front of the mirror. Let him/her feel the warmth and security he/she needs. Rock, sway and swing the baby gently while in your arms facing the mirror.	16. Engage the infant to listen to the rap / song with the tune of "Rain, Rain Go Away". You will be the rapper: Example: My name is _____. I am with ____ (Mama/ Mommy/Yaya).	→		↓	↓	↓

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>1. Always talk to your infant. Engage him/her to share even in gestures and words. Describe his/her feelings and experience. The infant will learn more words. in the process. This is also a way to teach him/her how to listen.</p> <p><u>Note:</u> Support the infant to understand who he/she is as he/she</p>	<p>2. Check your schedule for the infant. As to physical/medical checkup, nutrition for the month/week, and developmental stage as shown in his/her baby book. Share with all the members of the family so everybody will have an awareness of the developmentally appropriate activities to follow.</p> <p>3. Provide a high chair with</p>	→	<p>4. Have a display in the infants play room/corner, the following which are safe and familiar to the infants:</p> <ul style="list-style-type: none"> <li>- toys</li> <li>- personal cleaning kit</li> <li>- utensils for eating</li> </ul> <p>5. Engage the infant to: identify (guide questions like: Which are things you can play with? Give it to me. What else? Is this the one? etc.</p>	<p>7. Continue the supervised activity with other sets of things in front of the infant, this time, let the infant try to put together all things which he/ she thinks should be in one set. So as not to confuse the infant, 2 to 3 items will do. Clap every time the infant did it right. Remember, the process is important where senses are all utilized</p>	→	→

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	grows.	<p>spoon and fork, and a glass of water (baby feeding kit) during meal time. (The baby needs space to assert himself/herself to accomplish tasks on his/her own.) Praise your child for good behaviors.</p>		<p>6. Play a soft music while the infant starts to identify and later on, see relationships among toys in front of him/her.</p>	through play.		
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	<p>8. Have fun with big books which the baby can enjoy. Point out the pictures and lively tell the story with expression (facial, tone and action).</p> <p>9. Engage the infant by letting him/ her point to the pictures and imitate actions as well as tones/ sounds heard from the storyteller.</p>	<p>10. Engage the infant in reading using personal-ized book where the character/s can be the infant and the other members of the family.</p> <p>11. If music is needed, play one and have a post activity of scribbling and coloring. Recognize the coloring done by the infant.</p>	<p>12. Go for a walk. See how the infant explore the things around him/her. (Reminders for safety are needed.)</p> <p>13. Select the things around the infant that are safe for the infant e.g. touch/ feel cold glass with drinking juice.</p>	<p>14. Continue the activity. Engage him/her together with you one of the experiences like: riding in toy cars or toy animals; watching other children in the playground; watching pets being fed; etc. Be observant to the reactions and feelings of the infant. Have some-body take photos of the infant.</p>	<p>15. Have a story time. Talk about the exper-ience. Share and look at the photos so the infant can remem-ber the experience.</p> <p>16. Play with the infant. Let him/her pretend he/she is a pet. Let him/her select which of the pets he/she would like to be.</p>	<p>→</p> <p>→</p>	

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS

**0 to 1 Year Old**

**Sub - Theme:** Looking at Myself

May (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Have fun at bath time. Put a favorite toy just out of your infant's reach. Play "Name the Body Part" while bathing. Say: These are my hands. Reach for your own hands. Keep moving it closer and closer to wherever you bathe your infant.</p>	<p>2. While dressing ask the infant to raise his/her hands or feet. Say: Sit down. You have a new pair of white socks. Which part of the body needs this? etc.</p> <p>3. Repeat naming and pointing to at least three body parts.</p>	<p>4. Play a song about body parts for the infant to listen while he/she is taking snack.</p> <p>5. Follow the song with action. "My toes, my knees, ..." Praise the infant for being able to follow and point to his/her body parts.</p>	<p>6. Play "Follow the Leader " Ask the infant to: Walk, Run, Jump, Hop, etc. Then do the reverse. The infant will be the leader even in gestures / short words:</p> <p>7. Talk about the play. Say: We use _____ in walking; _____ in jumping; _____ in boxing; etc.</p> <p>8. When he/she tried to imitate what you have said, repeat it back to him /her.</p>	<p>_____ →</p> <p>_____ →</p>		

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	<p>9. Engage the infant on the proper way of washing hands.</p> <p>10. Accompany this with the happy singing of the Happy Birthday Song.</p>	<p>11. Let the infant shake and raise his/her clean hands. Talk about why we wash hands.</p> <p>12. Tell a short story about the "Sickly Baby".</p>	<p>13. Place on the floor some toys and objects being played by the baby. Engage the infant to play "Give Me" using hands, .e.g. Give me your toy car; doll or dinosaur; etc.</p>	<p>14. Call the infant's name. Tell him/her that he/she will use his hands in coloring the big book in front of him/her.</p> <p>15. Soft music can be played while the baby is coloring.</p>	→	<p>16. Show to the other members of the family work done by the infant. Let them praise and hug the infant. Post it on one side of the wall.</p>	<p>17. Sing "I Have Two Hands" with action. Let the infant raise his/her hands (the infant can see how important are our hands. Point other parts of the body in front of a mirror.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS


### SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	18. Engage the infant on producing sounds using parts of the body ( e.g. clapping, stamping, tapping an object or table, etc.)	19. Go with the music while playing, creating sounds using body parts with guidance.	20. While seated, hold the infant's hand. Demo how to open and close the hands: Say: Close , open ...	21. Blindfold the baby. Ask if he/she sees something. Take out the blindfold. Ask the infant to open and close his /her eyes.	22. Cut out illustrations of the parts of body. Do this with the infant so s/he can familiarize him/herself with parts of the body.	23. Let the infant match the cut outs with their own body parts, e.g. cut out of eyes, ears, etc.	24. Post the cut outs in the mirror. Let the infant identify each with guidance. Tell the name if he/she forgot.
<b>Week 4</b>	↓	↓	↓	↓	25. Engage the infant in filling up container. Let him/her do water pouring fun during bath time.	26. Engage the infant in putting objects in a container before or after snack time.	27. Engage the infant in piling up of blocks.

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR INFANTS 0 to 1 Year Old

**Sub-Theme:** Starting To Get To Know Others  
June (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Engage the infant in identifying members of the family who are present. Ask: Where's Mama? Papa? Where's Kuya? Ate?</p>	<p>2. Let the infant approach and touch familiar persons in the house: grandma, grandpa, brother, sister, Yaya, etc.</p>	<p>3. Sit the infant on your lap. Notice the stuffed toy cuddled by the infant.</p> <p>4. Have a guessing game of whose voice is it. Familiar persons in the house will be at the back of the curtain. Only voice will be heard calling the name of the infant. Ask: Whose voice is that?</p>	<p>5. Browse the family album with the baby. Let him/her point to all those familiar to him/her.</p> <p>6. Let him/her look also for his/her own baby picture.</p>	<p>7. Encourage the infant to greet members of the family upon waking up. Say: Good Morning! Good Afternoon! Good Day!</p>	<p>8. Hold your infant's hand up to wave good-bye when a familiar person leaves. Say: Good bye! Make sure your baby sees favorite people leave so he/she won't worry about people disappearing.</p>	

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

<b>Week 2</b>	↓	↓	↓	↓	↓	↓	↓
<b>Week 3</b>	<p>9. Help your infant on how to respond to visitors or new people by greeting them: Hello! Hi! Smiles at them.</p>	<p>10. Allow the infant to play with other infants. Let them share toys.</p>	<p>11. Bonding time with the family through listening to music or playing with the infant.</p>	<p>12. Enjoying each other's company during meal time where the center of attraction is the infant.</p>	<p>13. Engage the infant to identify the families' pets (if any). Play together with other members.</p> <p>14. Have a lively music on and let him/her sway with his/her pet, e.g. dog or cat</p>	<p>15. Ask the infant to pick up his/her favorite toy.</p> <p>16. While cuddling the toy, let him/her introduce this to other familiar persons, visitors, and pets in the house.</p>	<p>17. Pretend to play together with all members present in the house, e.g. a birthday celebration for the baby who will turn 1 year old the following month.</p>
<b>Week 4</b>	↓	↓	↓	↓	↓	↓	↓

# **Curriculum Matrix and Calendar of Activities for Toddlers**

## **1 to 2 Years Old**







# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

QUARTER	SUGGESTED THEME/ SUB-THEME	INDICATORS AND DOMAINS FOR DEVELOPMENT IN THE ACTIVITIES	WEEKLY ACTIVITIES INDICATED IN THE CALENDAR
QUARTER 1	<b>MY DAILY ROUTINES</b>		<b>12 Weeks in 3 months</b>
<b>July</b>	<b>1. EATING</b>	<ul style="list-style-type: none"> <li>▪ Plays a lot with adult supervision, possessive, demanding and lacks understanding of own actions (SED 3)</li> <li>▪ Says proudly with confidence that he/she does things by himself/herself like eating, tying shoes, and personal care daily routines like brushing, taking a bath, selecting clothing and dressing (SED 7)</li> <li>▪ Shows comfort in daily routines and activities such as getting a book before bedtime, favorite pillow/blanket during nap time, favorite toy during play time (SED 8)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Engages in “conversation” with an adult, responds if asked using familiar words (CD 6)</li> <li>▪ Pretends that stuffed animals and dolls are imaginary friends and may name them (CD 7)</li> <li>▪ Arranges objects according to color, shapes, and functions like socks and shoes (CD 8)</li> <li>▪ Recognizes and identifies the color, shape, name, and number of one to three objects (CD 9)</li> </ul>	<b>Weeks 1 &amp; 2 = 19 activities</b>

SED – Socio-Emotional Development  
CD – Cognitive Development

PHWMD – Physical Health, Wellness, and Motor Development  
CAD – Creative and Aesthetic Development

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Follows/responds to two step directions like “please get my shoes and give them to me” (CD 13)</li> <li>▪ Tries to feed self using spoon and fork awkwardly with spillage (PHWMD 12)</li> <li>▪ Responds to sounds (CAD 1)</li> <li>▪ Shows interest in singing, moving and dancing using body in creative ways (CAD 5)</li> <li>▪ Experiments with different sounds using a variety of items found in the surroundings (CAD 7)</li> <li>▪ Experiments with play dough and explores the different sensations (CAD 13)</li> <li>▪ Imitates the way adults use tools and appliances around the house (CAD 20)</li> <li>▪ Acts out familiar scenario like cooking breakfast or comforting a baby (CAD 21)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>SED 3, 7, 8, 9</td> <td style="text-align: right;">= 4</td> </tr> <tr> <td>PHWMD 12</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td>CD 6, 7, 8, 9, 13</td> <td style="text-align: right;">= 5</td> </tr> <tr> <td>CAD 1, 5, 7, 13, 20, 21</td> <td style="text-align: right;">= 6</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: right;">= 16</td> </tr> </table>	SED 3, 7, 8, 9	= 4	PHWMD 12	= 1	CD 6, 7, 8, 9, 13	= 5	CAD 1, 5, 7, 13, 20, 21	= 6	Total	= 16	
SED 3, 7, 8, 9	= 4												
PHWMD 12	= 1												
CD 6, 7, 8, 9, 13	= 5												
CAD 1, 5, 7, 13, 20, 21	= 6												
Total	= 16												
	<p><b>2. HAND WASHING</b></p>	<ul style="list-style-type: none"> <li>▪ Verbalizes rules but cannot follow them consistently, unless supervised by an adult (SED 4)</li> <li>▪ Says proudly with confidence that he/she does things by himself/herself like eating, tying shoes, and personal care daily routines like brushing, taking a bath, selecting clothing and dressing (SED 7)</li> <li>▪ Continues to imitate simple songs and finger play movement (PHWMD15)</li> </ul>	<p><b>Week 3 = 2 major activities with 7 sub-activities</b></p>										

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## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Brushes teeth/washes hands independently (PHWMD 16)</li> <li>▪ Plays “ Follow the Leader” around a simple course activity (CAD 16)</li> <li>▪ Follows/responds to two step directions like “please get my shoes and give them to me” (CD 13)</li> <li>▪ Sings part of songs he/she can; enjoys own music and noises; mimics/repeats sounds that are heard in the surroundings (CD 14)</li> <li>▪ Begins to demonstrate behaviors that reflect self-concept like pointing and naming some body parts (CD 15)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>SED 4, 7</td> <td>=</td> <td>2</td> </tr> <tr> <td>CD 13, 14, 15</td> <td>=</td> <td>3</td> </tr> <tr> <td>PHWMD `5, 16</td> <td>=</td> <td>2</td> </tr> <tr> <td>CAD 15</td> <td>=</td> <td>1</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td>=</td> <td>8</td> </tr> </table>	SED 4, 7	=	2	CD 13, 14, 15	=	3	PHWMD `5, 16	=	2	CAD 15	=	1	Total	=	8	<p><b>Weeks 1 &amp; 2 = 20 activities</b></p>
SED 4, 7	=	2																
CD 13, 14, 15	=	3																
PHWMD `5, 16	=	2																
CAD 15	=	1																
Total	=	8																
	<p><b>3. BRUSHING</b></p>	<ul style="list-style-type: none"> <li>▪ Begins to understand own feelings like: frightened and happy (SED 1)</li> <li>▪ Says proudly with confidence that he/she does things by himself/herself like eating, tying shoes, and personal care daily routines like brushing, taking a bath, selecting clothing and dressing (SED 7)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Continues to imitate simple songs and finger play movement (PHWMD 15)</li> <li>▪ Brushes teeth/washes hands independently (PHWMD 16)</li> <li>▪ Begins to show interest in printed materials and pretends to read pictures in the book (CD 1)</li> </ul>	<p><b>Week 4 = 12 activities</b></p>															

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## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

		<ul style="list-style-type: none"> <li>▪ Repeats an action again and again with adult prompting and/or at sound heard (CAD 4)</li> <li>▪ Scribbles and draws without control to create images (CAD 10)</li> </ul> <p>Summary:</p> <p style="margin-left: 40px;">SED 1, 7, 9       = 3</p> <p style="margin-left: 40px;">PHWMD 1, 5       = 2</p> <p style="margin-left: 40px;">CD 1               = 1</p> <p style="margin-left: 40px;">CAD 4, 10         = 2</p> <p style="margin-left: 40px;">Total               = 8</p>	
<b>August</b>	<b>4. BATHING</b>	<ul style="list-style-type: none"> <li>▪ Plays a lot with adult supervision, possessive, demanding and lacks understanding of own actions</li> <li>▪ (SED 3)</li> <li>▪ Says proudly with self-confidence that he/she does things by himself/herself like eating, tying shoes, and personal care daily routines like brushing, taking a bath, selecting clothing and dressing (SED 7)</li> <li>▪ Begins to hold pencil, crayon, and other writing instruments comfortably with either right or left hand (PHWMD 11)</li> <li>▪ Brushes teeth/washes hands independently (PHWMD 16)</li> <li>▪ Says own name and age, and names of people (usual company) around him/her, pets, and even things and toys (CD 3)</li> <li>▪ Pretends that stuffed animals and dolls are imaginary friends and may name them (CD 7)</li> <li>▪ Recognizes and tells the color and shape, name and number of one to three objects (CD 9)</li> <li>▪ Follows/responds to two step directions like “please get my shoes and give them to me” (CD 13)</li> </ul>	<b>Weeks 1 &amp; 2 = 17 activities</b>

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Sings part of songs he can; enjoys own music and noises; mimics/repeats sounds that are heard in the surroundings (CD 14)</li> <li>▪ Begins to demonstrate behaviors that reflect self-concept like pointing and naming some body parts (CD 15)</li> <li>▪ Repeats an action again and again at adult prompting and/or at sound heard (CAD 4)</li> <li>▪ Enjoys silly songs, games, etc. (CAD 19)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>SED 3, 7</td> <td>=</td> <td>2</td> </tr> <tr> <td>PHWMD 11, 16</td> <td>=</td> <td>2</td> </tr> <tr> <td>CD 3, 7, 9, 13, 14, 15</td> <td>=</td> <td>6</td> </tr> <tr> <td>CAD 4, 19</td> <td>=</td> <td>2</td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> <td>= 12</td> </tr> </table>	SED 3, 7	=	2	PHWMD 11, 16	=	2	CD 3, 7, 9, 13, 14, 15	=	6	CAD 4, 19	=	2	Total		= 12	
SED 3, 7	=	2																
PHWMD 11, 16	=	2																
CD 3, 7, 9, 13, 14, 15	=	6																
CAD 4, 19	=	2																
Total		= 12																
	<p><b>5. DRESSING</b></p>	<ul style="list-style-type: none"> <li>▪ Begins to understand own feelings like: frightened and happy (SED 1)</li> <li>▪ Engages in “conversation” with an adult, responds if asked using familiar words (SED 6)</li> <li>▪ Says proudly with confidence that he/she does things by himself/herself like eating, tying shoes, and personal care daily routines like brushing, taking a bath, selecting clothing and dressing (SED 7)</li> <li>▪ Shows comfort in daily routines and activities such as getting a book before bedtime, favorite pillow/blanket during nap time, favorite toy during play time (SED 8)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Tries to dress self with assistance/support (PHWMD 13)</li> <li>▪ Pretends that stuffed animals and dolls are imaginary friends and may name them (CD 7)</li> </ul>																

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Arranges objects according to color, shapes, and functions like socks and shoes (CD 8)</li> <li>▪ Follows/responds to two step directions like “please get my shoes and give them to me” (CD 13)</li> <li>▪ Begins to demonstrate behaviors that reflect self-concept like pointing and naming some body parts (CD 15)</li> <li>▪ Repeats an action again and again at adult prompting and/or at sound heard (CAD 4)</li> <li>▪ Shows interest in singing, moving and dancing using body in creative ways (CAD 5)</li> <li>▪ Plays “ Follow the Leader” around a simple course activity (CAD 15)</li> <li>▪ Enjoys silly songs, games, etc. (CAD 19)</li> <li>▪ Imitates the way adults use tools and appliances around the house (CAD 20)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>SED 1, 6, 7, 8, 9</td> <td style="text-align: right;">= 5</td> </tr> <tr> <td>PHWMD 13</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td>CD 7, 8, 13, 15,</td> <td style="text-align: right;">= 3</td> </tr> <tr> <td>CAD 4, 5, 15, 19, 20</td> <td style="text-align: right;">= 5</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td style="text-align: right;">= 15</td> </tr> </table>	SED 1, 6, 7, 8, 9	= 5	PHWMD 13	= 1	CD 7, 8, 13, 15,	= 3	CAD 4, 5, 15, 19, 20	= 5	Total	= 15	<p><b>Week 4 = 11 activities</b></p>
SED 1, 6, 7, 8, 9	= 5												
PHWMD 13	= 1												
CD 7, 8, 13, 15,	= 3												
CAD 4, 5, 15, 19, 20	= 5												
Total	= 15												

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## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

<b>September</b>	<b>6. TOILETING</b>	<ul style="list-style-type: none"> <li>▪ Begins to show interest in using the toilet (PHWMD 14)</li> <li>▪ Engages in “conversation” with an adult, responds if asked using familiar words (SED 6)</li> <li>▪ Says proudly with self-confidence that he/she does things by himself/herself like eating, tying shoes, and personal care daily routines like brushing, taking a bath, selecting clothing and dressing (SED 7)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Claps, bounces, and begins to “dance” to music (CAD 3)</li> <li>▪ Sings a favorite song while dancing or doing an action, e.g. rocking or swinging (CAD 6)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>PHWMD 14</td> <td>=</td> <td>1</td> </tr> <tr> <td>SED 6, 7, 9</td> <td>=</td> <td>3</td> </tr> <tr> <td>CAD 3, 6</td> <td>=</td> <td>2</td> </tr> <tr> <td style="text-align: right;">Total</td> <td>=</td> <td>6</td> </tr> </table>	PHWMD 14	=	1	SED 6, 7, 9	=	3	CAD 3, 6	=	2	Total	=	6	<b>Weeks 1 &amp; 2 = 10 activities</b>
PHWMD 14	=	1													
SED 6, 7, 9	=	3													
CAD 3, 6	=	2													
Total	=	6													
	<b>7. SLEEPING/ GOING TO BED</b>	<ul style="list-style-type: none"> <li>▪ Begins to understand own feelings like: frightened and happy (SED 1)</li> <li>▪ Plays a lot with adult supervision, possessive, demanding and lacks understanding of own actions (SED 3)</li> <li>▪ Says proudly with confidence that he/she does things by himself/herself like eating, tying shoes, and personal care daily routines like brushing, taking a bath, selecting clothing and dressing (SED 7)</li> <li>▪ Shows comfort in daily routines and activities such as getting a book before bedtime, favorite pillow/blanket during nap time, favorite toy during play time (SED 8)</li> <li>▪ Shows sense of trust (SED 9)</li> </ul>	<b>Weeks 3 &amp; 4 = 14 activities</b>												

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Begins to show interest in printed materials and pretends to read pictures in the book (CD 1)</li> <li>▪ Pretends that stuffed animals and dolls are imaginary friends and may name them (CD 7)</li> <li>▪ Recognizes and tells the color and shape, name, and number of one to three objects (CD 9)</li> <li>▪ Enjoys looking at a book by himself/herself or with others (CD 10)</li> <li>▪ Responds to sounds (CAD 1)</li> <li>▪ Sings a favorite song while dancing or doing an action, e.g. rocking or swinging (CAD 6)</li> <li>▪ Scribbles and draws without control to create images (CAD 10)</li> <li>▪ Begins to hold a pencil, crayon, and other writing instruments comfortably using either right or left hand (PHWMD 11)</li> </ul> <p>Summary:</p> <table style="margin-left: 20px; border: none;"> <tr> <td>SED 1, 3, 7, 8, 9</td> <td>=</td> <td>5</td> </tr> <tr> <td>CD 1, 7, 9, 10</td> <td>=</td> <td>4</td> </tr> <tr> <td>CAD 1, 6, 10</td> <td>=</td> <td>3</td> </tr> <tr> <td>PHWMD 11</td> <td>=</td> <td>1</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td>=</td> <td>13</td> </tr> </table>	SED 1, 3, 7, 8, 9	=	5	CD 1, 7, 9, 10	=	4	CAD 1, 6, 10	=	3	PHWMD 11	=	1	Total	=	13	
SED 1, 3, 7, 8, 9	=	5																
CD 1, 7, 9, 10	=	4																
CAD 1, 6, 10	=	3																
PHWMD 11	=	1																
Total	=	13																

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

QUARTER 2	BEING AWARE OF MYSELF		12 Weeks in 3 months															
<b>October</b>	<b>1. MY FEELINGS</b>	<ul style="list-style-type: none"> <li>▪ Asks questions like: “Where’s Mommy? “Who’s that?” Tries to imitate and repeat words and phrases commonly heard (CD 2)</li> <li>▪ Says own name and age, and names of people (usual company) around him/her, pets, and even things and toys (CD3)</li> <li>▪ Engages in “conversation” with an adult, responds if asked using familiar words (CD 6)</li> <li>▪ Recognizes and tells the color and shape, name and number of one to three objects (CD 9)</li> <li>▪ Enjoys looking at a book by himself/herself or with others (CD 10)</li> <li>▪ Begins to show behaviors that reflect concepts of self like pointing and naming some body parts, expressing feelings in self and others, etc. (CD 15)</li> <li>▪ Begins to understand own feelings like: frightened and happy (SED 1)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Uses a variety of drawing tools such as crayons, markers, and paint brushes to create an age–appropriate product (CAD 8)</li> <li>▪ Attempts to create self (CAD 12)</li> <li>▪ Enjoys silly songs, games, etc. (CAD 19)</li> <li>▪ Plays “bounce” and “catch” a ball. (PHWMD 3)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>CD 2, 6, 9, 10, 15</td> <td>=</td> <td>5</td> </tr> <tr> <td>SED 1, 9</td> <td>=</td> <td>2</td> </tr> <tr> <td>CAD 8, 12, 19</td> <td>=</td> <td>3</td> </tr> <tr> <td>PHWMD 3</td> <td>=</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>=</b></td> <td><b>11</b></td> </tr> </table>	CD 2, 6, 9, 10, 15	=	5	SED 1, 9	=	2	CAD 8, 12, 19	=	3	PHWMD 3	=	1	<b>Total</b>	<b>=</b>	<b>11</b>	<b>Weeks 1 &amp; 2 = 18 activities</b>
CD 2, 6, 9, 10, 15	=	5																
SED 1, 9	=	2																
CAD 8, 12, 19	=	3																
PHWMD 3	=	1																
<b>Total</b>	<b>=</b>	<b>11</b>																

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## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

	<b>2. MY NEEDS</b>	<ul style="list-style-type: none"> <li>▪ Plays a lot with adult supervision, possessive , demanding and lack understanding of own actions (SED 3)</li> <li>▪ Shows comfort in daily routines and activities such as getting a book before bedtime, favorite pillow/blanket during nap time, favorite toy during play time (SED 8)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Begins to show interest in printed materials and pretends to read pictures in the book (CD 1)</li> <li>▪ Uses words like “ Don’t like” and “No” about the things around him/her that he/she/doesn’t like (CD 5)</li> <li>▪ Arranges objects according to color, shapes, and functions like socks and shoes (CD 8)</li> <li>▪ Enjoys looking at a book by himself /herself or with others (CD10)</li> <li>▪ Begins to demonstrate behaviors that reflect concepts of self like pointing and naming some body parts, expressing in self and others, etc. (CD 15)</li> <li>▪ Repeats an action again and again at adult prompting and/or at sound heard (CAD 4)</li> <li>▪ Shows interest in singing, moving and dancing using body in creative ways (CAD 5)</li> <li>▪ Jumps with one foot (PHWMD 1)</li> <li>▪ Walks straight (PHWMD 5)</li> <li>▪ Runs easily with the ability to stop quickly if necessary (PHWMD 7)</li> <li>▪ Jumps with alternating feet with balance (PHWMD 8)</li> <li>▪ Builds/Stacks five to ten blocks/toys (PHWMD 9)</li> <li>▪ Picks up toys after playing (PHWMD 17)</li> </ul>	<p><b>Weeks 3 &amp; 4</b> <b>= 17 activities</b></p>
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<p>Summary:</p> <p>SED 3, 8, 9 = 3</p> <p>CD 1, 5, 8, 10, 15 = 5</p> <p>CAD 4 = 1</p> <p>PHWMD 1, 5, 7, 8, 17 = 5</p> <p>Total = 14</p>	
<b>November</b>	<b>3. THINGS I CAN DO</b>	<ul style="list-style-type: none"> <li>▪ Begins to understand own feelings like: frightened and happy (SED 1)</li> <li>▪ Plays a lot with adult supervision, possessive, demanding and lacks understanding of own actions (SED 3)</li> <li>▪ Begins to show feelings of security to play with others in the presence of trusted adult (whose ways and actions he/she imitates) (SED 5)</li> <li>▪ Says proudly with confidence that he/she does things by himself/herself like eating, tying shoes, and personal care, daily routines like brushing, taking a bath, selecting clothing and dressing up, etc. (SED 7)</li> <li>▪ Shows comfort in daily routines and activities such as getting a book before bedtime, favorite pillow/blanket during nap time, favorite toy during play time (SED 8)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Tells things he/ she wants which the adult/s can easily understand (CD 4)</li> <li>▪ Uses words like “Don’t like” and “No” about the things around him/ her that he/she/doesn’t like (CD 5)</li> <li>▪ Engages in “conversation” with an adult, responds if asked using familiar words (CD 6)</li> </ul>	<b>Weeks 1 to 4 = 40 activities</b>

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## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Recognizes and tells the color, shape, name and number of one to three objects (CD 9)</li> <li>▪ Begins to connect familiar books to play experiences (CD 11)</li> <li>▪ Holds large writing tools and marks with it (CD 12)</li> <li>▪ Follows/responds to two step directions like “please get my shoes and give them to me” (CD 13)</li> <li>▪ Sings part of songs he/she can; enjoys own music and noises; mimics/repeats sounds that are heard in the surroundings (CD 14)</li> <li>▪ Begins to demonstrate behaviors that reflect concepts of self like pointing and naming some body parts, expressing feelings in self and others, etc. (CD 15)</li> <li>▪ Responds to sounds (CAD 1)</li> <li>▪ Responds rapidly to sounds he/she hears, smiles and laughs at pleasant sounds, cries or fusses at unpleasant sounds (CAD 2)</li> <li>▪ Claps, bounces, and begins to “dance” to music (CAD 3)</li> <li>▪ Repeats an action again and again at adult prompting and/or at sound heard (CAD 4)</li> <li>▪ Shows interest in singing, moving and dancing using body in creative ways (CAD 5)</li> <li>▪ Sings a favorite song while dancing or doing an action, e.g. rocking or swinging (CAD 6)</li> <li>▪ Uses a variety of drawing tools such as crayons, markers, and paint brushes to create an age-appropriate product (CAD 8)</li> <li>▪ Demonstrates increasing control when using crayons, markers, and paint brushes (CAD 9)</li> <li>▪ Attempts to create self (CAD 12)</li> <li>▪ Darts, runs, jumps, climbs with joy, pretends to be bird, truck, etc. as he/she moves (CAD 17)</li> </ul>	
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## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Walks straight (PHWMD 5)</li> <li>▪ Walks in tiptoes in a short distance (PHWMD 6)</li> <li>▪ Runs easily with the ability to stop quickly if necessary (PHWMD 7)</li> <li>▪ Begins to hold pencil, crayon, and other writing instruments comfortably with either right or left hand (PHWMD 11)</li> </ul> <p>Summary:</p> <p>SED 1, 3, 5, 7, 8, 9 = 6</p> <p>CD 4, 5, 6, 9, 11, 12, 13, 14, 15 = 9</p> <p>CAD 4, 5, 6, 8, 12, 17 = 6</p> <p>PHWMD 5, 6, 7, 11 = 4</p> <p style="text-align: center;">Total = 25</p>	
<b>December</b>	<b>4. GAINING CONTROL OF MY BODY</b>	<ul style="list-style-type: none"> <li>▪ Jumps with one foot (PHWMD 1)</li> <li>▪ Swings arms when walking (PHWMD 4)</li> <li>▪ Walks straight (PHWMD 5)</li> <li>▪ Walks in tiptoes in a short distance (PHWMD 6)</li> <li>▪ Runs easily with the ability to stop quickly if necessary (PHWMD 7)</li> <li>▪ Builds/Stacks five to ten blocks/toys (PHWMD 9)</li> <li>▪ Draws line (PHWMD 10)</li> <li>▪ Begins to hold pencil, crayon, and other writing instruments comfortably with either right or left hand (PHWMD 11)</li> <li>▪ Continues to imitate simple songs and finger play movement (PHWMD 15)</li> <li>▪ Picks up toys after playing (PHWMD 17)</li> <li>▪ Plays a lot with adult supervision, possessive, demanding and lacks understanding of own actions (SED 3)</li> <li>▪ Verbalizes rules but cannot follow them consistently unless supervised by an adult (SED 4)</li> </ul>	<b>Weeks 1 to 4 = 20 activities</b>

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 CAD – Creative and Aesthetic Development

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Sings a favorite song while dancing or doing an action, e.g. rocking or swinging (CAD 6)</li> <li>▪ Uses a variety of drawing tools such as crayons, markers, and paint brushes to create an age-appropriate product (CAD 8)</li> <li>▪ Demonstrates increasing control when using crayons, markers, and paint brushes (CAD 9)</li> <li>▪ Scribbles and draws without control to create images. (CAD 10)</li> <li>▪ Begins to demonstrate behaviors that reflect concepts of self like pointing and naming some body parts, expressing feelings in self and others, etc. (CD 15)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>PHWMD 1, 4, 5, 6, 7, 8, 9, 10, 11, 15, 17</td> <td style="text-align: right;">= 11</td> </tr> <tr> <td>SED 4</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td>CAD 6, 8, 9, 10</td> <td style="text-align: right;">= 4</td> </tr> <tr> <td>CD 15</td> <td style="text-align: right;">= 1</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td style="text-align: right;">= 17</td> </tr> </table>	PHWMD 1, 4, 5, 6, 7, 8, 9, 10, 11, 15, 17	= 11	SED 4	= 1	CAD 6, 8, 9, 10	= 4	CD 15	= 1	Total	= 17	
PHWMD 1, 4, 5, 6, 7, 8, 9, 10, 11, 15, 17	= 11												
SED 4	= 1												
CAD 6, 8, 9, 10	= 4												
CD 15	= 1												
Total	= 17												

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

QUARTER 3	UNDERSTANDING MY ENVIRONMENT		12 Weeks in 3 months
January	<b>4. LISTENING TO SOUNDS</b>	<ul style="list-style-type: none"> <li>▪ Responds to sounds (CAD 1)</li> <li>▪ Responds rapidly to sounds he/she hears, smiles and laughs at pleasant sounds, cries or fusses at unpleasant sounds (CAD 2)</li> <li>▪ Repeats an action again and again at adult prompting and/or at sound heard (CAD 4)</li> <li>▪ Experiments with different sounds using a variety of items found in the surroundings (CAD 7)</li> <li>▪ Takes the first steps to play pretend, e.g. pretending to be a fire fighter with fire hat, or mama (CAD 18)</li> <li>▪ Enjoys silly songs, games, etc. (CAD 19)</li> <li>▪ Imitates the way adults use tools and appliances around the house (CAD 20)</li> <li>▪ Acts out familiar scenario like cooking breakfast or comforting a baby (CAD 21)</li> <li>▪ Begins to understand own feelings like: frightened and happy (SED 1)</li> <li>▪ Begins to show empathy and expresses a look of concern when another child is sad or gets hurt (SED 2)</li> <li>▪ Begins to show feelings of security to play with others in the presence of trusted adult (whose ways and actions he/she imitates) (SED 5)</li> <li>▪ Asks questions like: “Where’s Mommy?” “Who’s that?” Tries to imitate and repeat words and phrases commonly heard (CD 2)</li> <li>▪ Tells things he/she wants which the adult/s can easily understand (CD 4)</li> <li>▪ Uses words like “Don’t like” and “No” about the things around him/ her that he/she/doesn’t like (CD 5)</li> </ul>	<p><b>Weeks 1 &amp; 2 = 14 activities</b></p> <p><b>Weeks 3 &amp; 4 = 13 activities</b></p>

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Engages in “conversation” with an adult, responds if asked using familiar words (CD 6)</li> <li>▪ Begins to connect familiar books to play experiences (CD 11)</li> <li>▪ Sings part of songs he/she can; enjoys own music and noises; mimics/repeats sounds that are heard in the surroundings (CD 14)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>CAD 1, 2, 4, 7, 18, 19, 20, 21</td> <td>= 8</td> </tr> <tr> <td>SED 1, 2, 4, 5</td> <td>= 4</td> </tr> <tr> <td>CD 2, 4, 5, 6, 11, 14</td> <td>= 6</td> </tr> <tr> <td>Total</td> <td>= 18</td> </tr> </table>	CAD 1, 2, 4, 7, 18, 19, 20, 21	= 8	SED 1, 2, 4, 5	= 4	CD 2, 4, 5, 6, 11, 14	= 6	Total	= 18	
CAD 1, 2, 4, 7, 18, 19, 20, 21	= 8										
SED 1, 2, 4, 5	= 4										
CD 2, 4, 5, 6, 11, 14	= 6										
Total	= 18										
<b>February</b>	<b>2.UNDERSTANDING SIGNS</b>	<ul style="list-style-type: none"> <li>▪ Shows comfort in daily routines and activities such as getting a book before bedtime, favorite pillow/blanket during nap time, favorite toy during play time (SED 8)</li> <li>▪ Begins to show interest in printed materials and pretends to read pictures in the book (CD 1)</li> <li>▪ Says own name and age, and names of people (usual company) around him/her, pets and even things and toys (CD 3)</li> <li>▪ Recognizes and tells the color, shape, name and number of one to three objects (CD 9)</li> <li>▪ Enjoys looking at books by himself/herself or with others (CD 10)</li> <li>▪ Begins to connect familiar books to play experiences (CD 11)</li> </ul>	<b>Weeks 1 to 4 = 32 activities</b>								

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Responds rapidly to sounds he/she hears, smiles and laughs at pleasant sounds, cries or fusses at unpleasant sounds (CAD 2)</li> <li>▪ Uses a variety of drawing tools such as crayons, markers, and paint brushes to create an age-appropriate product (CAD 8)</li> <li>▪ Demonstrates increasing control when using crayons, markers, and paint brushes (CAD 9)</li> <li>▪ Attempts to create shapes (CAD 11)</li> <li>▪ Acts out familiar scenario like cooking breakfast or comforting a baby (CAD 21)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>SED 8</td> <td>=</td> <td>1</td> </tr> <tr> <td>CD 1, 3, 9, 10, 11</td> <td>=</td> <td>5</td> </tr> <tr> <td>CAD 2, 8, 9, 11, 21</td> <td>=</td> <td>5</td> </tr> <tr> <td>Total</td> <td>=</td> <td>11</td> </tr> </table>	SED 8	=	1	CD 1, 3, 9, 10, 11	=	5	CAD 2, 8, 9, 11, 21	=	5	Total	=	11	
SED 8	=	1													
CD 1, 3, 9, 10, 11	=	5													
CAD 2, 8, 9, 11, 21	=	5													
Total	=	11													
<b>March</b>	<b>5. BUILDING CONCEPTS AROUND ME</b>	<ul style="list-style-type: none"> <li>▪ Asks questions like: “Where’s Mommy? “Who’s that?” Tries to imitate and repeat words and phrases commonly heard (CD 2)</li> <li>▪ Tells things he/ she wants which the adult/s can easily understand (CD4)</li> <li>▪ Pretends that stuffed animals and dolls are imaginary friends and may name them (CD 7)</li> <li>▪ Arranges objects according to color, shapes, and functions like socks and shoes (CD 8)</li> <li>▪ Recognizes and tells the color, shape, name, and number of one to three objects (CD 9)</li> <li>▪ Follows/responds to two-step directions like “please get my shoes and give them to me” (CD 13)</li> </ul>	<b>Weeks 1 to 4 = 35 activities</b>												

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Sings part of songs he/she can; enjoys own music and noises; mimics / repeats sounds that are heard in the surroundings (CD 14)</li> <li>▪ Shows beginning interest in time and location (CD 17)</li> <li>▪ Shows interest in singing, moving and dancing using body in creative ways (CAD 5)</li> <li>▪ Tries to make toys "work" after watching others push the buttons or twist the handle (CAD 16)</li> <li>▪ Acts out familiar scenario like cooking breakfast or comforting a baby (CAD 21)</li> <li>▪ Swings arms when walking (PHWMD 4)</li> <li>▪ Walks straight (PHWMD 5)</li> <li>▪ Pretends that stuffed animals and dolls are imaginary friends and may name them (PHWMD 7)</li> <li>▪ Begins to understand own feelings like: frightened and happy (SED 1)</li> <li>▪ Plays a lot with adult supervision, possessive, demanding and lack understanding of own actions (SED 3)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>CD 2, 4, 7, 8, 9, 13, 14, 17</td> <td style="text-align: right;">= 8</td> </tr> <tr> <td>CAD 5, 16, 21</td> <td style="text-align: right;">= 3</td> </tr> <tr> <td>PHWMD 4, 5</td> <td style="text-align: right;">= 2</td> </tr> <tr> <td>SED 1, 3</td> <td style="text-align: right;">= 2</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td style="text-align: right;">= 15</td> </tr> </table>	CD 2, 4, 7, 8, 9, 13, 14, 17	= 8	CAD 5, 16, 21	= 3	PHWMD 4, 5	= 2	SED 1, 3	= 2	Total	= 15	
CD 2, 4, 7, 8, 9, 13, 14, 17	= 8												
CAD 5, 16, 21	= 3												
PHWMD 4, 5	= 2												
SED 1, 3	= 2												
Total	= 15												

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

QUARTER 4	BEING AWARE OF OTHERS		12 weeks in 3 months <i>(with additional Week 5 in April)</i>
April	3. MY FAMILY	<ul style="list-style-type: none"> <li>▪ Begins to understand own feelings like: frightened and happy (SED 1)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Verbalizes rules but cannot follow them consistently unless supervised by an adult (SED 4)</li> <li>▪ Continues to imitate simple songs and finger play movement (PHWMD 2)</li> <li>▪ Begins to hold pencil, crayon, and other writing instruments comfortably either with right or left hand (PHWMD 11)</li> <li>▪ Asks questions like: “Where’s Mommy? “Who’s that?” Tries to imitate and repeat words and phrases commonly heard (CD 2)</li> <li>▪ Says own name and age, and names of people (usual company) around him/her, pets, and even things and toys (CD3)</li> <li>▪ Engages in ‘conversation’ with an adult, responds if asked using familiar words (CD 6)</li> <li>▪ Recognizes and tells the color, shape, name and number of one to three objects (CD 9)</li> <li>▪ Follows/responds to two step directions like “please get my shoes and give them to me” (CD 12)</li> <li>▪ Begins to demonstrate behaviors that reflect concepts of self like pointing and naming some body parts, expressing feelings in self and others, etc. (CD 15)</li> <li>▪ Shows beginning interest in time and location (CD 17)</li> <li>▪ Claps, bounces, and begins to “dance” to music (CAD 3)</li> <li>▪ Scribbles and draws without control to create images (CAD 10)</li> </ul>	Weeks 1 to 5 = 46 activities

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Identifies “favorite color” repeatedly, chooses said crayon or paint color (CAD 14)</li> <li>▪ Plays “ Follow the Leader” around a simple course activity (CAD 15)</li> <li>▪ Imitates the way adults use tools and appliances around the house (CAD20)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>SED 1, 9</td> <td>=</td> <td>2</td> </tr> <tr> <td>PHWMD 2, 11</td> <td>=</td> <td>2</td> </tr> <tr> <td>CD 2, 3, 6, 9, 12, 15, 17</td> <td>=</td> <td>7</td> </tr> <tr> <td>CAD 3, 10, 14, 15, 20</td> <td>=</td> <td>5</td> </tr> <tr> <td>Total</td> <td>=</td> <td>16</td> </tr> </table>	SED 1, 9	=	2	PHWMD 2, 11	=	2	CD 2, 3, 6, 9, 12, 15, 17	=	7	CAD 3, 10, 14, 15, 20	=	5	Total	=	16	
SED 1, 9	=	2																
PHWMD 2, 11	=	2																
CD 2, 3, 6, 9, 12, 15, 17	=	7																
CAD 3, 10, 14, 15, 20	=	5																
Total	=	16																
<b>May June</b>	<b>2. MY PLAYMATE S</b>	<ul style="list-style-type: none"> <li>▪ Throws a ball to playmates in any direction (PHWMD 2)</li> <li>▪ Plays “ Bounce and Catch A Ball” (PHWMD 3)</li> <li>▪ Picks up toys after playing (PHWMD 17)</li> <li>▪ Begins to show empathy and expresses a look of concern when another child is sad or gets hurt (SED 2)</li> <li>▪ Plays a lot with adult supervision, possessive, demanding and lack understanding of own actions (SED 3)</li> <li>▪ Verbalizes rules but cannot follow them consistently, unless supervised by an adult (SED 4)</li> <li>▪ Begins to show feelings of security to play with others in the presence of trusted adult (whose ways and actions he/she imitates) (SED 5)</li> <li>▪ Continues to show caution around stranger/ unfamiliar adult (SED 6)</li> <li>▪ Shows sense of trust (SED 9)</li> <li>▪ Begins to participate in stories, songs and finger plays (SED 10)</li> <li>▪ Says own name and age, and names of people (usual company ) around him/her, pets, and even things and toys (CD 3)</li> <li>▪ Engages in “conversation” with an adult, responds if asked using familiar words (CD 6)</li> </ul>	<b>Weeks 1 to 4 } Weeks 1 &amp; 2 } Weeks 3 &amp; 4 } = 49 activities</b>															

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## CURRICULUM MATRIX FOR TODDLERS 1 TO 2 YEARS OLD

		<ul style="list-style-type: none"> <li>▪ Arranges objects according to color, shapes, and functions like socks and shoes (CD 8)</li> <li>▪ Follows/responds to two step directions like “please get my shoes and give them to me” (CD 13)</li> <li>▪ Sings part of songs he/she can; enjoys own music and noises; mimics / repeats sounds that are heard in the surroundings (CD 14)</li> <li>▪ Begins to demonstrate behaviors that reflect concepts of self like pointing and naming some body parts, expressing feelings in self and others, etc. (CD14)</li> <li>▪ Claps, bounces, and begins to “dance” to music (CAD 3)</li> <li>▪ Repeats an action again and again at adult prompting and/or at sound heard (CAD4)</li> <li>▪ Shows interest in singing, moving and dancing using body in creative ways (CAD5)</li> <li>▪ Demonstrates increasing control when using crayons, markers, and paint brushes (CAD 9)</li> <li>▪ Plays “Follow the Leader” around a simple course activity (CAD 15)</li> <li>▪ Tries to make toys “work “ after watching others push the buttons or twist the handle (CAD 16)</li> <li>▪ Darts, runs, jumps, climbs with joy, pretends to be a bird, truck, etc. as he/she moves (CAD17)</li> <li>▪ Acts out familiar scenario like cooking breakfast or comforting a baby (CAD 21)</li> </ul> <p>Summary:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>SED 2, 3, 4, 5, 6, 9, 10</td> <td style="text-align: right;">= 7</td> </tr> <tr> <td>PHWMD 2, 3, 17</td> <td style="text-align: right;">= 3</td> </tr> <tr> <td>CD 3, 6, 8, 13, 14,</td> <td style="text-align: right;">= 5</td> </tr> <tr> <td>CAD 3, 4, 5, 9, 15, 16, 17, 21</td> <td style="text-align: right;">= 5</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: right;">= 20</td> </tr> </table>	SED 2, 3, 4, 5, 6, 9, 10	= 7	PHWMD 2, 3, 17	= 3	CD 3, 6, 8, 13, 14,	= 5	CAD 3, 4, 5, 9, 15, 16, 17, 21	= 5	Total	= 20	
SED 2, 3, 4, 5, 6, 9, 10	= 7												
PHWMD 2, 3, 17	= 3												
CD 3, 6, 8, 13, 14,	= 5												
CAD 3, 4, 5, 9, 15, 16, 17, 21	= 5												
Total	= 20												

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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS

1.1 to 2 Years Old

QUARTER 1

Theme: MY DAILY ROUTINE

Sub-Theme: EATING


July (Weeks 1 and 2)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Set up a drama/play, pretend to play that your child's toy is real, feed and give it a drink.</p> <p>2. Let the toddler listen as you try to talk to the toy.</p> <p>3. Talk about how important food is and how it is needed by the body to keep healthy.</p>	<p>4. Encourage your child to use spoon every time he/she eats.</p> <p>5. Demonstrate how to use the spoon and so your child will imitate and use the spoon Independently. whenever he/she eats. Then later on demonstrate how to use the fork.</p>	<p>6. Assign a regular cup for your child to drink from, say, "This is <u>(name of your child)</u> cup" especially during meal time.</p> <p>7. If he/she spills, give him/her cloth to wipe himself/ herself..</p>	<p>8. Let the toddler look at his/her own cup/ glass. Let him / her realize you have a different cup/glass.</p> <p>9. Engage him/her in describing the colors and sizes. Compare the cups/glasses (and other utensils) he/she is using</p>	<p>11. Pretend to be cooking using play dough. Roll out dough and use cookie cutlers and other implements for cooking.</p> <p>12. Talk about what you and the child are doing.</p>	<p>13. Request your child to help you set the table.</p> <p>14. Engage him /her to place utensils correctly through your instruction.</p> <p>15. Clap and smile for what he/she had done.</p>	<p>16. Ask your child about the sounds he/she can hear from the kitchen.</p> <p>17. Engage the toddler in producing the sound heard in the kitchen by providing him/her with some utensils in the kitchen.</p>


## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

				<p>with that of yours.</p> <p>10. Tell the importance of water and why we need to drink plenty of water. Do this through a simple rhyme.</p>			
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	18. Play "Follow the Leader".	19. Provide opportunities for your child to classify. Unpack goods after marketing, ask to put all the fruits, vegetables, frozen items, and so on together. Talk about what you brought home from the market. Identify and tell names of each item.		<p>20. While mother is cooking, engage the toddler in sorting out things like kitchen cutlery:</p>  <p>cups, saucers, plates etc.</p>	<p>21. Demonstrate how to keep your child's toy by sorting/organizing his/her art materials or school supplies.</p> <p>22. Turn on the toddler's favorite music and engage him/her to</p>	23. Make available play (plastic) food, plates, cups, table/kitchen utensils for you and your child to have. Make-believe cooking and pretend eating meal together..	24. Pretend to play with your child in feeding his/her stuffed toy/doll.

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS








			 <p>(sample illustration) .. Assist the toddler by asking: "Which of these things shall we need when we eat?" "when you want to drink?", etc.</p>	sway, move while sorting.		
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Sub-Theme: WASHING HANDS  
July (Week 3)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>1. Show your child how to wash hands. Wash hands together with your child so that later on he/she can do it alone by himself/herself.. Ask your child to wash hands every before and after meal, and especially every after going to the toilet. It is a good habit to start young. (Illustrate the steps as shown below per day - Step 1: Rub palms together. Step 2: Rub the back of both hands. Step 3: Interlace fingers and rub hands together. Step 4: Interlock fingers and rub the back fingers of both. Step 5: Rub thumb in a rotating manner followed by the area between index finger and thumb of both hands, step 6. Rub finger tips on palm for both hands, and Step 7: Rub both wrists in a rotating manner, rinse and dry thoroughly. <u>Note:</u> Teach one step a day ( 7 activities for a week).</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  <p><b>STEP 1</b> Rub palms together.</p> </div> <div style="text-align: center; margin: 5px;">  <p><b>STEP 2</b> Rub the back of both hands.</p> </div> <div style="text-align: center; margin: 5px;">  <p><b>STEP 3</b> Interlace fingers and rub hands together.</p> </div> <div style="text-align: center; margin: 5px;">  <p><b>STEP 4</b> Interlock fingers and rub the back of fingers of both hands.</p> </div> <div style="text-align: center; margin: 5px;">  <p><b>STEP 5</b> Rub thumb in a rotating manner followed by the area between index finger and thumb of both hands.</p> </div> <div style="text-align: center; margin: 5px;">  <p><b>STEP 6</b> Rub fingertips on palm for both hands.</p> </div> <div style="text-align: center; margin: 5px;">  <p><b>STEP 7</b> Rub both wrists in a rotating manner. Rinse and dry thoroughly.</p> </div> </div> <p><a href="http://opticprecise.weebly.com/blog/proper-hand-washing-techniques">http://opticprecise.weebly.com/blog/proper-hand-washing-techniques</a></p> <p>2. Sing the “Happy birthday” song. Let the child enjoy the proper ways of hand washing in rhythm with the song.</p>						

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

### Sub-Theme: BRUSHING July (Week 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	<p>1. Brush teeth together. Use a small amount of fluoride toothpaste and a small soft brush.</p> <p>2. Sing the song “This is the Way I Brush My Teeth.” Let the toddler follow you.</p>	<p>3. Demonstrate the proper steps in brushing teeth: Brush the top inside of the teeth - jiggle around or move brushing along every tooth and out from inside top.</p> <p>4. Repeat the song with action showing the proper way of brushing.</p>	<p>5. Brush the bottom inside of the teeth, jiggle around or move brushing along every tooth making sure it is clean down the gum.</p>	<p>6. Brush using circular up and down motion. . Start on one side and go all the way to the other side.</p>	<p>7. Brush along the chewing surfaces of the teeth, top and bottom back teeth.</p>	<p>8. Complete the proper steps as you discuss the importance of brushing.</p> <p>9. Read with the toddler about a cartoon story of a child who is lazy in brushing . Read with feeling and varied voices of the character being portrayed.</p> <p>10. Ask the toddler if</p>	<p>11. Flash a big smile in the mirror. Ask your child, “How do you think you look like if you do not have teeth?”</p> <p><u>Note:</u> Tell him/her “always wear a sweet smile”</p> <p>12. Provide crayon or big pencil and let him/ her scribble and draw images of teeth good and not good</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

						he/she wants to follow the child in the story. Let him/her say why, Yes or No.	to look at.
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

**Sub -Theme: BATHING**  
August (Weeks 1 and 2)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	1. Provide lots of floating toys, plastic cups and let your child have fun while getting clean. (Most toddlers love baths, a few are frightened).	→	2. Pretend that your child's doll is real, show how to bath the way your child should learn.  3. Make sure he/she sees it and allow him/her to do it on his/her toy.	4. Point at different body parts and demonstrate how to clean or take care of them.  5. Let the toddler repeat after you. . Note that he /she is focused on your mouth as you utter each body part. (at least three to four parts).	6. Count with the toddler his/her fingers and toes, tickle the bottom feet as you towel him/her dry after bath.	7. Engage the toddler to name the body parts as you put lotion and massage on him/her after bath.	8. Tie a rope on the laundry basket. Place your child inside and then pull the rope. Be careful. For variation, use a chair.  9. Show the child how to shoot used clothes in the laundry basket..

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	10. Put your child's toy, e.g. a duck toy inside and outside the pail, as you repeatedly say, "in", and "out" as you do it. Let him/ her repeat what you said aligned with the action.	11. Allow your child to play/explore with floatable toys and empty plastic bottles of different sizes and a plastic funnel (if available).	12. Mix water and soap in a basin to make lots of suds. Have your child play with the bubbles. Have a soft music played while the child is playing with the bubbles.	13. Blow bubbles with your child. You may let your child blow bubbles first while you chase the bubbles.. Count as you catch them.  14. Then reverse role. Observe and describe the shape and color of the bubbles.	15. Make-believe play bathing and brushing of the teeth of your child's stuffed toy. Tell the child to pretend he/she is a parent.  16. Probe by asking questions like "Whom did you bath?" Show how you bathe _____ (name of the stuffed toy).	→	17. Provide crayons or markers. Engage the toddler on drawing himself/herself or any part of his/her body. Encourage him/her to tell about his/her attempt to draw. Clap and hug the child for whatever he/she has done.

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

**Sub-Theme: DRESSING**  
August (Weeks 3 and 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>1. Ask your child to identify a particular part of his/her body as you assist him/her in dressing..</p>	<p>2. Push arms through sleeves in wearing t-shirts /blouses, and legs for pants .</p> <p><u>Note</u>:-“Comfort” is the main concern in dressing the toddler. Clothes should protect the child’s skin, keep him/her warm and dry.</p>	<p>4. Teach your child how to:</p> <ul style="list-style-type: none"> <li>• button polo, blouse</li> <li>• zip and unzip pants</li> </ul> <p>5. Assist/ Support if he/she cannot follow.</p>	<p>6. Recite a rhyme relevant to the action. Let the child follow while dressing together.</p>	<p>7. Show your child how to tie or lace shoes</p> <p>8. Talk about what you are doing while the child looks on and listens happily.</p>	<p>9. Demonstrate how to pull off socks and let your child imitate it.</p> <p>10. Let him/her enjoy and mimic /repeat noises or sounds while trying to pull the socks.</p> <p>11. Laugh and clap hands if able to perform the pulling out of socks without showing tantrum.</p>	<p>12. In front of the mirror, ask your child to put on and take off hat, as you say “on” or “off”.</p> <p>13. Let the child follow as you direct and act. Let him/her repeat the words “on” “off” while performing the task.</p> <p>14. Play “Follow the Leader.”</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

**Sub-Theme: TOILETING**  
September (Weeks 1 and 2)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 1 and 2</b>	<p><u>Note:</u> Toilet training is a matter of helping the child do something for himself/herself and not for you. You are helping him/her to take charge independently of his/her own functions. e.g. use of potty or toilet.</p> <p>1. Do an informal “tour” around the house. Let him/her see parts of the house: where to sleep, cook, eat, play, take a bath, and move bowels or urine.</p>	<p>2. While putting his/her diaper talk about why babies wear diaper. Ask the child: “What’s this?” Is this dry?” Wet?”</p> <p>3. Let him / her sway while a favorite music is on. Try to see what will be the child’s reaction if you will take out his/her diaper. Tell him/her: “No more diapers.” (don’t force the child if not ready)</p>	<p>4. Introduce a comfortable potty chair.</p> <p><u>Note:</u> The baby cannot use the toilet since the size of toilet bowls are big and inconvenient for the child.</p> <p>Say: “This is a potty chair. This is where we put urine. This is where we put feces.”</p> <p>Remember at this stage the child needs to use the potty chair but,he/she is not ready yet to use it. The keyword is PATIENCE.</p>		<p>5. Discover the timing when the child usually pees so you can delay putting on the diaper.</p> <p>6. Orient him/ her on the use of the potty chair.</p> <p>7. Engage him/her to play with stuffed toys while sitting on the potty chair. See for himself/herself if he/she can sit on comfortably.</p> <p>8. Place the potty chair in his/her playroom or in his/her room.</p>	<p>9. Support the child to experience some “successes “ when doing the pee. Once you know he/she can wait a few minutes, pick a day when he/she wakes up from a nap dry, and delay dressing him/her. Just leave him/her bare bottomed, potty at hand. Let him/her use the potty chair if he /she needs it.</p> <p>10. As soon as he/she uses the potty chair, clap, bounce and dance to favorite music for celebration.</p>	

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

### Sub-Theme: SLEEPING/GOING TO BED September (Weeks 3 and 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 3 and 4</b>	<p><u>Note:</u> Most toddlers sleep between ten and twelve hours at night. The difference of those hours and the child's total sleep requirements is then made up in daytime naps from twenty minutes to three or more hours. At this age, almost every baby needs two daytime naps. It is up to you if you want to</p>	<p>3. Play hide and seek. Cover yourself with blanket and ask your child to look for you.</p> <p>4. If already tired quieting time can be done by playing soft music or the adult can hum/sing a familiar lullaby song with the baby until the baby falls asleep..</p>	<p>5. Create different shadows with your child in a dark room using lamp or flashlight.</p> <p>6. Make your child see his/her own silhouette on the wall</p> <p>7. Let the child imitate you in making shadows. Create images or figures familiar in the surroundings. Let him/her</p>	<p>8. Ask your child to get his/her storybook and read to him/her (make this a daily habit before sleeping.) You will notice the child repeats the story several times</p> <p>9. Talk about the characters and his/her likes in the story listened to/ read to .</p>	<p>10. As you put your child to sleep, pretend with your child's toy, ie. doll or teddy bear as real. Bring it to bed, sing lullaby and they sleep together.</p>	<p>11. Kiss your child on his/her cheek or forehead and say, "Good night, I love you."</p> <p>12. Greet your child when he/she wakes up.</p>	<p>12. Let your child make bed with you.</p> <p>13. Describe what you are doing/name the stuff, i.e., pillow, blanket, etc.</p> <p>14. If the child is tired, rest and relaxation can be done without sleeping. i.e. give him markers/ pen to draw something about the story read to him/her</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	<p>establish a certain sleep pattern.</p> <p>1. Wake him/her up from naps, with tact. Give the child time to adjust to the wakeful world.</p> <p>2. Get out of the house. Engage the child to look up and point to the moon. As you and the child stare at the moon sing: Twinkle Twinkle Little Star.</p>		<p>give name/s to his/her creations.</p>				<p>or seen in a picture book; play with a puzzle, or play soft music, etc.</p>
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

### QUARTER 2

#### THEME: BEING AWARE of MYSELF

#### Sub –Theme: MY FEELINGS AND MY NEEDS

October (Weeks 1 & 2)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 1 and 2</b>	<p><u>Note:</u> Approach the day with a positive mindset – S.M.I.L.E. (See Miracle In Life Everyday). Your child deserves a happy childhood. PLAY with him/ her and play as a child yourself to create a happy and enjoyable experience.</p>	<p>3. Point to the picture of the pregnant woman. Say: “This was Mommy and you when you were still in the womb.” Tell stories about your experience while you were carrying him/her in the womb and how he/she came to this world. Let the tone of</p>	<p>5. Provide variety of crayons and blank big paper on the writing table. Engage him/her in drawing himself/herself and his/her with mommy as seen in the album. Let him/ her color it even in any direction. Let him/her feel empowered on his/her own</p>	<p>8. Engage the child in saying proudly his/her own name.</p> <p>9. Smile and give him/her a small plastic ball. Engage him/her in throwing and catching gently the ball (from him/ her to you and back).</p> <p>10. As you are playing, tell him/ her how you decided</p>	<p>11. Cut from old magazines letters of your child’s name. Do this with the child. Show the letters and let him/her see the letters that complete his/her name. Paste it on a cardboard and make a bookmark, etc. for him/her to read, say it and he / she will repeat it.</p>	<p>13. Do a “ME” poster or collage using magazine picture or if there are photocopies of old pictures of the child.</p> <p>14. Work together and let him/her put the ones he/she wants to portray like his/her favorite toy, color, fruit, food, and other likes.</p>	<p>16. Ask your child who he/she thinks is his/her look alike – his/her father or mother or any member of the family, like grandparents</p> <p>17. Engage him/ her to look and approach them if present and look at their faces (usually familiarity and the closeness/</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	<p>1. Open the child's baby album with a smile. Let him/her browse the album with you. Encourage him /her to ask: "Who is that baby? Am I that infant? Where's Mommy?" Etc.</p> <p>2. Observe the child's interest and excitement as he/she browses and looks at each photo in the album.</p>	<p>your voice show excitement, happiness and joy for his/her arrival..</p> <p>4. Ask the child if he/she was happy here.</p>	<p>creation.</p> <p>6. Show pictures of his/her baptism and other activities / occasions when still a baby... Name the significant people in his/her life – those he/she had met and those whom he/she had not ..</p> <p>7. Let him/her repeat their names and try to recall who among them are in the same house.</p>	<p>on his/her name; who gave the name and why. You will notice that the child will be looking seriously on how you utter/say the words. He/ She will even repeat what you have said. Let him/her do this to increase his/ her vocabulary.</p>	<p>12. Identify as many as possible objects or other names that start with the first letter of your child's name. Let the child manipulate the familiar objects as he/she tells the name.</p>	<p>15. Recite rhyme about "ME" while enjoying the art work about self-awareness. A record can be played like "Are you Sleeping?" and singing "Are You Enjoying? "</p>	<p>attachment matter).</p> <p>18. Let everybody clap and laugh at the movements and try to sing "For He's A Jolly Good Fellow". A record can be played then everybody will sing the happy song. The family can move and hold hands and dance forming a big circle with the child at the center.</p>
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS

1.1 to 2 Years Old

**Sub Theme: MY NEEDS**

October (Weeks 3 and 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 3 and 4</b>	<p><u>Note:</u> Father and mother MUST find time to spend time with their child. Story telling is guaranteed to provide quality time with your child. Be sure to select a story that is interesting and age-appropriate.</p> <p>1. Have a story book ready to be shared with the child.</p> <p>2. Let him/her do the browsing while looking at the pictures while you will be the story teller. Have in between sharing of what happened and guessing game of what will happen next before going back to</p>		<p>4. Encourage the child to seek comfort in daily routine: e.g.</p> <ul style="list-style-type: none"> <li>- reading a book before bedtime</li> <li>- climbing onto chair when it's time to eat</li> <li>- getting favorite blanket at nap time</li> <li>- cuddling favorite stuffed toy during naptime/</li> </ul>	<p>5. Care for your child's basic needs:</p> <ul style="list-style-type: none"> <li>- take him /her for regular checkups</li> <li>- keep his /her immunization up to date</li> <li>- help him /her get plenty of sleep</li> </ul> <p>6. Talk to him/her about the above basic needs in order to be healthy.</p>	<p>9. Provide the child with a room or place to roam. <u>Note:</u> Toddlers need childproof room.</p> <p>10. Engage him/her to crawl, walk, jump and run to develop strong muscles, good balance and coordination. Play the "Follow the Leader" with the other siblings or children so it would be an enjoyable one. Accompany the exercise with a rhythmic music. <u>Note:</u> Introduce one to two skills only at a time.</p> <p>11. Provide variety of playthings with varied shapes, colors, sizes,</p>	<p>14. Let the child enjoy the activity even alone. Be sure you can see him/her from where you are.</p> <p>15. Then, take time to really childproof your home. e.g. keep all dangerous objects out of your child's reach; lock all cabinets ; leave plastic bowls, cups, wooden pan, etc. within the child's reach. The child can play with these so his/her senses can be engaged.</p> <p>16. Give the child a box where he/she can keep some of his/her toys after playing. Let him/her keep</p>	

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	<p>storytelling.</p> <p>3. Hug and gently pat the back of the child if he/she got correct of what will happen next in the story.</p>	<p>going to bed</p>	<p>Ask: "Which part of your body did the doctor inject?" "Were you hurt?" (Kiss the upper arm of the child )</p> <p>7. Show his/her own record booklet. Let him/her pretend to read.</p> <p>8. Recite a rhyme related to health. Let the child follow you in reciting with action.</p>	<p>sounds and textures.</p> <p>12. After the physical activities, the child can manipulate, sort, build/ stack 5 to 10 blocks/toys /other objects.</p> <p>13. Engage him/her to arrange the toys according to size, shape, color, etc.</p> <p><u>Note:</u> The above activities are responsive to the needs of the toddler to move independently, boost the brain, relax/ comfort the tired body and homecare.</p>	<p>at least two to three toys that he /she used during the day.</p> <p>17. Clap and say: "Very Good, Baby!"</p>
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

### Sub-Theme: THINGS I CAN DO

November (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Provide time, space and materials for free play. Let your child choose/decide what to play with. This is one way to encourage creativity and in the process learn to know himself/herself.</p> <p><u>Note:</u> Objects and</p>	<p>2 .Encourage activities for which your child says, "Let me try!" or "I can do this!" However ensure your child's health and safety first.</p> <p>3. Let the child attempt to start drawing/creating himself/herself. Provide variety of drawing tools.</p>			<p>4. Praise your child's creation.</p> <p>5. Talk about the experience by asking questions such as, "How did you do this? "What do you like about this?"</p> <p>6. Follow your child's idea and let him/her talk about the output..</p>		<p>7 You. may extend discussion about your child's experience during free play/or his/her creation/output by asking, "What did you like about this?" "What did you not like?" "How may we do it so you will like everything?"</p> <p>8. Empower your child to do what he/she wants to do or play. Support the whims or likes of the child while still interested to show what he/she can do.</p>


## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	toys are within his/her reach.						
<b>Week 2</b>	9. Collect and prepare a variety of art/colored paper, magazines, used wrappers, milk, medicine box/board modeling, and craft materials (play dough), marking pen, crayons, scissors, glue, tape, pictures	10. Provide your child with different sizes and colors of paper and recyclable materials you have collected and allow him/her to explore and create.  11. Engage the child in the recognition of colors, shapes, number of objects, etc. before the art work he/she wants to explore /play with.	12. Tune in to your child's favorite song or may sing it together while doing a project or any activity with your child to enhance creativity and sustain your child's interest. (A suggested project is a "parol" in Dec.  13. If over stimulated,give the child a direction like: "Please give me the red paper/the paste. "Hold the string," etc.	14. Talk about what your child created. Ask him/her what he/she likes about his/her work. What he/she enjoys most and what he/she wants to do next.  15. Notice how happy the child is for his/her finished project.		16. Organize your child's work in a folder.  17. Let him/her see what you are doing. Talk about doing his/her own portfolio.	18. Show again the folder to your child and talk about his/her work from time to time. Establish the sense of accomplishment in your child and feeling of taking pride in your child's masterpieces .

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	<p>from old greeting cards, ice cream sticks and anything you can find to recycle. Then let the child explore the materials for him/her to draw and create something..</p> <p><u>Note:</u> Any of these activities can be manifested by the child. You know your own child.</p>						
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## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

<p><b>Week 3</b></p>	<p>19. Sing together the “Happy Birthday” song or any song your child is familiar with.</p> <p>20. Ask: “Where are your hands?” “Raise them.” “Your right hand?” “Your left hand?”</p> <p>21. Repeat the song you have taught, this time with clapping of the hands as you sing together.</p> <p>22. Recall who have just celebrated a</p>	<p>23. Get some musical toy instruments (if available) e.g. drum, ukulele, xylophone or any object which can produce sounds.</p> <p>24. Identify first these objects or instruments. Introduce these if the child is not yet familiar.</p> <p>25. Engage the child to accompany the “Happy Birthday” song with any of the instruments or</p>	<p>26. Allow your child to explore sounds of music. Play a record and let him/her swing and sway with the music. Ask how he/she feels about it.</p> <p>27. Call two more children of the same age. Let them swing and move as they produce sounds like a band of Little Kids.</p>	<p>28. Appreciate/praise your child’s attempt to move/dance with the music, make his/her own accompaniment to songs and/or even sing songs despite unclear lyrics and out of tune.</p>	<p>29. Facing the mirror, let your child move to the music or dance as he/she sings. You may ask: “What can you see?” “Who is dancing?” “What is he/she doing/singing?” Understand what your child is saying or singing.</p> <div style="text-align: center;">  </div>	<p>30. Praise your child, e.g. say, “Good job” every time he/she completes a task.</p>
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## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	<p>birthday. Talk about the objects in the surroundings if somebody is celebrating a birthday.</p>	<p>objects and let him/her make music.</p> <p><u>Note:</u> Don't expect your child's music to sound good.</p>					
<b>Week 4</b>	<p>31. Walk your child around and name/ identify things you see.</p> <p>32 .Encourage him/her to tell you about the sounds he/she hears. As your child tells you a sound he/she hears, you may describe it as loud or soft, or talk about who produces it, and from where it is coming from.</p>	<p>33. A child who is starting to walk will also learn how to go around some bumpy spots. It will not surprise your child if he/she falls. Make it a habit to describe whatever is happening.</p> <p>34. Your child will run anytime he/she is ready; <b>Expose</b> him/her on outdoor spaces. It is okay to fall because</p>	<p>35. Associate the experience you had during the walk with a song or a movement to make the experience more lasting. Remind your child of the scene that you want him/her to remember.</p>	<p>36. Draw any of the favorite things you saw during the walk.</p>	<p>37. Read and exaggerate reading the names of things you encounter during the walk to give emphasis on the sounds of the letters.</p>	<p>38. Point the words out as you read them, and whenever you need to mention the name of these objects like the milk and other baby products, etc.</p>	<p>39. Recall the experience during the walk. Ask: "Where did you go and what did you see?"</p> <p>40. Let him/her pretend he/she is a bird, ice cream vendor, car, etc.</p>


## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

		children need to learn to stand up on their own.					
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old


#### Sub-Theme: GAINING CONTROL OF MY BODY

December (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 1 &amp; 2</b>	1. Bring your child at a park (or at the beach). Hold his/her hand at first. Once he/she gets accustomed to the place, let him/her walk alone – steady and firmly with arms swaying.	2. Allow your child to go in a direction he/she wants. You will notice your child begins to walk faster. When your child encounters a bumpy spot and falls down, let him/her manage to stand up by himself/herself without your	4. Let your child bring his/her pull toy when you walk outdoor. A child learning to walk firmly needs encouragement. Walking with a toy is one way to keep interest in play rather	4. Allow your child to walk by himself/herself. Set a target, probably his/her favorite toy to reach to promote your child's confidence to walk independently.  5. Play music as the child walks straight to targeted end/ line.	7. Ask your child to watch and imitate you run (jog) in place. Limit counting up to three. Repeat two times.  8.Count (or describe whatever you are doing.)  9. Jump in place (alternating feet and with only one foot).	10. Do the "ankle walk" – bend and hold your ankles and step forward counting aloud 1, 2, and 3.    <b>Variation:</b> tip	11. Do simple hand and finger play: clap-clap, (high five) that is, appear-appear, atok-atok, knock-knock), align-align (end of pointing finger touched).

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

		help – but give a non-verbal cue of encouragement like a nod or a smile..	than on the ability to walk faster and/or run (with the pull toy) The concept of forward and backward is introduced.	6. Put a towel at his/her back and prepare the drinks on a table as if he/she is an athlete.		toe walk	
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Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 3 &amp; 4</b>	12. Collect empty boxes out of your child's vitamin or milk boxes you can use in building blocks.	13. Make blocks available for your child to manipulate/play with/construct and be creative. 	14. Engage your child to play with blocks.  15. Observe how he/she manages to stack/build/arrange the blocks. Ask your child questions to describe what he/she has done.	16. Encourage your child to draw lines and scribbles by making crayons or any marking pens and paper available anytime for your child.	17. Demonstrate how to pick-up and keep toys after playing. Show how to bend to pick up objects without falling.  18. Establish the habit of packing away/picking toys after playing. You may remind by saying: "What	19. Sing songs that help your child identify body parts, like "Head, Shoulders, Knees and Toes". Invent actions as you sing, i.e., pointing on the body parts with actions.  20. Engage the child on scribbling and drawing parts he/she wants to draw. Let him/her choose crayon or marker to use.	

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

					are you going to do with your toys after playing?"	
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

#### QUARTER 3

**Theme: UNDERSTANDING MY ENVIRONMENT**

**Sub-Theme: LISTENING TO SOUNDS**

January (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	1. Make a shaker. Fill plastic bottle (empty powder container) with small items, e.g. pebbles or seeds (beans or mongo). Fasten lid tightly.	3. Move the shaker yourself, observe and take note how the child reacts and imitate the sound.heard. You may also copy your child's actions – how he/she moves the shaker to	4. Clap or click your tongue to the beat or any music heard, see if your child will copy.  5.Try also producing sounds using different body parts.  6. Appreciate/	7. Look for pictures of animals on magazines or in books and make the corresponding sounds of those animals. Ask your child to copy or produce such sounds.  8. Imitate the sounds of familiar animals and even insects – tell the name of the animals/insects that produce the sounds.		9. Allow your child to explore sounds and rhythm. Imitate the sounds he/she hears from the surroundings.  10. Ask how he/she feels about the sounds inside the house, e.g. kitchen sounds (including expression of emotions), and sounds outside like transportation, nature, etc.	

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	2. Let your child create sounds.	produce the same sound.	praise your child's attempt.		
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	11. Watch a child's animated movie or attend a musical performance.	12. Recall the sounds/music from the movie. With your child do the songs/sounds from the movie.	13..Ask your child to retell events of the movie	14. Ask who were your child's favorite characters and encourage him/her to explain why.	15. Re-enact your child's favorite scene and notice how your child remembered the characters in the movie or play.		16. Empathize, ask questions such as: "What if...?" "What do you think may happen if...?", "If you were ...what will you feel?"
<b>z Week 3</b>	17. Listen to the sounds /talk to your child about sounds in emergency situations. Ask: "Which signals	18. Teach your child to keep calm when he/she hears people shouting or quarrelling – you must also stay calm when your child is	19. Discuss and demonstrate to your child about safety response to sounds heard in the environment	21. Observe children and parent/s at playground, park, or shopping mall, noting circumstances that might trigger strong emotion or response. Your child relies on your reaction so it's best to model a behavior on how	23. Talk to the child about the things around him/ her that he/she doesn't like. Let him say "I don't like "and "No". Pictures in the books, magazines, or real toys or objects can be shown. Allow time to		25. Rehearse situations on what your child should do. Remind him/her always to be with the trusted adults and learn to ask questions like:

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	danger?" Danger is when he or she may not be safe.	upset. This will help him/her feel safe and get back in control.	e.g. fire truck is passing by with loud siren, etc.	you will calmly face such situations. Use words to help your child understand what is going on to understand why other people behave such.	say the phrases.  24. Talk about the importance of telling the actual feelings.	"Where's Mommy?" "Who's that?" and imitate and repeat
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				22. Pretend and re-enact the scenario so the child and adult can cope, if ever.			words and phrases commonly heard.
<b>Week 4</b>	<p><u>Note:</u> Do not make it a habit to frighten your child. Never shout at your child.</p> <p>26. Always be happy,</p>	27. Avoid instances that your child will grow with fear. Fear that persists for a long time becomes a phobia. Don't hurt your child,	28. Keep your room lighted and stay with your child until he/she falls asleep. Let the child cuddle or	<p><u>Note:</u> Avoid telling frightening stories or expose to TV or shows that have faces of no realistic appearance</p>	30. Intro-duce your child to a child deve-lopment center or preschool in your community. Tell your child that the	31. Tell your child to observe the environment at preschool which is typically noisy . This can be well attributed to children who are always happily playing..	32. When you talk to your child, look at his/her eyes - as adult who understands what he/she wants you to know. This is one way to teach your child how to listen.

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	touch and hug your child. Let him/her show also his/her love by wanting to hug and cuddle you.	emotionally and physically. Enjoy being together with music, playing games, reading together and going out with the other members of the family.	sleep beside his/her favorite stuffed toy/ doll.	29. Engage the child in an age-appropriate interactive video games and short animated movies especially before naptime.	children are happy and they are all friends.		
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

#### Sub- Theme: UNDERSTANDING SIGNS

February - March (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 1 &amp; 2</b>	1. Let your child decide. Ask when he/she wants to read his/her book. Be sure that there is a time devoted	3. Pick a sturdy board book that the toddler can carry. A book with only a few words on each page but lots	5. Get a book for your child with photos of children doing familiar things like sleeping or playing; dancing and	7. Select goodnight books for bed time, and animal books of all sizes and shapes. These can be	8. Include books about saying hello and good-bye and books with simple rhymes or predictable text.in your	11. There has to be a book that tells simple stories, and books about counting; alphabet,	13. Read to your child or share stories at bedtime or whenever possible (even on the bus or while you are

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	<p>daily for story telling/ reading. Make reading part of his/her everyday.. routine. 2. Let your child turn the pages.</p>	<p>of big illustrations and pictures familiar to the toddlers.  4. Let him/her explore pages of the illustrations (notice if attention span is too short). Just have a feel of awareness.</p>	<p>singing; comforting the pets; cuddling the stuff/ favorite toys.  6. Let him/her turn the pages and observe which of the illustrations will catch his/her attention. Stop to have a closer look..  Provide different books as inputs in determining interest of the child and as a means for developing love for reading..</p>	<p>placed on a table or small open shelf which will be easy and accessible for the child..</p>	<p>child's collection.  9. Provide an opportunity for the child to be aware of the collection through touching and browsing the books throughout the day.  10. Let the child be with you every time you have additional collection.</p>	<p>shapes, or sizes.  12. Let the child select a book .from among the books in the collection. It is. Important to note which book captures his/her interest most .Likewise , it will be very useful to understand/ awareness at this stage on simple signs, textual, pictorial, numerical, geometrical shapes, colors and the like.</p>	<p>walking). Make reading fun because that is an important ingredient to learning.  14. Any of the books will do, provided assistance and love for reading is established by the adult. This helps prepare your child love for reading during the early years.</p>
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## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

<b>Week 3</b>	15. Ask your child to get his/her favorite book/ grab a book to read to your child.	16. Show your child the cover page, say the title - the name of the book, the author – who wrote and who draw /illustrate it and the birthday of the book.	17. Explain what the story is about. Ask your child what he/she thinks the story is all about. Draw your child into excitement and anticipation.	18. Show your child the words. Point and run your finger along the words as you read from left to right.  19. Let the child focus on the words using his/her eye from left to right.	20. Be creative, make the story come alive. Create voices for every character and use body movements to tell the story.	21. Relate the story to your child's experiences. Make it personal, use event, the name of your child and the familiar thing (toy, pet, etc.) to relate to the character of the story.	22. Ask questions about the story, and let child use the story to engage in conversation. You can ask your child to read or tell the story to you (after reading the same story for several times).
<b>Week 4</b>	23. Use your child's name in conversations whenever you are speaking to him/her.	24. Visit a reading center or community library. Allow your child to pick his/her book. Discuss what you found and observed in the center/ library..	26. Allow your child to talk via phone to grandma or any family member. Engage him/her to tell stories of your visit to the community library or	28. Organize collected magazines and whatever books you may find in the house. Together browse magazines or books with your child	29. Point things of interest to your child from magazines and label these.	30. Ask your child to recall information by telling you his/her version of stories /experience of an occasion or a family activity you attended.	31. Value your child's attempts to write. Understand what he/she wants to say and model the proper way to write it. Visit a reading center or community

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

		25. Engage the child in drawing shapes and images seen in the library. Use variety of crayons. Let him/her pick his/her favorite color.	reading center.  27. Hug the child for his/her memory and excitement of what he /she had experienced.	while resting, maybe after eating.			library.  32. Allow your child to pick his/her book. Discuss what you find in the library, what was observed while in the library.
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

#### Sub- Theme: BUILDING CONCEPTS OF THINGS AROUND ME

March (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	1. Take your child on a nature walk. Engage him/her to use senses: seeing, listening, etc.	2. As you walk your child, anywhere, encourage him/her to tell you about the sounds he/she heard.. As	4. Engage the child to explore toys in different ways - by touching, banging, stacking, shaking, etc.	6. Turn everyday routines into playful learning moments. For example bath time is a chance to	7. Follow your child's interests. Your child will learn best through activities that excites him/her.	10. Ask him/ /her questions that gets your child thinking. For example, when reading a book together, ask	12. Establish your child's routine so he/she can anticipate what's going to happen next. It is also

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

		<p>your child tells you a sound he/she heard,, you may describe it as loud or soft, or talk who produced it, and from where it was coming from.</p> <p>3. Let him /her imitate/ match animal sounds.</p>	<p>5. Let him /her try to see how the toys sound or why voices rise when talking etc. Let him/her describe all these..</p>	<p>learn about ideas like sinking /floating and terms like wet/dry.</p>	<p>8. Place in front of him/her different objects and toys. Engage him/ her in telling which are the same or different and note other Descriptions e.g.: color, shape. size, etc.</p> <p>9. Play a kiddie song while doing the activity.</p>	<p>Why do you think the girl is laughing? If you were the girl, will you also laugh? etc.</p> <p>11. Provide large writing tools, Let him /her scribble and draw what was vivid in the story book. Provide a piece of paper, ,crayons , markers, paint brushes, if available</p>	<p>teaching your child the concept of time. There is time for everything, e.g. we play at day time and sleep at night. We eat meals morning, noontime and evening.</p> <p>13. Engage him/her in anticipating dinner, reading bedtime stories and other familiar routines.</p>
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# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 2</b>	<p>14. Tell your child what to expect, e.g. “You’ll play, then have snacks, walk outside, etc. Mommy will work then comes back!” This is because your child doesn’t yet understand real time, this gives him/her a sense of responsibility when things will happen and in what order.</p>	<p>15. Ask your child the names of his/her imaginary friends (his/her stuffed toys or doll), and remind them what to do – sequence of their routines,(as in pretending to be the mother or the care- giver who takes lead in doing the daily activities, the way it is done to him/her.</p>	<p>16. Provide opportunities to show and experience contrast of things/objects to your child such as big and small, tall and short, cold and hot, up and down, in and out, soft and hard, etc. Request the child to get from the table accessible to him/her the following: - Big Book -My Animal Book - Me and My Toys, etc.</p> <p>17. Let the child point/identify two or more objects: its color, size, etc. in the pictures/ illustrations.</p> <p>18. Expose the child to various objects, toys and other things. Let him/her play with the concrete things. See if he/she can put together all those similar and those that do not belong to same objects due to differences.</p> <p>19. Do the activity with the music “ Alin- alin ang pare- pareho...</p>			<p>20. In whatever activity you are in always prompt your child in identifying/naming colors, shapes and even numbers. These are still abstract to the child unless he/she gets more experiences with such basic concepts. Repetition, as the child encounters such activities every day would be helpful to establish and firm up concepts of colors, shapes and numbers.</p>	

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>20. Provide opportunities for your child to get involved in whatever work the adults are doing.. Comment on what your child does well.</p> <p>21. Give him/her two-step directions like: "Here is your juice, drink it now so we can go out and see your doctor."</p>	<p>22. Help your child become a problem-solver. You can always share to him/her some simple daily problems; solving tasks by asking, "what do you think can we do to be able to ...?" It's okay if he/she is not completely successful in solving the problem.</p>	<p>23. When in the grocery or in the market, introduce how things are sorted out, how merchandise are classified.</p> <p>24. Show him/her the display and see for himself/herself: Say: "Here are the cans of milk; the bags of choco drinks;" etc.</p>	<p>25. Show your child how is wet food organized, and how dry food is arranged. Try to go to those section in the supermarket or market.</p>	<p>26. Ask your child where are the stuff/things for washing and for cooking found Then go with the child and let him/her name these things.</p>	<p>27. Ask your child to point at familiar product that he/she is using and ask what it is for..</p>	<p>28. You can hand in items to your child and ask him/her to put it in the basket.. It may be breakable but it is okay. Just assist him/her to learn also how to properly handle things.</p> <p>29. Use a variety of drawing tools for an art activity illustrating things he/she saw in the supermarket/ market or grocery store. Select one or two of the products.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	30. Keep your family day/or hope not to miss family activities, e.g. Worship/prayer/fellowship meetings. Always bring your child with you to introduce him/her to the community and learn social responsibility.	31. Take your child to a meeting you need to attend such as Ba-rangay, school, church, and the like. Hug and clap your hands for seeing the happy face of the child..	32. Talk about the experience of coming to the meeting with you. Ask your child what he/she saw, heard, and how did he/she feels. It is okay if your child will not be able to respond as you may expect – just the same, ask him/her questions that may lead your child to be observant. This is one way to encourage him/her to use his/her senses – seeing, listening, smelling, touching and tasting – if possible.		33. Understand how your child best copes with daily routines and activities.	34. Make a schedule of the child's daily routines and activities through drawings/ Illustrations. Let him/her talk about these.	35. Play is a serious work for children. Encourage your child to find fulfilment while playing. Sometimes it takes a lot of attempts. Encourage your child to keep on trying on a task that he/she might find hard to complete.

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

### QUARTER 4 THEME: BEING AWARE OF OTHERS

#### Sub-Theme: MY FAMILY April (Weeks 1 to 5)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p>1. Collect family pictures and make an album with your child. Have at least 5 pictures where your child can identify the members of the family, especially himself/herself.</p> <p>2. Provide opportunity for your child</p>	<p>4. As you and your child select from your collections of photos, ask your child if he/she remembers the occasion when such photo was taken. Ask your child to describe what he/she feels.</p>	<p>5. Talk about who are in the picture. Ask your child to identify/name who are in the picture.</p> <p>6. Describe clothes they wear as to at least the color. Ask: "How many are wearing the same color?"</p>	<p>7. Make a photo album then describe what you are doing as you make the album.</p> <p>8. Count the number of persons seen on the picture.</p>	<p>9. Identify /name who are the boys in the picture. Ask: "How many are they?" "How many are the girls and who are they?"</p>	<p>10. Talk more about the picture and who they are. Ask your child to identify /name while you describe how tall is each one in the picture. e.g. Who is the tallest/smallest?</p>	<p>11. Ask your child how does he/she feels about the album done.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<p>to follow simple instructions, “get that picture and give it to me”.</p> <p>3. Or “Point to your picture. Who are with you?” Identify them and say their names.</p>						
<b>Week 2</b>	<p>12. Talk about what you do together as a family /occasion that the family are together: play/recreational activities, pray, sing, dance, do errands/</p>	<p>13. Role play the work of the father. If needed, he should be present or show pictures of your child’s father working. Introduce to your child the nature of his/her father’s work.</p>	<p>14. Visit the workplace of any of the family members. Observe what they do..</p> <p>15. Listen to any sound that you may encounter and ask your child</p>	<p>16. Identify the tools being used by the members of the family for work.</p> <p>17. Name each and ask your child what it is for and why it is</p>	<p>18. Present picture or actual finish product of what members of the family have produced.</p> <p>19. Tell that each member of</p>	<p>19. Explore the things your child can do as member of the family. Offer choices and let him/her identify what he/she can do in the house for</p>	<p>20. Allow your child to help you do your chores.</p> <p>21. Assign him/her to do certain things he/she can do: like watering the plants, sweeping, wiping, etc.</p>



## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	household chores. Recall the activities done: the games, the songs, the dances, etc.	.	to repeat or recall the sound and where the sound comes from.	needed in the work they are doing..	the family has been contributing to the family as well as the community. Let him/her listen to your brief story through the pictures.	himself/herself?" (Examples: helping in cleaning the house, washing clothes, etc.)	Set up the schedule as when to water plants/do the other activities Demonstrate actions re assignments...
<b>Week 3</b>	22. Explain to your child that some members of the family, need to leave the house for work and he/she will be left in the house with a caregiver.	24. Offer your child a "safe base." This is basically his/her home". Assist your child in the activity: Draw "YOUR HOUSE". Your child needs sense of security while you are	26. Whenever you leave the house (or any member of the family), never sneak out. Be sure to say goodbye with a smile using positive words at your child's eye level – tell where you are going and say	28. Recall the different means of transportation in your community. You may look at an old magazine or newspaper, cut pictures, make collage. Trace, copy or draw. As you do this, ask your child his/her experience – where did you go, the sounds of a particular vehicle, its size, number of people it can accommodate, the driver, the duration of ride, etc. After you have represented the experience through drawing, ask the child to talk about this. Retell back the story to your child. Role play together on how to take the ride in this transportation with music played (as in the car/jeepney).		29. Make it a habit to ask every mem-ber of the family: "How is your day?" With the conversation that your child hears eventually he/she will also respond as to how	

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<p>However, assure your child that the home is a safe place because members of the family will be back home after work.</p> <p>23. Show him/her how to say "Bye bye" through gestures. Ask: "What will you do if your father/mother arrives from work?" Etc.</p>	<p>away for work. Your child knows that you exist even though he/she cannot see you.</p> <p>25. Check the house that he/she tried to draw.</p>	<p>why you need to leave him/her. This builds your child's trust in you and helps him/her learn to deal with difficult feelings.</p> <p>27. Your child may cry when you leave so assure that you are coming back. Assure him/her that he/she is going to have much fun with other adults in the house later.</p>	<p><u>Note:</u> You can group the types of transportation: most seen/used, less seen/used</p>			<p>he/she spent the day while everyone was out.</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 4</b>	30. Watch a children’s animated movie in the TV or attend a musical performance with the child.	31. Recall the movie by asking your child to retell interesting events of the movie.	32. Ask who is your child’s favorite characters, ask your child why. Ask also what he/she can say about the other characters in the movie/show.  33.Engage him/her to identify at least two of the characters.	34. With the events in the movie/high-lights of the show teach your child to empathize. Ask questions: , “What if...” “What do you think may happen if...” “If you were ...what will you feel...?”	35. Re-enact your child’s favorite scene. Let the child show his/her emotions: happy, sad, excited, frightened.  36. Recall some melody and translate familiar words with the lyrics of the song and sing together with the child. Dance together in rhythm with the song.  37. Record on audio or video your child singing songs/dancing/acting/pl aying with available gadget, i.e., cell phone. Let the child listen/see this and ask him/her how he/she feels about it.		38. Enact a memorable part of the movie/show. Play a kind of follow the leader to role play some interesting parts of what you have recalled from the movie/show.

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 5</b>	<p>39. Treat your child as a unique person, the way you want yourself respected. Respect him/her as you respect each member of the family. Do not belittle/ degrade or discount your child's capability. Support his/her attempt to do things.</p>	<p>40. Try hand play with your child while learning a poem.</p> <p style="text-align: center;">It's Beautiful Me</p> <p>I have 10 little fingers and 10 little toes. <i>(hold up ten fingers and point to your toes)</i></p> <p>A pretty face and one little nose. <i>(both hands under the chin and then point to nose)</i></p> <p>One little mouth and two little ears. <i>(point to mouth and ears)</i></p> <p>Two little eyes that blink-blink. <i>(point to eyes and blink)</i></p> <p>One little head and two little feet <i>(shake head and feet)</i></p> <p>It's beautiful ME <i>(cross hands on chest and smile)</i></p> <p>41. Try to adapt a familiar tune to the child. Then sing together, sway and dance to the rhythm.</p>			<p>42. Try to work hardest to teach your child how he/ she should be acting instead of focusing on how he/she should not be acting. Avoid "giving in" to your child's tantrums. Be proud of what your child can do.</p> <p>43. Appreciate every attempt to do anything and allow him/her to do things again and again. <u>Note:</u> Children love to do things over and over again.</p>	<p>44. Feel proud of parenting. Work diligently for a quality time with your child. Spend a reasonable amount of quality time with the child each day and give him/ her positive attention as appropriate.</p>	<p>45. Set a good example for your child by being the best role-model that you can be.</p> <p>46. Teach your child to be caring, patient, reliable, and respectful by being that way yourself.</p>

# LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

## SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

**Sub- Theme:** 2. My Playmates  
May (Weeks 1-4)  
June (Weeks 1 to 4)

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 1</b>	<p><u>Note:</u> Allow your child to play with other children, especially of his/her age. By so doing you are teaching your child to be generous because by playing with other children you encourage him/her to share toys with playmates</p> <p>1. Prepare a safe place to play with the children. The adult can set the</p>	<p>2. Talk to the children. Let them know about the goodness of sharing (e.g. food and toys) to others.</p> <p>3. Let the children understand how hard it is to share. Tell them that grabbing is not okay and offer alternatives</p>	<p>4. Keep the turns short and use a timer to help children know when their turn will come. (Often kids become so amused by the idea of the timer that they forget about the fight over the toy.)</p>	<p>5. Before a friend comes over, let your child choose and put away just a few toys that are special and that he/she does not have to share.</p> <p><u>Note:</u> Sharing is not easy for very young children since they only know what they feel and not</p>	<p>6. When arguments occur between your child and his/her friends involve them in problem solving. Ask questions such as: "What do you think the problem is?"</p> <p>7. Let them figure out and think of a solution. Ask the children their ideas on a fair resolution. This is slow conversation so as to feel or empathize with the one without toys.</p>	<p>8. Comment when the children are playing cooperatively, say for example, "<i>I like how you gave Rosa the doll she wanted.</i>"</p> <p>9. Always affirm their efforts. Say something like, "<i>Nice sharing Jenny. Your friend was waiting for that toy. It</i></p>	<p>10. Observation here is so important and tracking your child and his/her playmates take turns also in putting the toys back to where they got them. Demonstrate the rule. You have to show how to keep your child's toy by sorting. Let them sort and see how they organize applying the concepts built earlier in other themes.</p> <p><u>Note:</u> Sharing is a skill that needs to</p>

## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

	rules of whatever play/ or game they will be engaged in.	such as helping to choose another toy while he/she waits for one's turn. Observe the children on this rule .		what others feel. They think that they want a toy and they want it now.		<i>was so nice of you to share."</i> Make comments every time you see your child share. Repetition is important when learning a new skill.	be developed among young children early on despite being a complicated process but it can be taught through turn-taking.
<b>Week 2</b>	<p>11. Use polite expressions such as "please" and "thank you" and practice this with your child when you allow him/her to play with other children, but you have to model it first.</p> <p>Act these out and sing these expressions</p>	<p>12. Children catch on quickly what they see, hear and experience like politeness. Let them role model saying, "Please" and "Thank you" "Excuse me" and</p>	<p>14. When your child and his/her playmates have known how to utter "please", "thank you" "excuse me," affirm their efforts and commend them whenever you heard them and observed being nice playmates. Never threaten your child and your child's playmates if they failed to follow simple rules like saying these polite words or if they fail to share or take turns. Children need to be free of</p>	<p>17. Engage the children through gestures as role model of generosity. They can imbibe this through sets of examples and this is a very important social skill. Guide your child and his/her playmates as they grow.</p> <p>18. Encourage the adults to be leaders through play and games until the children developed the values to</p>	<p>19. Practice saying with your child and his/her playmates, "Welcome", or "You are welcome". Tell them when to say this expression.</p>	<p>20. Role play a scenario like a Birthday Party. Have various situations like distribution of "give a-ways". Show some playmates waiting for their turns and others not in line. This is an apt time to point the proper action. Let them select the "give a-ways." Then let some adults listen what</p>	

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	<p>with the children. Observe every time the situation calls for these.</p>	<p>“How are you?”, etc.,</p> <p>13. Since eating is done every day, offering your own food provides your child with lots of opportunities to teach generosity by sharing his/her food.</p>	<p>pressure. They learn over time and they learn only when they are ready.</p> <p>15. Show the situations of politeness and sharing through storytelling and the playmates are the characters.</p> <p>16. Let them play “ bahay bahayan “ portraying members of the family. Try to engage them in using all these polite and courteous expressions and the show of respect to one another. Clap for the group or team of playmates who closely followed the MUST to do in situations included.</p>	<p>cooperate and share as they play with each other.</p>		<p>children say upon receiving their share. (Thank you!) Let all the children join the singing of Happy Birthday with actions.</p>
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## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Week 3</b>	<p>21. Gather props and /or set up a pretend play area to encourage self-directed play for your child and his/her playmates. This is also one way to encourage children to explore and venture and reduce anxiety and play with friends spontaneously.</p>	<p>22. Make a play house, (out of a giant appliance box) with the children. Create a door that can be opened and closed as children enter. Enhance the play house with materials and toys such as dolls, blanket, pillows, stuffed animals, kitchen utensils, hats and costumes, tools, figurines, blocks, books, hygiene supplies, etc.</p> <p>23. Observe how the children interact with each other in different situations. Provide encouragement and praise on the activities that they do.</p>		<p><u>Note:</u> Playing with other children is one way also to develop your child's self-esteem and self-confidence. However as parents and care-givers you need to continue building a loving and supportive relationship that starts from the family.</p> <p>24. Let the children tell the story about their playhouse. Ask questions: "Who helped _____ in cooking?" "Who cleaned?" "Who acted as the father? mother?"</p>	<p>25. Provide toys that will challenge your child but within his/her capacity to master it after figuring it out and tried for several times.</p> <p>26. Engage your child to operate more complicated toys. Coach him/her but don't do it all for your child. Provide just enough help to allow him/her to solve the problem. Your child is learning how the world works by playing and exploring. Recognize his/her needs, and help in resolving problems with his/her friends.</p>	<p>27. Know how your child feels about anything that he/she is in; ask "How do you feel?" Whatever he/she is doing. let him/her explain. Whatever he/she answers, merely ask, "Why?" Help out processing his/her response by saying, "You mean you are happy?" This will allow</p>	<p>28. Play the bubble clap. Prepare bubble solution and the wand. Blow bubbles to your child with his/her playmates. Let them chase and catch the bubbles using their hands; they clap and pop the bubbles.</p> <p>29. If they can count the bubbles, so much the better, they will enjoy. Do this with music accompaniment.</p>



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			children?" Etc.		him/her to practice new skills, and so on. These are probing ... questions for him/her to be ready for communication.
<b>Week 4</b>	<p>30. Do music play or rhythm games: (Songs and Rhymes )</p> <p>31. Teach your child and his/her playmates new words, ideas, and movements and these are best done altogether.</p>	<p>32. Sing familiar songs while dancing, clapping and doing creative movements. Introduce simple action song/music/ games like: Stop, Dance, Eensy Weensy Spider with the hand move-ment, etc.</p>	<p>33. Put music in whatever you are doing together with your child and his/her playmates. Teach them this rhyme:</p> <p>One, two, buckle my shoe.</p> <p>Three, four, shut the door.</p> <p>Five, six, pick up sticks.</p> <p>Seven, eight, lay them straight.</p> <p>Nine, ten, a big fat hen!</p>	<p>34. Play while singing the song: <i>Ring-Around the Rosy</i></p> <p>Ring around the rosy A pocket full of posies Ashes to ashes We all fall down!</p> <p>Stand around in a circle holding hands as you and the</p>	<p>35. Sing with the children "If You're Happy..." with actions.</p> <p>If you're happy and you know it <u>clap your hands</u> (clap,clap) 2x</p> <p>If you're happy and you know it and you really want to show it, If you're happy and you know it <u>clap your hands!</u> (clap,clap)</p> <p>Change underlined words for another</p>


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					<p>children sing and move in clockwise or counter clockwise direction. As you sing the last line, everyone immediately sits down on the floor.</p>	<p>action to create more verses like : Wave your hands, nod your head, shake your hips, stomp your feet, shout hooray, etc.</p> <p>Ask the children how they feel while they are singing and doing the actions.</p>
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### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 1 &amp; 2</b>	36. Find this toy called peg board (or improvised one). Engage your child and his/her playmates one at a time to freely create forms using this board.		37. Always have marking pens and paper ready to get children engage in writing and scribbling initiatives.  <u>Note:</u> Writing is more encouraging if it is done with your	38. See if your child and his/her playmates can follow directions.  Request them to get something and give it to you. For example: "please get one toy each and put it on this box or	39. Have group singing of familiar song, e.g. <i>Head, shoulders, knees and toes</i> , with actions by holding the part of the body as it is mentioned.  Ask children to point to each other's body parts.	40. Recite with action the poem "It's Beautiful Me"  I have 10 little fingers and 10 little toes (hold up ten fingers and point to your toes)	41. Do group storytelling, ask children to choose the book you will read together. . Let the children listen and participate in the story telling by identifying the characters and what they do, tell

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	 <p>Let the children take turns in placing 5 round pegs in pegboard.</p>	<p>child's playmates.</p>	<p>give it to me”</p>		<p>A pretty face and one little nose <i>(both hands under the chin and then point to nose)</i></p> <p>One little mouth and two little ears <i>( point to mouth and ears)</i></p> <p>Two little eyes that blink-blink <i>(point to eyes and blink)</i></p> <p>One little head and two little feet <i>( shake head and feet)</i></p> <p>It's beautiful ME! <i>(cross hands on chest and point to oneself)</i></p>	<p>what happens next, tell the part of the story they like best, etc.</p>
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## LEARNING RESOURCE NO.3: SUGGESTED CALENDAR OF ACTIVITIES FOR PARENT-MENTORS OF INFANTS AND TODDLERS

### SUGGESTED CALENDAR OF ACTIVITIES FOR TODDLERS 1.1 to 2 Years Old

Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Weeks 3 &amp; 4</b>	42. Spend a reasonable amount of quality time with your child each day and give him/her positive attention appropriate to his/her needs.	43. Set a good example for your child by being the best role-model that you can be. Demonstrate appropriate ways to handle difficult emotions and behave in a socially responsible manner. Teach your child to be caring, Let him/her show in his/her favorite toy or brother /sisters if any or peers and familiar persons.	44. Use the day's situations as teaching opportunities for your child. Sometimes it is better for your child to learn from the mistakes of others than from his/ her own mistakes.	45. Avoid "giving-in" to your child's crying, tantrums, or threats. Doing so will only increase the likelihood of these behaviors in the future. Work your hardest to teach your child how he/she SHOULD be acting instead of focusing so much on how he/ she SHOULD NOT be acting.	46. Keep your child and his playmates safe from physical and/or emotional harm on this day. Provide a safe, secure, and nurturing environment for them.  47. Show pictures of strangers who are not familiar with the child and his/her playmates.  Provide scenario on what to do and avoid going to persons they are not familiar with. <u>Note:</u> At this age, safety and security are important to the child.	48. Check if you have provided adequate food, drink, medical care, and clothing for your child and make sure that he/ she sleeps in a warm and safe bed each night.	49. Feel proud of your child and be the best playmate to him/her. Work diligently each day to become the quality parent that you strive to be.