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The Toddler – Members Guide
Michigan State University Cooperative Extension Service
4-H Club Bulletin
Jane Merry Chavez, Home Management and Child Development
Issued March 1965
23 pages

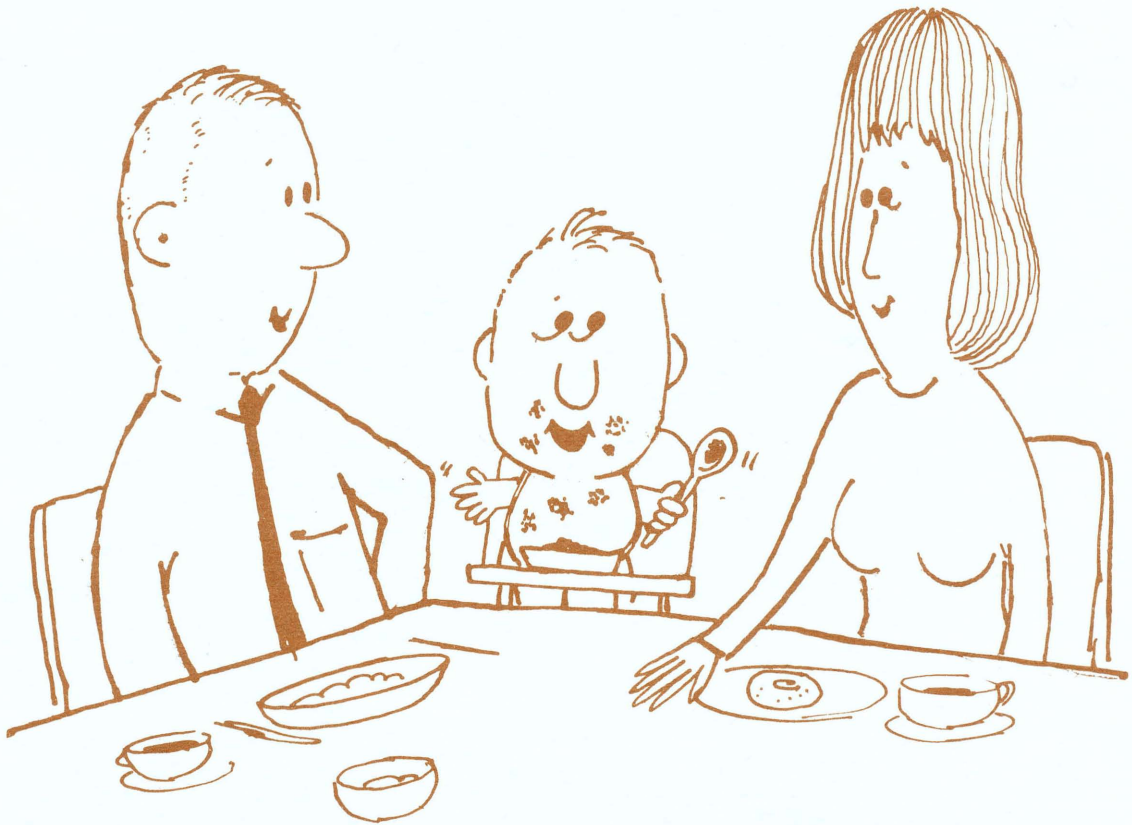
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4H Bulletin 124-A-1

THE TODDLER



COOPERATIVE EXTENSION SERVICE
MICHIGAN STATE UNIVERSITY

THE TODDLER

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CONTENTS

	<i>Page</i>
Meeting No. 1—What is a Toddler Like?	3
Meeting No. 2—What Are the Needs of Toddlers?	6
Meeting No. 3—How Do Children Grow?	10
Meeting No. 4—Are Children Alike or Are They Different?	14
Meeting No. 5—What Does a Child Start With in This World?	17
Meeting No. 6—When Is A Child Ready for a New Learning?	19
Meeting No. 7—A Final Look At The Toddler	23

What is a Toddler Like?

Our Topic Today

We begin with a study of young children. This project is about the toddler.

What is a toddler?

A toddler is a child about 18 months to 3 years of age. There is actually no set age but it is the period

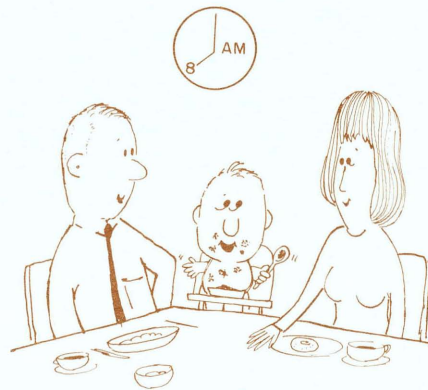
following infancy. Sometimes it is called the early preschool years.

The toddler is a bundle of energy at all times. He never stops wiggling, moving or investigating unless he is asleep. (In this *Member's Guide*, he will always refer to a boy or a girl toddler.)

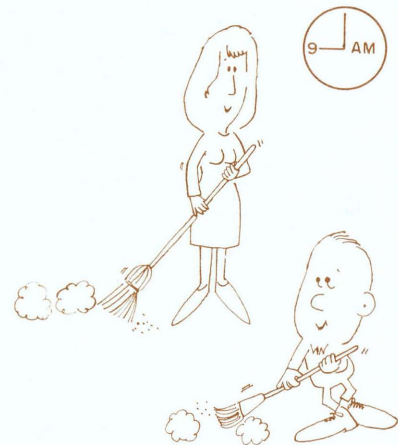
a day in the life of a toddler



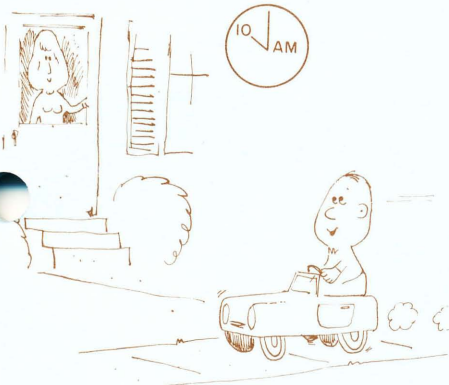
"Daddy, I'll never get him dressed, he just wiggles and wiggles."



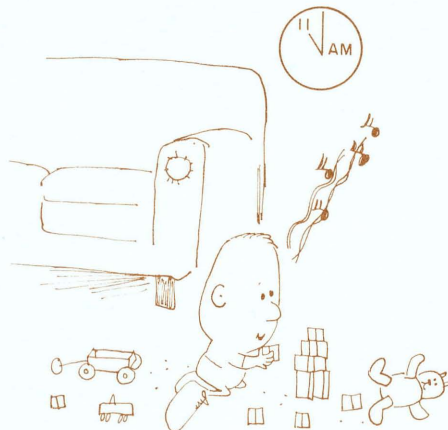
"He sure does like to eat, doesn't he?"



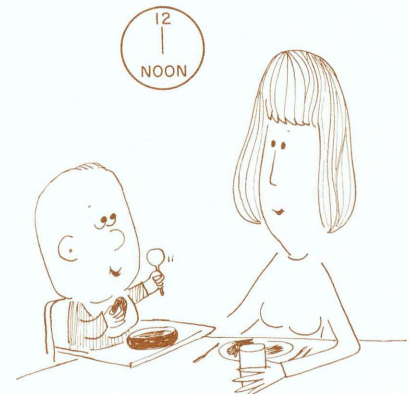
"Tommy, you always want to do what mother is doing, don't you?"



"Tommy enjoys his little car. He's really developing his leg muscles."



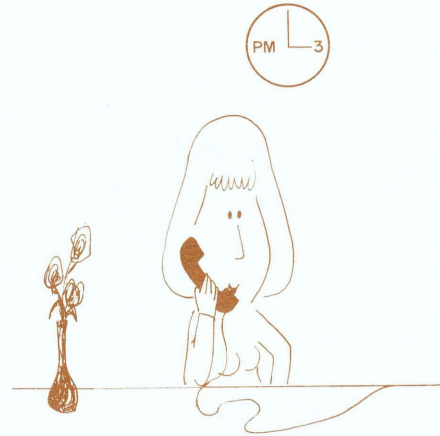
"Tommy sings as he plays happily with his toys."



"Tommy, you'll grow to be big like daddy. You play so hard and eat so well."



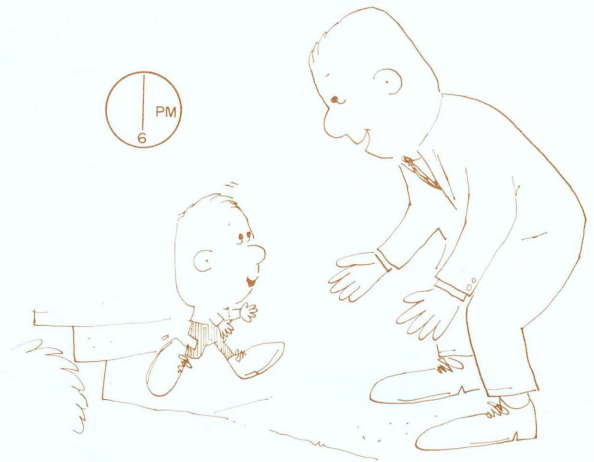
"Tommy looks so peaceful as he sleeps."



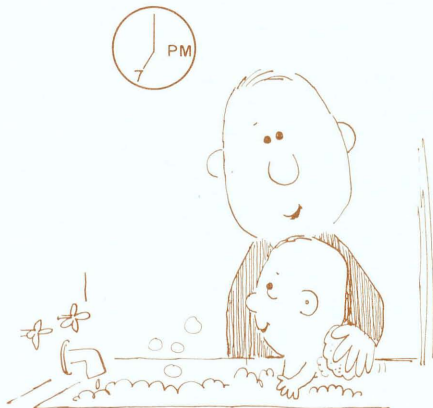
"Yes, daddy. He's fine. He never stops for a minute except to sleep."



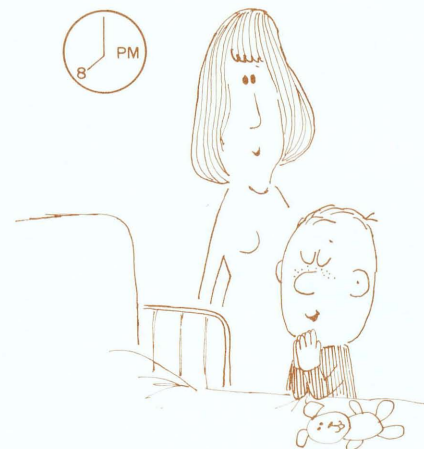
"Tommy and his playmates think they will try the monkey bars."



"Hi, Tommy. Have a good day? Shall we play before dinner?"



"So you see, Tommy! Cowboy rode off on his horse to see the cows—"



"Good night, Tommy. Sleep tight. We'll have lots of fun tomorrow."

What are toddlers like?

Toddlers are curious. They like to feel, touch, move and bite every object they can reach or find.

They are always on the move. They walk, they run, they stoop, they climb, they lift. They are always learning something new.

They are imitators. They want to do what mother is doing—playing with pots and pans, brushing teeth, sweeping.

They like to be independent at times. They say “no” to mother. They want to do things their way.

They are shy. They are slow in warming up to strangers.

They express their feelings. They smile, laugh, cry or scream easily.

Activities for the Club Meeting

- As a club group, listen to “The Toddler’s Story” and view the black and white photographs of a toddler.
- After reading “Our Topic Today” (page 3), draw a circle around:
 T when the statement is true
 F when the statement is false
 U when you are uncertain about the statement

When all have finished, check your answers with your leader.

- | | | | |
|---|---|---|---|
| T | F | U | 1. A toddler likes to brush his teeth when his daddy does. |
| T | F | U | 2. A toddler knows how to entertain himself. |
| T | F | U | 3. Mothers should teach children to stop wiggling. |
| T | F | U | 4. A toddler likes to have a stranger pick him up and hug him. |
| T | F | U | 5. A toddler who plays with his food and milk when he is eating is a “naughty” child. |
| T | F | U | 6. A toddler’s most important work is growing. |
| T | F | U | 7. If you were playing with a toddler, you could best entertain him with a jigsaw puzzle. |
| T | F | U | 8. A toddler wants to touch, feel, taste, and smell almost everything within his reach. |
| T | F | U | 9. A toddler is about eighteen months to three years of age. |
| T | F | U | 10. A toddler sometimes likes to do things his way. |

- List the names of all the children you know who are toddlers (outside your own family).

Which toddler do I think I could observe?

First, you must ask the mother of the toddler if you can observe her child. This means you would be at their home for about twenty minutes, five different times.

How will I get acquainted with the toddler?

Getting acquainted with the child actually means letting the child get acquainted with *you*. Be natural and quiet about it, and let the toddler make the first advances.

Before the Next Meeting

- Visit the home of the toddler you wish to observe.
- Get permission from the mother to play with and observe the child.
- Explain to the mother that you will want to visit the toddler for about 20 minutes, 5 different times during the next 2 or 3 months.
- Tell her you will also be asking for some information on the child’s development such as, “How old is the child?” “How many teeth does he have?”
- Ask the mother for a snapshot of the toddler to put in your *Member’s Guide*.

Mount the snapshot here.

Toddler’s Name _____

Toddler’s Age _____ Date of Birth _____

What are the Needs of Toddlers?

Our Topic Today

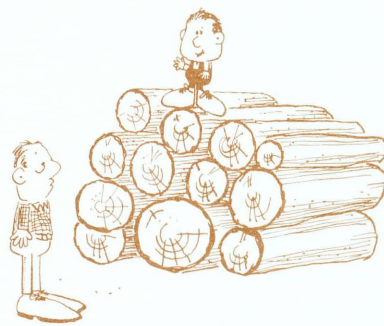
One of the things that we notice about toddlers is that very soon they want to do things for themselves. They have a growing need to be self-reliant and we see this in much of their behavior. The toddler is very busy trying to develop his skills in walking, climbing and jumping. He is developing his big muscles. He needs to have places to play where he can carry on active play and depend more on himself as he uses his arms and legs and his whole body.

He wants to be able to handle his toys and the things he sees each day. He wants to push his stroller instead of riding in it. He wants to carry large-sized things from place to place and back again. He wants to put on and remove his own clothes even though he can't do it very well. All the time, he is satisfying the need to do things for himself and become more self-reliant.

He is also becoming more aware of himself as a person and of his relation to other people. He frequently says "no" in an effort to try out his own powers. He shows interest in other children but he plays best with one or two. Even in a small group he is apt to play by himself or he may play with a toy the way he sees another child playing.

Sometimes he will watch another child play, briefly play ball with another child, or try to take his toy away.

Toddlers are apt to be very possessive about their toys. We can tell this by the frequent use of the words "me" and "mine." It is quite some time before they can learn to share and take turns.



"I forget which way I climbed up, Daddy."



"But Mommy, you always want me to share my toys, why can't I share my toothbrush?"



"Thanks, Mom. I'm not going to ride today. I'll do the pushing."



"It's about time I started dressing myself, Mother. You have so much work to do."

The toddler is also looking for love, attention, interest, praise and comfort. These help to smooth the way and make his growing easier. Each child needs to know firmly that his parents love him completely—and that they love him just as he is.

One special time when the child wants sympathy is when he is hurt. This means when the hurt can be seen, like a “skinned” knee, or cannot be seen like bruised feelings where the injury does not show at all. Parents need to give lots of sympathetic understanding, love and kindness to the toddler.



“Mommy always makes my hurts feel better.”

Activities for the Club Meeting

1. Discuss the toddler you are each going to observe. Each club member can tell the name and age of his toddler and show a picture of the child. Your leader will want to know if you have any questions about the child you are observing. You will also discuss what you already know about toddlers, your experiences with them, and any problems you have had.
2. Read “Our Topic Today” (page 6). Ask any questions you may have about it.
3. Practice observing a toddler.

Select a group of six to act out some skits in which the club member is visiting a home to make his first observation. The remaining club members will watch.

Have a club member act the part of:

A toddler (identify with a bib)

The mother (use an apron)

A brother or sister in the family (cap for boy, kerchief for girl)

The club member who is going to visit the toddler's home

The announcer (will hold Member's Guide)
The club member who has already visited the toddler's home (picture of toddler)

Skit No. 1

One club member is about to enter the home of the toddler she wants to observe. She looks a mess; hair uncombed, clothes dirty, and she has a cold and is sneezing. Along comes another club member (neat and well-dressed), she has a picture of the toddler she is going to observe which she obtained in her first visit. She will share some of her experiences.

Let's listen in on their conversation as they discuss how you should appear when making a visit to the toddler's home.

Skit No. 2

The club member is in the living room with the mother, toddler and brother or sister. The club member is explaining to the mother about the 4-H project they are studying.

Let's listen in on their conversation as the club member

- explains how he or she will observe the child and how often.
- shows the mother the observation sheet.
- explains the kind of information she will need about the toddler.

Skit No. 3

The mother has given her permission to the club member to observe her toddler. She has a two-year old toddler and a boy, age four. The four-year old is playing with some toys on the floor. The toddler is holding on to his mother's skirt.

Let's watch this scene as the club member starts to get acquainted with the toddler. The mother is trying to help the club member make friends with the toddler.

After the three skits, the audience will want to discuss them. Here are some questions for you to think and talk about:

1. Which one of the skits told the story better and why?
2. Do you feel the mother will be willing to have the club member observe her child after this visit?

Your leader will point out that after each toddler visit, you will discuss the things you observed at the next club meeting. This is to help you understand what you saw and to share your experiences with the other club members. You will discover no two toddlers are the same.

Before the Next Meeting

1. Visit again at the home of the toddler you are observing.

Ask for the following information. Ask the mother to try to be as accurate as possible. Put the answers on the blank lines.

- 1) At what age did your toddler sit up alone?_____
- 2) At what age did he creep?_____
- 3) At what age did he walk with help?_____
- 4) At what age did he pull himself up by the furniture to a standing position?_____
- 5) At what age did he stand alone?_____
- 6) At what age did he walk alone?_____

Spend some time getting acquainted and playing with the toddler. (Twenty minutes or less is long enough for your visit.)

2. Collect pictures from magazines and other sources that will show the stages of a growing child. This will be discussed at the next club meeting. Paste them on the following pages.

Paste a picture of a child creeping.

Paste a picture of a child sitting alone.

Paste a picture of a child walking with help.

*Paste a picture of a child standing and holding
on to a piece of furniture.*

Paste a picture of a child standing by himself.

Paste a picture of a child walking by himself.

How Do Children Grow?

Our Topic Today

All children grow according to a general plan. All children grow in much the same way. In some ways, each child everywhere in the world grows according to the same pattern. For example:

Most children learn to sit before they stand.

Most children learn to creep before they walk.

Most children learn to babble before they speak.

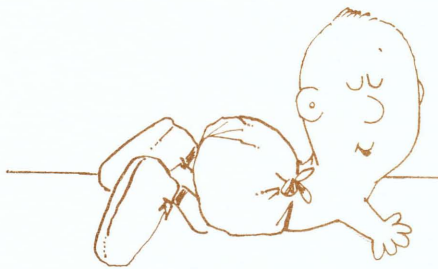
Most children learn to scribble before they draw or write.

Let's take a look at the pattern of growth for a child learning to walk. He doesn't start to walk suddenly. It takes many months to develop the muscles, balance and skills needed to walk.

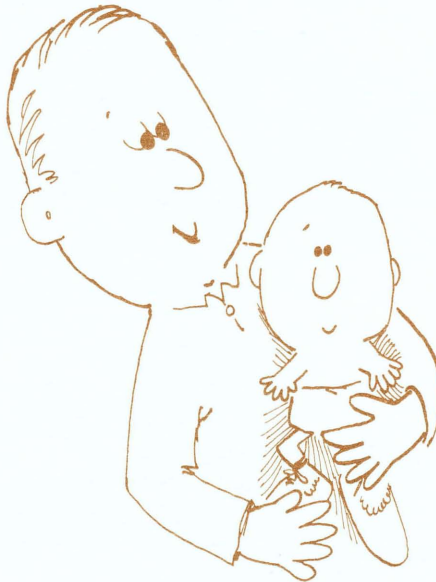
Each child goes through this same pattern in order to learn to walk. Each child usually completes each step before he progresses to the next one.

Here you can see a baby at birth going through each step in the pattern, step by step, until he is walking alone.

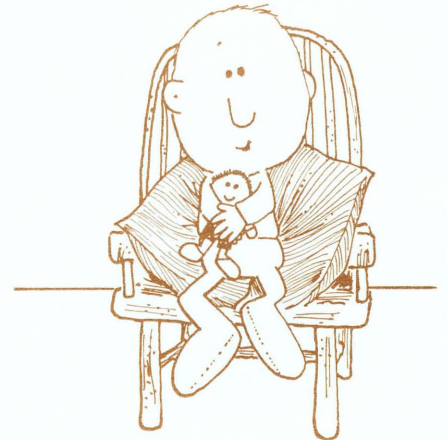
Steps in Learning to Walk



1. holding head up



2. sit with support



3. sit alone

7. How much does he weigh?

8. How tall is he?

9. Ask the mother what she feels the toddler will learn next.

Observe the child at play.

1. What kinds of toys is he playing with?

2. What muscles is he using mostly—the big muscles in his arms and legs *or* finger and hand muscles?

3. Give the child different toys to play with. Observe how he handles them. Write down some of the skills you feel he can accomplish.

4. What are some of the things you have observed that the toddler cannot do? (For example, he uses both hands for carrying most toys. He cannot carry them with one hand.)

5. What skill do you feel the toddler will learn next? Is he working on it now?

Are Children Alike Or Are They Different?

Our Topic Today

Now that we have learned how children grow in very much the same way the world over, let's look at some of the differences.

You may know one toddler who walked at a year of age and another at 16 months. It seems to be a matter of pride with many parents if their child learns to walk early. They seem to feel that there is some advantage in learning to walk early. There is no reason to believe that a child who walks early will always be ahead physically or that he is superior to a child who walks at 16 months. Since early walking is not an indication that the child is above average in intelligence, it helps if we have some facts about when children walk.

Most children walk between 8 or 9 months to 18 months. The average age is 13 months with only a few walking as late as 18 months. It might be well to consult a pediatrician if a child is not walking near the end of this age range.

It is helpful to know how children differ so that you will know what to expect. We need not be alarmed over the seeming slowness in one child as long as we are aware of the above facts. Nor should we go to the other extreme and feel that we have a genius just because he learned to walk early.

Sometimes parents become upset if they feel their child is not progressing as fast as the child next door. Since children differ as to the rate at which they grow, children can not be compared to one another.

One of the reasons why we need to understand differences in how children grow is so that we will know that the child is developing like most children of the same age. Comparing him with just one child will not give us enough information.

There are of course other kinds of physical differences in children. One child may get his first tooth at four months and another at eight. And there are dif-

ferences between boys and girls. Boys tend to be heavier than girls from 3 months to 17 years with the exception of the early school years when these differences are less; they have more muscle and bone which is quite pronounced from the first through the sixth year of age. In proportion to size, girls have larger pelvic structures than boys and their bones mature faster.

What is more important is that right from the beginning we begin to treat boys somewhat differently than girls for in our culture we expect different things of them. We may say to a little boy when he hurts himself, "Don't cry, act like a little man." Or we may teach them to fight their own battles at an early age. We expect boys to be active, aggressive and courageous. We do not expect this of little girls, but rather expect them to be quiet, cooperative, tender and to give way to tears if they feel like it.

As we think about differences in children, we should realize that some of them come about because of differences in rate of growth. Other differences appear in children because of what adults do about it.

Activities for the Club Meeting

1. A qualified person in your community will give a talk on "How do Children Grow?" Following the talk, you will have an opportunity to ask questions.
2. Discussion—Toddler Observations
Each club member will tell about the toddler he is observing. Give the information collected during the last observation. Discuss what the mother feels the child is trying to learn at the present time and what you feel the child is trying to do. You may not know for sure what the child is doing; remember it is what you think is happening.
3. Here are two situations that might happen in your community. Discuss them as a club group and list the reasons for the situation; then decide what you would do if you were the mother or the parents.

Situation No. 1

Kathy's mother is very concerned about her. She is 22 months old. She can say about 20 words clearly. She has 16 teeth. She walks around the furniture only

with the help of her mommy or daddy. She refuses to walk alone. Mother is worried because the neighbor girl that lives next door is only 18 months old and has been walking for 2 months.

Reasons?

What would you do if you were the mother?

Situation No. 2

Tom's mother and dad would like Tom, age 2 years, to eat with them at the table. They expect Tom to use a fork and spoon. They want him to eat all the food that they give him. They think he is old enough

now to eat like an adult. Their meal time usually lasts about one hour or more. They can't understand why Tom gets fussy and irritable and wants to leave the table.

Reasons?

What would you do if you were the parents?

Before the Next Meeting

1. Visit again at the home of the toddler. Stay long enough to make your observation and obtain the information needed.

(a) Observe all the children in the toddler's family. Look at their differences and their likenesses. Write down a description of each child in the family including their:

- hair color
- eye color
- skin color
- shape of the face
- build—slender, athletic or heavy
- any unusual physical characteristics

The Toddler and his Brothers and Sisters

1—Name _____ Age _____

2—Name _____ Age _____

3—Name _____ Age _____

Toddler and his Mother

(b) Observe the toddler and his mother.

1) How does she ask him to do things?

2) Does the mother change his place of play during the day? How many times? Does he play indoors and outdoors?

3) Does the mother smile, talk friendly and laugh with the toddler?

4) How does the toddler respond to the mother?

2. Bring a doll or a puppet to the next club meeting.

What Does a Child Start With In This World?

Our Topic Today

What is decided for a child at birth? A child has much of his physical appearance decided for him. We are told that he inherits his eye color, hair color, skin color, and his physical build. Have you noticed how children in the same family look alike? For example, several children in the family may have a certain shaped nose.

In addition, every child is born with a heart, lungs, a skeletal structure, and a nervous system. When we talk about our nervous systems, we are talking about a subject that we need to know a lot more about. A child may inherit more than we know about at the present time.

Knowledge today is far from complete as to just what a child inherits. We will have to be content with looking at the physical characteristics that a child inherits because many of these we can see.

We need to be aware, however, that this is only part of the story. Children are influenced by the kinds of experiences that they have as they are growing. For example, many parents find that if they are continually cranky their children become cranky.

We can say that a child starts out as an individual and becomes more so as he grows up in his family and community. Because children are individuals, they respond to people in different ways. This means that we cannot treat all children alike.

In caring for toddlers, you will soon discover that some methods work with one child and some with another.

Activities for the Club Meeting

1. Read "Our Topic Today" above. Your discussion will center around this question—What does a child start with in this world? Discuss the observations you each made since the last club meeting (page 15). Each club member can explain the likenesses and differences among the children in the toddler's family that they observed on their home assignment.
2. Discuss the four questions about the toddler and his mother (page 16) that you worked on for your home assignment.

3. Now we are going to talk about some of the things to do and say when we are playing with and caring for toddlers.

- (a) Suggest things to the child in a positive way. For example, say "Carry the glass of milk slowly" instead of "Don't spill the milk."
- (b) Use a smile and a pleasant tone of voice in talking to the child. Speak to him slowly and quietly. This way you will be more apt to get his attention.
- (c) Make just a few directions and suggestions. We can talk so much that the child becomes used to it and ignores it. Or we can make so many suggestions that the child becomes confused and doesn't know what to do. Be sure to give the child a chance to use his own ideas, too.
- (d) You need to redirect undesirable behavior. Substitute toys or places to play. When Timmy and Linda start to throw toys in the living room, maybe they need some active play out-of-doors. Be sure the substitution is different from the child's present activity.
- (e) Express your feelings to the child through your choice of words. Use words that say to the child, "I don't like what you did but I still like you and this is the way you can do it better next time." For example, saying "Jimmy, keep your food on your plate," helps Jimmy more than "You naughty child—to make me all that work."
Give the child a hug or a friendly pat once in awhile to show your affection for him.
- (f) Save the words "Don't" and "Stop" for those emergencies when it is necessary to put a quick stop to what the child is doing. Use them when the child is in danger.

Pretend your doll or puppet is a toddler. Act out some of the following questions or statements. Re-

member the suggestions you have just read about caring for children.

- (a) Chris is throwing sand in Melody's eyes. How would you get him to stop?
- (b) How would you greet a toddler as he wakes up from his nap?
- (c) How would you suggest to a toddler that he play with a rubber ball in the house?
- (d) Doug and Butch are playing in a puddle of water in the middle of the street. What would you do?
- (e) Jane throws her food and milk on the floor as soon as she finishes eating. How would you handle this?
- (f) How would you get Patrick to come in and take his bath? He is outdoors riding his tri-cycle.
- (g) You want Elizabeth to play with the clay only on the kitchen floor, not in the living room or bedrooms. How would you get her to do this?
- (h) You are dressing Carolyn in the morning. Show how you would do it if she doesn't want to be dressed?
- (i) How would you approach a toddler as you arrive to play and take care of him?
- (j) Marie insists on helping you cook at the stove. What would you do?

Before the Next Meeting

1. Visit the toddler's home again. Play with the child during your observation period. Try to put into practice the six suggestions of things to do and say when caring for young children.
2. Make a note of the ones you used and how you used them.

(a) Suggest things to the child in a positive way.

(b) Use a smile and pleasant tone of voice.

(c) Make few directions and suggestions.

(d) Redirect undesirable behavior.

(e) Express your feelings to the child through your choice of words.

(f) Use the words "Don't" and "Stop" for emergencies.

When Is a Child Ready For a New Learning?

Our Topic Today

Did you ever watch a child learning to walk? He's pretty awkward, isn't he? He staggers and stumbles. Sometimes he falls flat on his face, sometimes just the opposite. He doesn't mind his falls at times; he takes them with a laugh and goes back for more.

Other times, a hard bump convinces him, at least for a little while, that walking isn't as much fun as it looks. So he goes back to creeping for awhile, until he's ready to take another chance.

He'll try again and again. And he'll do better each time. Not steadily better—one minute you may think he has the problem licked, then the next minute, there he is, flat on his back again. He has his ups and downs, his good days and his bad ones.

Finally after many tries, there he is walking around, or at least, we call it walking. Very soon we forget all the trouble he had in learning.

Why did the child learn to walk? He learned because he was ready to learn. A lot of growth had taken place inside his body (the kind of growth you cannot always see) so that physically he was able to walk. Once children are ready to walk, you can't do anything about it. In fact, you could not keep a child from walking unless you actually bound his legs. We call this the capacity to grow. The capacity to learn to walk comes about at a certain time for each child. Therefore it is unwise to force a child to walk but rather give him the opportunity to learn when he seems to be ready.

You might say a child wants to learn to walk because he watches other people and wants to be like them. Or you might say he wants to get places faster than he could when he travelled on all fours. Both of these things probably had something to do with his learning his new skill.

But the real reason is *he was physically ready to learn to walk*. He had matured, grown up to the point where walking was the next step in his normal development. Now people will expect a lot more of him.

Activities for the Club Meeting

1. Read "Our Topic Today" on this page. After the reading, tell some stories to illustrate this same idea—that a child learns because he is ready. It is the next step in his normal development. Use other learning situations with children you know to illustrate the idea; for example, eating with a spoon, toilet training and others.

Then discuss these questions:

What can you do to help a child learn a new skill?

What can you do that will hinder a child in learning a new skill?

2. Visit the home of a toddler on a club tour or meet at the home of a toddler. Observe the arrangement of the home as to the ways in which it meets the needs of a toddler. The mother will point out certain ways in which they have adapted the home to the toddler and ways in which the toddler must adapt to the home.

Discuss the following questions in the club meeting. After the discussion, fill in the blank spaces at home.

- (a) What colors are used in the child's bedroom? Is it typically a child's room?

- (b) What kinds of toys and play equipment does he have?

- (c) Is it easily stored? By the child or his mother?

(d) Is there a suitable place indoors for the child to play? Outdoors?

(e) Ask the mother what his favorite play activities are. Are these facilities provided for him?

(f) Are the child's eating place and chair easy to clean and care for?

(g) Can the toddler reach vases, decorative objects and ash trays?

(h) Can the toddler open the closet doors?

(i) Can the toddler reach the hooks and racks so he can learn to hang up his clothes and towels?

(j) Where are his clothes located? Can he reach them as he learns to dress himself?

(k) Can the child reach electric outlets or wires?

(l) Is a way provided for the toddler to wash his hands in the sink?

3. Discuss the last time you spent with your toddler. How did things work out? Discuss the ways you practiced the suggestions in caring for toddlers. Which ones were easy to do? Which ones were more difficult? Review the six suggestions again.

What to do Before the Next Meeting

1. Prepare an illustrated talk to tell the story of the toddler you have been observing. This will be presented at the next and final meeting on this project. Use pictures from magazines or books, observations you have made, drawings, posters, dolls and other materials to illustrate it.

In the story of the toddler, tell what he is like, what he does and how it is best to work with him. Include all the many things you've learned about the toddler. Include personal experiences.

2. Before you come to the next meeting, read the following story about Mary Jane. She is an 18-month-old toddler who lives with her sister, Linda (3 years old), and her mother and father.

The story tells of her many activities in her family. Each paragraph tells about a separate activity.

Read carefully as there will be questions for you to discuss at your next club meeting.

Daddy is shaving in the bathroom. Mary Jane walks in saying, "Da-da." She pulls the scales out from under the sink. Daddy says, "Do you want to weigh yourself?" Mary Jane climbs on the scales, talking, but we can't understand her. Daddy says, "Twenty-five pounds. Want to brush your teeth now?" Mary Jane takes the toothbrush, puts it in her mouth, moves it a little, chews on it and walks around the house. She returns to the bathroom. Daddy helps her brush and then says, "Do you want to spit?" Mary Jane giggles. He holds her up to the the sink, she spits, and then she walks off again. She goes to Mommy, tries to comb her hair with her toothbrush. Mommy says, "You put it in your mouth, Mary Jane." She returns to the bathroom and Daddy holds her up so she can put the toothbrush in the holder. She waves bye-bye to it. Daddy says, "Show Mommy your nice teeth." Mary Jane goes to Mommy, sticks her tongue out. Mommy says, "What nice clean teeth you have."

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Mary Jane and Linda are watching out the front door window for a train. Mary Jane, with her small

but sturdy build, comes up to Linda's chest. They both have big brown eyes like their Daddy. Mary Jane has light brown curly hair and a fair complexion. They heard the whistle blow so they know it is coming. The train goes by. Mary Jane says, "A-a-a," and points at the train.

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"Mary Jane, come and get dressed." Mother takes her by the hand. Mary Jane is carrying a book she had in her hand. They look through the book together. She points to the cat. Mother says "That's a kitty. She says, 'meow, meow'." As she starts to dress her, Mary Jane gives her a little piece of sponge she has in her hand. Mother lays her down and changes her diaper. Mary Jane keeps trying to get up. Mother gives her a shoe, she throws it on the floor. Then she starts playing with her socks. She gives them to Mother when she asks for them. Mary Jane hugs a big bunny. She takes one of her socks off. She takes a lace out of the shoe and puts it around her neck. Mother puts her shoes and socks on. Mary Jane gets down to pick up another toy. Mother picks her up, puts her pants on. She fusses to get down and play.

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Mary Jane comes into the bedroom while Mother is making the bed. "Help Mommy make the bed, Mary Jane." Mary Jane laughs and smooths her hand over the top of the covers. Then she goes to the bedside table and starts taking the magazines off.

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Mother opens the door under the sink to put the garbage in the container. Mary Jane tries to get her hand into the garbage pail. She tries to pull the boxes of soap out of the closet. Mother won't let her. She closes the door. Mary Jane fusses a little; then she walks off.

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Mother is washing her face in the bathroom when Mary Jane walks in. She pushes the bathmat into the tub and pulls the wet shower curtain out of the tub. She hits her head on the sink, cries, mother picks her up and hugs her.

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Mary Jane just got two more teeth in the front of the bottom jaw. So now she has 12 teeth, 4 in front on the top, 4 on the bottom and 4 molars.

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Mary Jane takes a small cardboard box out of the wastebasket. It has no top. She finds a piece of cardboard and tries to put it on the top of the box. It won't stay. It keeps falling off. She tries again and again with no success.

Linda brings Mary Jane a book. Mary Jane turns the pages and looks at the picture of the reindeer. Linda says, "Want me to wrap your book for you?" Linda starts to wrap it with a scarf. Mary Jane says, "Da-da." So Linda gives the book and scarf back to Mary Jane. She picks up the scarf and lays it out on the coffee table. Then she goes into the bedroom and returns with a small magazine. She wraps the scarf around it and walks around the house carrying it.

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Mary Jane has a toy dog. She tries and tries to fit him into a box. She fusses and fusses. Mother says, "Try again, Mary Jane." She tries again and fits him in. Then she pulls him out and walks off hugging him.

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Mary Jane pulls on the table cloth and fusses. Mother says, "Do you want your milk, Mary Jane?" She puts her in her high chair, gives her a cup of milk. She drinks some, looks around, sucks her two fingers and then drinks some more. She pours some out on her tray, spreads it all over with her hands. Then she drinks the rest of the milk.

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Mary Jane, Linda and Mother went to visit at Gigi's house. She has lots of yard space with cats and kittens by the dozens. Mary Jane watches the big cats drink their milk out of a pan. She shouts, points and gets so excited. She sees some other cats under the bushes. She crawls under the bushes, trying to get as close to them as possible. She talks, points and shouts as she follows them.

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At the playground, Mary Jane plays in the sandbox. She puts the sand in the pails and then pours it out again and again. She tries to climb out of the sandbox. She can't. Mother helps her. She goes over to the monkey bars and climbs through them. She climbs back and forth, in and out of them. Mary Jane walks over and bangs on the bottom of the slide. Mother holds her near the top and lets her slide down. She laughs.

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Mary Jane comes to Mother when she is sitting down. She fusses to be picked up. Mother holds her, then Mary Jane starts fussing again. Mother cuddles her, plays with her. She laughs and laughs. When Mother stops, she sits awhile and then asks for more play. She hugs her Mother tightly.

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"Mary Jane, look at the flowers." Mary Jane touches the flowers on the bush. She laughs. "Let's pick some dandelions." Mary Jane crawls under the bush to pick a dandelion. She crushes it in her hand. She wants to go into the water puddle. Mother picks her up and moves her to another clump of dandelions. She crushes one in each hand and walks along to pick more. She starts fussing. She can't walk in the deep grass by herself. Then, she sees a flight of stairs and starts off to climb up them.

Mary Jane and Linda are playing in the small plastic swimming pool in the yard. The sun is hot, the breeze warm. They are busy splashing each other. Mary Jane starts shouting, "Da, da, da." Mother says, "Linda, you are taking all the toys. Give Mary Jane a cup and pail to play with." Mary Jane keeps splashing and splashing the water. Linda doesn't like to get splashed. She says, "No, Mary Jane, no." Mary Jane keeps right on laughing and splashing.

Mother says, "Mary Jane, here comes Daddy. Let's go meet him." She helps her out the door. Mary Jane

walks as fast as she can, laughing. She sees Daddy and wants to run. Linda runs and gets to Daddy first. Mary Jane hugs Daddy and holds him tightly. She won't let him put her down. She wants to be held.

Otto and John stop by one evening to pick up some magazines. They say hello and chat with Mary Jane. She sits quietly on Mommy's lap, watching them. She smiles and points when they ask her questions. After a while she climbs down and starts playing with her toys. Mommy says, "Take your book to John, Mary Jane." She takes her train book to him. She sits next to him on the sofa and points at the pictures. John tells her a story about them.

Daddy is giving Mary Jane a bath. She is playing with the ducks and the sponge. She kicks, splashes, and laughs. Daddy dries her and puts on her pajamas. She hugs everyone to say goodnight and goes off to bed. She holds her pink and white bunny under her arm, cries a little, then she lays down her head and goes to sleep.

A Final Look At The Toddler

Our Topic Today

Today we are going to take a final look at the toddler, both the particular one we have been observing and toddlers in general. We are going to review what we have learned about the toddler.

What is a toddler like? What does he want to do? Let's take a look at some of his needs, how he grows and how he is like other children as well as different from other children.

When is a child ready for a new learning? What does a child start with in this world? And what are some of the skills we should use in caring for toddlers?

Activities for the Club Meeting

1. Now as a club group, discuss the following questions. They are about Mary Jane, the story you read for your home assignment. You may want to look back at the story from time to time to find some added information.

- (1) What does Mary Jane like to do?
 - (2) Is Mary Jane learning to use her own body? What has she already learned to do?
 - (3) What do you feel she is trying to learn now?
 - (4) Is Mary Jane learning to handle toys, books and other objects? What can she do?
 - (5) Is Mary Jane learning to get along with others? Give an example.
 - (6) Can you understand what she is trying to say?
 - (7) Do you think Mary Jane feels loved? Why do you think so?
 - (8) Do you feel her parents are helping her to learn? Or hindering her in her development?
2. Each club member will present the illustrated talk on the toddler that he has prepared. The audience of 4-H Club members may want to ask questions or make comments following each talk.