

Infant and Toddler Newsletter

The Wonder of Reading

How do you decide what books to include in your Infant & Toddler program? What ideas or concepts do you believe infants and toddlers would be interested in or need to have read to them? Young children will bring you the same book every day to have it read to them over and over again. They like familiar books with familiar topics. They favor books that entice them to make animal sounds and other environmental noises. They enjoy interactive books with buttons to push and flaps to lift and interesting textures to touch. They like stories about the important people in their lives and the activities they take part in. A book that has a catchy phrase, contains rhyming words or can be put to a tune are even better.

Acquiring listening and understanding skills is an important milestone for this age group. Research has shown that reading to infants is good for their language and cognitive development (AAP 2017). Young children can respond to simple questions by pointing to pictures in a book or responding verbally to an adults ques. Books can be a catalyst for developing a new skill like potty training or sleeping in a big kid bed. A book can help children put words to big feelings and work through conflict.

Snuggling up with a book and a caring adult is the perfect activity to promote social emotional wellbeing. Lap reading strengthens a child's relationship with parents and caregivers. Those first experiences with reading and reading materials can promote a lifelong love of reading. Incorporate reading into your schedule. Remember, select a book together, get down on the floor, and read!

To read more about infant and toddlers and the benefits of reading with them visit [13 Things Babies Learn When We Read with Them | NAEYC](#)

AAP (American Academy of Pediatrics). 2017. "Reading with Children Starting in Infancy Gives Lasting Literacy Boost." *AAP News & Journals Gateway*.



Infant and Toddler Winter Training Opportunities:

Thursday February 6: 6:30 –8:30 pm (Virtual)

Enjoying Special Moments with Infants and Toddlers

Saturday March 1: 9-12 Noon (Salisbury)

Myths About Infants & Toddlers



Eastern Shore Child
Care Resource Center

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Let's Look at the Regs

Regulations are not just rules. They are a guide to help us keep children safe.

13A.16.09.02 Activity Plans for Infants and Toddlers.

A. An operator shall assign one staff member primary responsibility for each infant or toddler in care during each staff shift.

B. Upon enrollment of an infant or toddler, the operator shall arrange for the director or senior staff, in consultation with the parent of the child, to prepare a written individualized activity plan for the child that:

- (1) Addresses the child's normal pattern of activities, sleeping, and eating;
- (2) Is consistent with the child's needs and capabilities;
- (3) Identifies the staff member who is assigned primary responsibility for the care of the child during each staff shift;
- (4) Ensures that the child is:
 - (a) Held, played with, and talked to;
 - (b) Except when sleeping, given opportunities to sit, crawl, toddle, or walk outside the infant's crib or playpen;
 - (c) Except in inclement weather, taken outdoors daily; and
 - (d) Diapered as needed and in accordance with the approved diapering procedure.

C. For an infant or toddler, the written activity plan required at the time of the child's admission to care shall be:

- (1) Posted for reference in the space used by the child's group;
- (2) Implemented by each staff member having responsibility for care of the child;
- (3) Modified in consultation with the child's parent as necessitated by the child's developmental needs; and
- (4) Reevaluated at least every 3 months.

Selecting Program Materials for Infants and Toddlers

As you reflect on your infant and toddler environment, you might also consider the following:

Are materials open-ended, allowing infants and toddlers to explore in multiple ways?

Which materials are most popular, and why?

Which materials are least used? Is there something you could take away?

Is it time to change any materials—such as adding materials, exchanging materials, or reducing or increasing the quantity of particular items?

Are there enough materials that allow for sensory exploration?

Can materials be adapted to accommodate the abilities of all infants and toddlers in your care, including those with special needs?

Do materials reflect children's home environments?

[Selecting Materials and Equipment in Infant and Toddler Settings | Child Care Technical Assistance Network](#)



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