

Fabric

Cotton is a comfortable natural fiber often used in children's clothing. It absorbs moisture, wears well, and washes well. It may shrink though. **Synthetic fibers** are fabrics made from chemicals, rather than natural sources. Clothes made from synthetic fibers such as polyester and acrylic are durable, wrinkle resistant, and quick-drying.

Unlike cotton, most synthetic fibers do not absorb moisture well and hold heat and perspiration against the body. This characteristic makes them a good choice for clothes that will be worn in cool weather.

Often natural and synthetic fibers are blended to take advantage of the benefits of each. By law, all clothing must have a label that identifies the fibers used. Clothing labels also state how to care for each garment.

Federal law requires that the fabric used in children's sleepwear be flame-resistant. **Flame-resistant** means that the fabric can still catch on fire, but will not burn as quickly as other fabrics.

Durability

Children's clothes must withstand hard wear and repeated washings. Their *durability*, or ability to last, is influenced by the quality of the fabric and the construction of the clothing. When you check the construction of clothes, look for close, even stitching with strong thread. The stitching should be reinforced at points of strain.

All fasteners and trims should be firmly attached. Some pants have the knees reinforced with extra fabric which also helps improve durability.

chapter 10 Review and Applications

Chapter Summary

Heredity and environment play key roles in child development, affecting body size, eye color, and disease risk. A poor diet can cause tooth decay. As children grow, their senses develop, giving them greater awareness of their environment. Gross and fine motor skills improve as children get older. Some toddlers experience sleep disturbances. Children should be given nutritious foods and encouraged to feed themselves. Homes should be childproofed to help keep children safe. Toilet training should not be attempted before a child is ready. Parents should provide comfortable clothes and teach good hygiene.

Vocabulary Review

1. Label each of these content and academic vocabulary terms as a noun, verb, or adjective.

Content Vocabulary

- ◇ toddler (p. 293)
- ◇ preschooler (p. 293)
- ◇ sensory integration (p. 296)
- ◇ developmentally appropriate (p. 297)
- ◇ dexterity (p. 299)
- ◇ night terrors (p. 303)
- ◇ hygiene (p. 310)
- ◇ sphincter muscles (p. 311)
- ◇ synthetic fibers (p. 314)
- ◇ flame-resistant (p. 314)

Academic Vocabulary

- variation (p. 294)
- proportion (p. 294)
- incident (p. 303)
- pollutant (p. 308)

Review Key Concepts

2. Identify five changes in a child's physical growth from ages one to three.
3. Explain how developmental milestones are used.
4. Describe how a parent should respond to typical changes in a child's sleeping patterns.
5. Explain why it is important to establish good eating habits early in life.
6. Identify why young children are particularly at risk for accidents.
7. List four factors to consider when choosing clothing for young children.

Critical Thinking

8. Compare Toddlers' fine motor skills develop rapidly. How does self-feeding differ for a one-year-old and a three-year-old?
9. Differentiate Many young children experience night terrors and nightmares. What is the difference between night terrors and nightmares?
10. Examine Young children must be physically and emotionally ready for toilet training. How do physical and emotional factors play a role in toilet training readiness?

Section 10.2

After You Read

Review Key Concepts

1. Compare the sleep needs of one-year-olds and three-year-olds.
2. Describe the most important consideration in preparing meals and snacks for young children.
3. List three ways children can develop good hygiene skills.
4. Explain why it is best to let a child help with dressing at an early age.

Practice Academic Skills

English Language Arts

5. Oftentimes, children do not want to take a bath or brush their teeth. Imagine that you are a caregiver for young children. How can you encourage good hygiene with the children you care for? Write your ideas in a short essay.

Social Studies

6. Many cultures take a different approach to toilet training. In some countries, toilet training begins when a child is only one month old. Research to find more information on toilet training in another culture. Create a chart to compare the practices in your chosen culture with the methods discussed in this chapter.

Check Your Answers Check your answers at this book's Online Learning Center at glencoe.com.

W.4.4 Use written language to communicate effectively.

SS.1.1.1 Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

Flushing toilets frighten some children. It may be better to flush the toilet after the child has left the bathroom.

Bowel training usually comes before bladder training, although some children learn at the same time. Most children are ready when they show awareness that a bowel movement is about to happen. When caregivers see this awareness in the child's facial expressions or gestures, they should suggest that the child sit on the toilet seat or potty chair. They should be encouraging. If caregivers are too demanding, toilet learning will become more difficult.

Many young children are encouraged in toileting when they are given cloth or disposable training pants in place of diapers. Training pants are heavy, absorbent underpants. Wearing training pants, instead of diapers, makes it possible for a young child to use a toilet or potty chair on their own. Most children also see wearing underpants instead of diapers as a sign of maturity.

✓ Reading Check Review How can you tell when a child is ready for toilet teaching?

Parenting Skills

Helping a Child Learn to Brush

Tooth decay occurs faster in children than in adults. It is important to clean a child's teeth in the first few years of life. Young children do not have the ability to brush teeth effectively, but they need to learn. The key to getting a child to brush is to make it fun.

Use only a pea-sized amount of mild-flavored toothpaste on the toothbrush. Brush gently and for at least one minute. Make sure the child spits out the toothpaste when finished instead of swallowing it. Swallowing toothpaste can lead to a condition called fluorosis, in which spots appear on the teeth. Helping a child learn to brush well and regularly can preserve a smile for a lifetime.

Take Charge How could you help make brushing fun for a child? Create a poster with at least three ideas for making brushing fun.

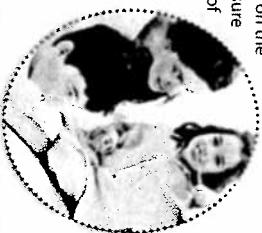
Clothing

Parents and caregivers need to be aware of the types of clothing that are appropriate for young children. Appropriate clothing is important so that a child can learn to dress and undress himself. It is also important for comfort, durability, and economy.

Self-Dressing

Young children are eager to learn how to dress and undress themselves. Being able to put on her own clothes makes a child feel independent. It is important to encourage self-dressing whenever a child begins to show interest. Dressing involves a number of gross and fine motor skills that must be learned one step at a time. These skills require frequent practice. Caregivers need to be patient and encouraging. Be sure to allow plenty of time to get dressed so the child does not feel rushed.

Undressing is easier than dressing. Most children will start undressing themselves around thirteen or fourteen months of age. They generally will first pull off shoes, socks, or pants. They will then work up to removing loose t-shirts. Parents can make the process easier by buying clothes without buttons or fasteners.



→ Learning to Self-Dress
Young children enjoy trying to dress themselves. What should parents and caregivers look for when buying clothing for young children?



About the same time, they might start helping to dress themselves by holding out an arm for the sleeve of a shirt. Next, they may learn to push an arm through a sleeve. By two years of age, the child can pull up pants, but putting on shirts is still difficult. Children may put their clothes on inside out or backwards. By age three, children can dress themselves but need help with fasteners like buttons and shoelaces. They may still put shoes on the wrong feet.

With self-dressing, a child learns independence and responsibility. This helps boost self-esteem. Caregivers can encourage self-dressing by choosing clothes that are easy to put on and take off. Shirts with loose necks and pants with elastic waists are easiest for young children to handle.

Choosing Clothes

When you shop for clothing, choose clothes that allow for growth. Look for deep hems or cuffs that can be let down. Check that the straps on overalls or jumpers are long enough to allow the buttons to be moved.

Consider buying pants that are a size larger but will fit when you roll up the pant legs. A child with a long torso will get more wear out of pants and a shirt than overalls or onesies. Whenever possible, let children help choose their own clothes. They usually love bright colors and tend to choose their clothes more by color than for any other reason. Children also enjoy clothes printed with pictures of animals, toys, or familiar story characters. When choosing clothes for young children, there are several factors to consider.

Comfort

Look for clothes that allow a child to move freely. Knits that stretch as a child moves are good choices. Soft and sturdy fabrics are comfortable. Stiff or scratchy fabrics can bother children's skin. Size is an important factor in comfort. Clothes that are too small restrict movement, and clothes that are too large can get in the way. Look for clothes that are large enough to allow the child to move comfortably. All clothes labeled with the same size may not fit the same way.

SAFE CHILD HEALTHY CHILD

Climbing

Climbing is an important safety concern for children ages one to three. Toddlers love to explore their environment by climbing stairs, furniture, and play equipment. Use safety gates near stairs so that children cannot go up or down without adult supervision. Bolt heavy bookcases to the wall to avoid tipping if a child tries to climb them. Teach children to sit instead of stand on furniture.

Be Prepared Imagine that you are a caregiver and you have a pool surrounded by a fence. What other precautions should you take at the pool to ensure the children you care for do not climb over the fence and go into the water unsupervised?

around water other than a bathtub. If you have a pool, install fencing at least five feet high on all sides of the pool, as well as a self-closing or self-latching gate. Do not leave anything close to the fence that would allow the child to climb over it. Teach children who are old enough how to swim.

Above all, always keep a watchful eye on young children. Accidents can occur in a matter of seconds.

Hygiene

Children in this age span need to learn the basics of good hygiene. **Hygiene** is personal care and cleanliness. These range from using a tissue for a runny nose to bathing and effective hand washing. Also, most children learn to use the toilet during this time.

Washing and Bathing

A daily bath helps children develop good hygiene skills. For most families, evening baths are the most practical. They can become an enjoyable part of the bedtime routine. Between the ages of one and three, many children enjoy splashing in the tub. Bath toys can add to the fun. Even simple plastic containers and measuring cups can become playthings in the bath.

Children often assert their independence at bath time. One-year-olds often want to wash themselves. At first, this means merely rubbing the washcloth over the face and stomach. By age two, however, most children can wash, rinse, and dry themselves fairly well, except for hard-to-reach places like the back. By age three, children can wash by themselves, with supervision.

Bathtub safety is very important. A child can drown in as little as 1 inch of water. Never leave a young child alone in the bath—not even for a minute! To help prevent falls, use no-slip stickers or a rubber mat on the bottom of the tub.

Caring for Teeth

Experts urge teaching good dental hygiene practices early. At age one, most children have eight teeth. These need to be brushed with a small, soft toothbrush daily. By age two, children can begin practicing brushing their own teeth.



Bath Time Precautions
Bath time offers a child entertainment as well as an opportunity to get clean. What should you do if the phone rings while you are bathing a child?

Their first attempts to brush will not be very successful. They will improve, though, with encouragement and practice. For the most effective results, caregivers need to do most of the brushing for a toddler. Even three-year-olds may need adult help with this task.

Children should brush their teeth twice a day to fight cavities. Most small children do not need fluoride toothpaste. Check with your dentist on what toothpaste is best for your child. Regular checkups are an important part of good dental care. Many dentists suggest that 18 months is a good age for the first checkup. Preschoolers should visit the dentist every six months.

Toilet Training

Most children begin to learn to use the toilet sometime between their second and third birthdays. Some parents begin a training program before the age of two. Some experts say that when parents teach toileting too early, the process takes longer.

Readiness To successfully learn toileting, a child must be both physically and emotionally ready. Physical readiness means that children are able to control their bladder and bowel functions. They must also be able to remove their clothes easily.

Bowel control involves the use of the sphincter (sfin(k)-ter) muscles. **Sphincter muscles** are the muscles that help regulate elimination from the bowels. Typically, children reach this level of maturity at about eighteen months of age. To control the bladder and bowel, a child must also be able to recognize the signals that elimination is necessary.

Emotional readiness means the child shows an interest in wanting to use the toilet. There are books and videos to help prepare the child. Training during a calm period in family life increases the chance that it will go smoothly.

Toilet Training Basics Caregivers' attitudes toward toilet training are very important. Calm encouragement is more effective than rules and punishment, and it helps build self-esteem. Remember that the child who is physically and emotionally ready for toilet training genuinely wants to succeed. Even after a child is toilet trained, some accidents should be expected.

When children begin to use the toilet, they may prefer to use a child seat on the toilet or a potty chair. Using a child seat on the toilet eliminates the need for adjustments later. On the other hand, using a potty chair allows the young child more independence than the seat that fits the toilet.

Some people are concerned about the safety of vaccines, but severe complications from vaccines are *very* rare. State law requires that children receive certain vaccinations before entering school, and physicians recommend that children receive most of their immunizations by age two. Children are also required to have certain vaccinations to attend child care centers. To find out what types of vaccines children need and when they need them, refer to the recommended schedule of immunizations in Chapter 20.

Illnesses

It is not uncommon for children between the ages of one and three to get sick. Some common illnesses are respiratory and ear infections. These illnesses are often mild and usually require no medical intervention, although chronic ear infections do require attention. Other illnesses, such as the flu, can cause more severe problems. They are preventable with vaccinations.

Environmental Influences on Health

Pollutants can be found both in the home and outside it. A pollutant is something that makes the environment dirty. One of the chief indoor pollutants is environmental tobacco smoke (ETS), also known as second-

hand smoke. This smoke comes from burning cigarettes. Researchers have shown that environmental tobacco smoke puts children at increased risk for respiratory infections, middle ear infections, and problems with asthma. Adults can avoid these increased risks for health problems by keeping children away from smokers and smoky areas.

Lead is another harmful substance that is found both inside and outside older homes, especially in paint. Caregivers must prevent children from putting bits of dried paint in their mouths. Children under the age of six are vulnerable to high levels of lead because their brain and central nervous system are still forming. Exposure to lead affects children in many ways, from delayed growth and hearing loss to irritability and hyperactivity.

Safety

Children ages one to three are interested in exploring their environment. They open drawers and cabinets, turn knobs, and put objects in their mouth. As they try to learn about their world, their curiosity can often put them in danger's path. Rather than trying to curb a child's curious nature, it is better to childproof the home and make it as safe as possible for the child.

Childproof the Home

Young children love to explore the world around them. The average home contains a variety of conditions that can be hazardous. To ensure a child's safety while they explore, caregivers must childproof their homes.

To prevent falls, check to see that the floors and stairs are clear of clutter. Make sure floors are dry. Use safety gates on stairways until children learn to go up and down stairs safely. Remove furniture that might tip.

Check that open windows have screens with secure locks. Install window safety latches. Use window blinds with safety features. Keep blind cords away from children.

To prevent burns, teach children not to touch a range. Consider buying a stove guard. Use back burners when possible. Turn pot handles toward the range's center. Check the temperature of water from the faucet. Lower the water heater setting if it exceeds 120 degrees Fahrenheit (49 degrees Celsius). Place safety caps on unused electrical outlets. Keep toasters, irons, and other small appliances unplugged.

Store cleaning supplies, paints, insecticides, and medicines in locked containers. Keep knives, razors, scissors, and matches away from children. Inspect toys and other play equipment regularly for broken parts or sharp edges. It is usually best to throw away broken toys for young children rather than trying to fix them. Glueing toys together makes them easier to break again and exposes the child to harmful chemicals.

Environmental Concerns

There are hazards in a baby's environment, both inside and outside the home. The following tips are ways a caregiver can help provide a safer environment for children:

- **Choking Hazards** To help prevent choking, make sure that children stay seated while eating. Parents and other caregivers should encourage children to take small bites of food during meals, to chew all food thoroughly, and to swallow before taking another bite.
- **Toys** Take time to select toys that are age appropriate. Small toys or toys with small, removable parts are choking hazards.

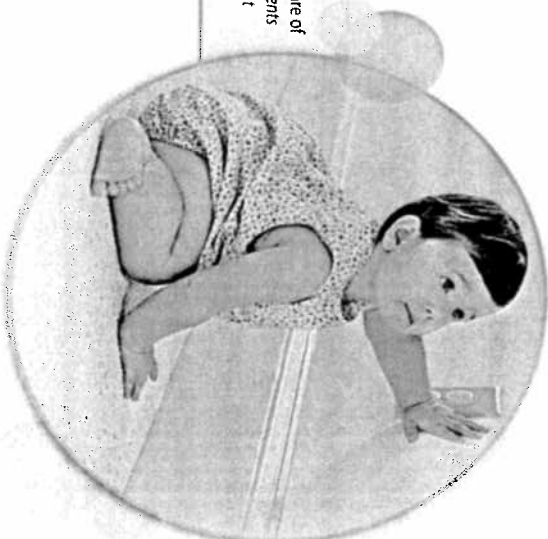


Vehicle Safety

Children should always be safely buckled up in car seats when on the road. What could happen to a child not secured in a car seat during an accident?

- **Poisons in the Home** Avoid using strong household cleaning products. Keep all poisonous substances and medications locked up. Learn what to do in case a child ingests a poisonous substance. Keep the phone numbers of the poison control center and your local hospital handy. See the chart in Chapter 20 for a list of common household poisons.
- **Fire and Burns** Keep children away from candles, fireplaces, matches, and lighters. Teach children the stop, drop, and roll technique for extinguishing fire on their clothes or in their hair. If a burn looks more serious than a slight reddening of the skin, consult a doctor immediately.
- **Motor Vehicles** Children must ride in a car seat that is secured with seatbelts in the back seat of a vehicle. Children over 12 months of age and weighing 20 pounds or more may ride in a car seat that is facing forward. Always be sure children are wearing seatbelts while the vehicle is in motion.

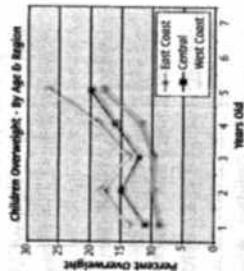
Protective Measures
Young children are usually not aware of dangerous situations. How can parents and caregivers make an environment safe for young children?



Math in Action

Overweight Children

What is the highest percent overweight reported in the graph below of a child 1–3 years of age?



Math Concept

Reading Graphs A line graph represents data using different colored lines to show each value.

Starting Hint First, find the age range 1–3 on the horizontal axis. Look above to find the highest point.



For math help, go to the Math Appendix at the back of the book.

NCTM Algebra Use mathematical models to represent and understand quantitative relationships.



➔ Gaining Independence It may be messy at first, but a child shows growing independence by using a spoon or drinking from a cup. *What beverages are appropriate for a child this age?*

Meal Appeal

One way to promote interest in nutritious foods is to try to make meals appealing for children. Think about the following elements as you plan their meals.

- **Color** Think about how dull a meal of fish, applesauce, milk, and vanilla pudding looks. Varying foods can add more color. Fresh fruits and vegetables are brightly colored and nutritious.
- **Texture** Foods with different textures add variety to a meal. Try adding crackers, cheese, or cut-up, juicy grapes to a child's plate to provide different textures.
- **Shape** Foods with a variety of shapes also add appeal. Your goal does not have to be to make a child's plate look like a circus, but you might cut sandwiches into rectangles or triangles or use large cookie cutters. Consider adding cucumber slices, zucchini sticks, or orange wedges to a plate. Help children identify the shapes.
- **Temperature** Try serving both hot and cold foods at a meal. Always check the temperature of any hot foods before serving them. If a food has been cooked or warmed in the microwave, stir it thoroughly to even out the temperature. Hot spots from foods warmed in a microwave can burn a child's mouth.

- **Ease of Eating** Certain foods are easier than others for young children to eat. Ground beef, for example, is easier to chew and swallow than a pork chop. Many children like spaghetti, but they can handle it more easily when the strands are cut into short pieces.

✓ Reading Check

Explain Why is it important for parents and caregivers to share nutritious meals with children and try new foods together?

Physical Health and Wellness

Keeping a child healthy and safe is a top priority for parents and other caregivers. Doing so requires knowing both how to prevent problems and how to deal with them when they occur. Children ages one to three are especially at risk for accidents. They are old enough to be mobile, but they are too young to understand the many hazards. They are also still unsteady as they are building their motor skills. Children at this age are also ready to begin learning personal hygiene.

Checkups

Most children have a checkup at 12 months. The physician checks the child's growth and development. The doctor may ask about the child's language ability, interest in learning and practicing new skills, and behavior. Additional checkups are often scheduled at 15, 18, and 24 months. These checkups will include growth measurements, immunizations, and routine examinations of the eyes, ears, teeth, genitals, and other body parts.

Immunizations

Immunizations protect children from a specific disease, usually by giving a child a vaccine. When a child is given a vaccine, a small amount of disease-carrying germs is introduced to the body on purpose so that the body can build resistance to that disease. Vaccines boost the immune system so that if a child is exposed to a certain disease, he or she can



Staying Healthy

Regular checkups are important for the lifelong health of a child. At what ages should children have checkups?

more easily fight infection. Children at this age are more likely to get diseases since they spread easily in child care centers and preschools. For a complete list of childhood immunizations, see Chapter 20.

Many parents feel that keeping children at home when they are young helps prevent illness. Being in a child care center does tend to expose children to more germs. However, some studies have shown that children exposed to more germs through child care centers and older siblings had lower rates of asthma. This is probably because getting sick early in life stimulated their immune responses. No parent wants to see their child get sick. However, for common illnesses like a cold or the chicken pox, it is often better for a child to have them early in life. This allows their body to fight the illness and build resistance against future outbreaks, similar to an immunization.

One-Year-Olds

Children at this age eat a variety of foods. Finger foods, such as slices of banana, are popular. They should avoid hard foods like raw carrots that can cause choking. Using a spoon to eat usually begins before the age of one. There is still a lot of spilling though.

When children first start drinking from a cup, a training cup is a good choice. These are also called sippy cups. These cups' handles, lid, and spout or straw reduce spills.

Two-Year-Olds

Children in this age group can usually feed themselves and learn to use a fork, but they often take a long time to eat. They are still improving their fine motor skills, as well as getting nutrition. Most children drink from a cup fairly well by age two. At this age, a child should eat with the rest of the family.

Three-Year-Olds

By age three, most children are quite skillful using a spoon and fork. Three-year-olds have a full set of primary teeth, so chewing foods is not a problem. Three-year-olds generally eat meals with the family. They also eat the same food as the rest of the family. Meats and other tough foods should be cut into small pieces for them.

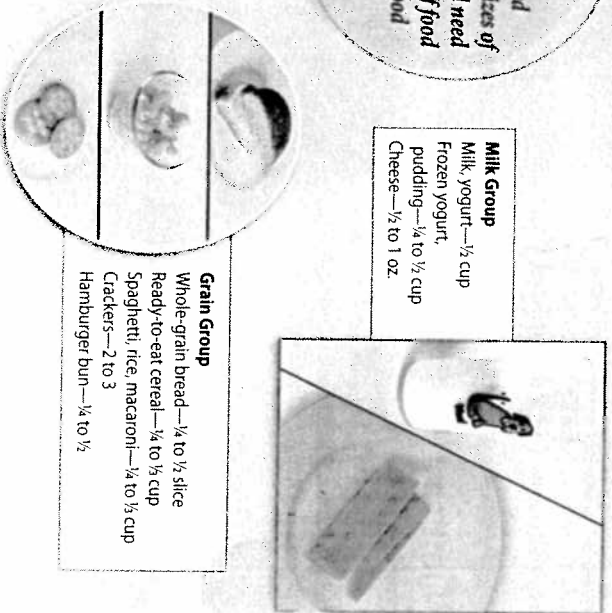
Nutritional Needs

Since they are growing less rapidly than in their first year of life, children ages one to three do not eat as much. Because their stomachs are still small, most need food every three or four hours. However, the amount that children eat may vary greatly from day to day, depending on appetite and level of activity. Nutritious snacks, such as fresh fruit, can help keep them full between meals.

Figure 10.3 Serving Sizes for Children Two and Three

Parents and caregivers need to know appropriate serving sizes for toddlers. Why is it important to know the correct serving size for small children?

Toddlers need smaller serving sizes of food but they still need to eat a variety of food from all five food groups.



Nutritious Foods

Children should be provided with a variety of beneficial foods to establish good health. Offer nutritious foods at both mealtimes and snack times. Avoid foods high in sugar, salt, and fat. Sticky foods such as raisins may cause tooth decay. Read the nutrition labels and ingredient lists on frozen, canned, and dried foods for help in making nutritious choices.

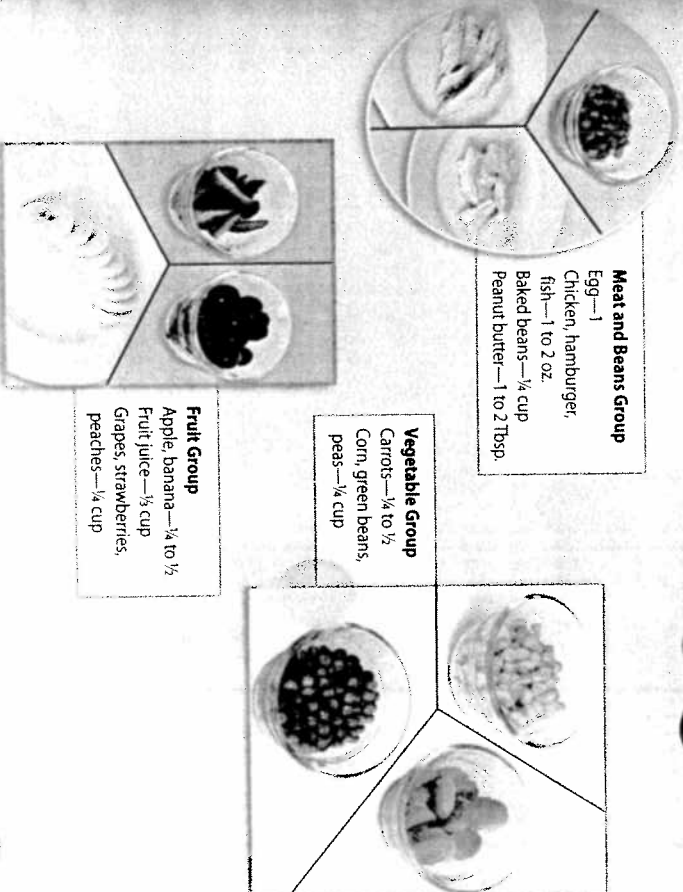
MyPyramid is a food guidance system from the U.S. Department of Agriculture (USDA). It was developed as a guide for healthful eating and active living for people ages two and older. Learn more about MyPyramid in Chapter 16.

Because their stomachs are smaller, young children need smaller servings, or portions, when they eat. Figure 10.3 gives examples of a child-size serving for two- and three-year-olds in each food group. Children four and older need larger servings.

Teaching Children Good Nutrition

Parents and other caregivers are role models for children when it comes to food choices and eating habits. Sharing nutritious meals with children, trying new foods together, and letting children help in the kitchen all promote good eating habits. Parents should keep nutritious snacks, such as fruit, on hand. They should also let their child see them making good choices.

In addition to modeling good behavior, parents and other caregivers can encourage children to eat only when hungry and to eat slowly. Caregivers should not use food as a reward for good behavior. Likewise, they should not withhold food as a punishment. Children can also be encouraged to drink water when thirsty rather than milk or sugary drinks. If parents have nutritional concerns, they should consult their physician.



Sleeping

Changes in sleeping needs and patterns are common for children ages one to three. Sleeping habits often change around a child's second birthday. Children usually require less sleep than before, and they may not fall asleep as easily. It is important for parents to make sure their children still get enough rest.

Sleep Patterns

Most one-year-olds continue the pattern of sleeping eight or more hours at night. They typically take naps of several hours during the day. As they get older, daytime naps become shorter. The length of time they sleep at night slowly increases. By the age of two, most children no longer take a morning nap. Afternoon naps may continue for several years. In total, two- and three-year-olds sleep about 10 to 14 hours a day.

Fears or anxiety about separation from parents can make falling asleep difficult for toddlers and preschoolers. Some may call parents back into their room again and again, asking

for a drink of water, another story, or one more trip to the bathroom. What they usually want, however, is just comfort and reassurance.

Children feel more comfortable when their lives are predictable. A nightly routine such as brushing teeth, reading stories, singing, and choosing a soft toy to take to bed can help prepare children for sleep. When the routine is broken because of a late bedtime or a lost toy, it is more difficult for a child to fall asleep. It is common for children to use self-comforting techniques at bedtime, such as thumb sucking or cuddling a favorite blanket.

Sleep Disturbances

Sometimes the quantity or quality of a child's sleep is upset. When this happens, the child may be tired and irritable the next day.

It is not unusual for toddlers to wake up briefly when sleeping. Some fall back to sleep. Others may begin to cry or try to get a caregiver's attention. The best response depends on the problem. For example, a trip to the bathroom may be needed.

Fear of the dark is common at ages two and three and may prevent a child from falling asleep. A nightlight or calmly discussing fears may help. Never tease a child about fears.

Nightmares and night terrors sometimes disturb children's sleep. **Night terrors** are a type of sleep disturbance that occurs during the first few hours of sleep, when children are sleeping deeply. Children who are not fully awake may sit up with their eyes open and scream. Such children are often very upset but unable to explain what is wrong. By morning, the child usually does not remember anything about the incident, or action. In general, night terrors are not a cause for alarm. Children who experience them need reassurance.

Nightmares are frightening dreams that often seem real. Some children have difficulty separating dreams from reality. Experts recommend responding right away with words of comfort to a child who has had a nightmare.

Nightmares may occur because of stress or major changes in a child's life, such as starting preschool. Sometimes reassurance and reduction of pressure can help relieve a child's anxiety. Avoiding exposure to frightening images on television may also help.

Reading Check Recall

What seems to be the best way for caregivers to deal with a child's fear of the dark, night terrors, and nightmares?

Nutritional Needs and Eating

The habits and attitudes toward food that children learn at this stage will influence their eating habits throughout life. That is why it is vital to establish good eating habits early in life. Teaching good habits means helping children learn to enjoy nutritious foods and to eat correct portions of food.

Meals sometimes become a battle of wills between parents and young children. Experts suggest offering children a variety of healthy foods at mealtime and letting them choose what to eat. Like adults, children develop likes and dislikes. Children accept and try new

What Would You Do?

Getting a New Bed

Jamie, age two and one-half, kept climbing out of his crib, even when he was tired. His parents were concerned that he could hurt himself. They decided that it was time to get Jamie a toddler bed.

On an afternoon visit to his grandmother's, Jamie took a nap in a bed for the first time. His grandmother let him choose a blanket to use and bring his favorite stuffed animal. She read a story to him, and Jamie fell asleep.

Back at home, Jamie's parents asked him about his visit to Grandma's house. He proudly talked about sleeping in the big bed. Jamie's mother said she wanted to get him a big bed too. Jamie looked a little uncertain. His mother said she would need his help picking out sheets and a blanket to go with the bed. Then Jamie looked excited.

Write About It Jamie's new bed had a rail on one side so he would not fall out. Besides getting a special toddler bed with a rail, how might you keep a child from getting hurt by falling out of bed? Create a list of your suggestions.

foods more easily if they are not pressured to try them. Adults can encourage children to try new foods and develop good habits by modeling those behaviors. Young children often mimic their parents. So if mom or dad likes a food, the child is more likely to try it.

Children this age like consistency at meal-times. They may insist that a sandwich be cut just the right way. They may become upset if they do not get lunch on a certain plate or a drink in a favorite cup.

Self-Feeding

Children at this stage will want to feed themselves. This is a natural part of their growing independence. Self-feeding depends on a child's fine motor skills, and it also helps refine them.



Getting Ready for Bed

Most children do not like to be rushed from one activity to the next. Reading can be a part of a child's bedtime routine to help transition from the day. Why is it important to establish a bedtime routine?

Section 10.2

Caring for Children from One to Three

Reading Guide

Before You Read

Discover Choose a Content or Academic Vocabulary term that is new to you. When you find it in the text, write down the definition.

Read to Learn

- **Key Concepts**
- Describe how a parent should respond to typical changes in a child's sleeping patterns.
- Explain why it is important to establish good eating habits early in life.
- Identify why young children are particularly at risk for accidents.
- List four factors to consider when choosing clothing for young children.

Main Idea

One- to three-year-olds experience many changes in sleep patterns, nutritional needs, eating, hygiene, dressing, health, illness, and safety.

Content Vocabulary

- ◇ night terrors
- ◇ hygiene
- ◇ sphincter muscles
- ◇ synthetic fibers
- ◇ flame-resistant

Promoting Nutritious Foods
1.
2.
3.
4.
5.

Graphic Organizer Go to this book's Online Learning Center at glencoe.com to print out this graphic organizer.

Academic Vocabulary

You will find these words in your reading and on your tests. Use the glossary to look up their definitions if necessary.

- incident
- pollutant

Graphic Organizer

As you read, list five things a caregiver can focus on to make meals appealing to a young child. Use a chart like the one shown to help organize your information.

Before the age of two, it is difficult to determine whether a child will be left-handed or right-handed. They generally use both hands equally as they continue to develop motor skills and build muscles and coordination. In fact, if a one-year-old seems to prefer one hand most of the time, it might indicate a physical problem with the other hand or arm. Parents should check with their physician if they feel there might be a problem.

Around age two or three, some children make their preference clear by favoring one hand over the other. This means they will consistently use the same hand to hold crayons, spoons, or toys. Other children, however, may continue switching between hands well into their preschool years. Physicians say that such switching back and forth is not a problem as long as it does not inhibit a child's ability to complete developmentally appropriate tasks.

Hand-Eye Coordination

Hand-eye coordination continues to improve among children in this age group, giving them the ability to zero in on small objects and pick them up for examination. Shortly after their first birthday, children start picking up very small objects between their thumb and forefinger. At first, this is difficult. With practice, however, their skill improves. By about eighteen months of age, children have mastered it.

This milestone in hand-eye coordination and fine motor skills gives children greater ability in using objects, poking fingers in holes, opening boxes, and playing with balls. It also aids them in building structures, sorting beads, and coloring with crayons. By their second birthday, children's coordination and strength has increased so much that they can turn doorknobs and pick up small objects on the ground without losing their balance.

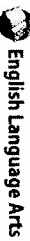
Section 10.1

After You Read

Review Key Concepts

1. Explain the difference in growth between the ages of one and three and growth during the first year of life.
2. Identify what developmentally appropriate means.

Practice Academic Skills



3. Imagine that a parent said, "I can give my child whatever she wants to eat while she's little. Her baby teeth are going to fall out anyway." Write a short essay in which you explain what is wrong with this reasoning, as it pertains to teeth.



4. Three-year-old Tammy's mom has given her sorting beads, writing utensils, and dolls with removable clothing because she believes girls develop fine motor skills more quickly than boys. Write Tammy's mom a letter explaining why her viewpoint might be dangerous. Include suggestions on more age-appropriate toys.



Check Your Answers Check your answers at this book's Online Learning Center at glencoe.com.

NCTE 4 Use written language to communicate effectively.

NSES C Develop understanding of the biological evolution, and behavior of organisms.

Section 10.2

Caring for Children from One to Three

Reading Guide

Before You Read

Discover Choose a Content or Academic Vocabulary term that is new to you. When you find it in the text, write down the definition.

Read to Learn

- **Key Concepts**
- Describe how a parent should respond to typical changes in a child's sleeping patterns.
- Explain why it is important to establish good eating habits early in life.
- Identify why young children are particularly at risk for accidents.
- List four factors to consider when choosing clothing for young children.

Main Idea

One- to three-year-olds experience many changes in sleep patterns, nutritional needs, eating, hygiene, dressing, health, illness, and safety.

Content Vocabulary

- ◇ night terrors
- ◇ hygiene
- ◇ sphincter muscles
- ◇ synthetic fibers
- ◇ flame-resistant

Promoting Nutritious Foods
1.
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Graphic Organizer Go to this book's Online Learning Center at glencoe.com to print out this graphic organizer.

Academic Vocabulary

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- incident
- pollutant

Graphic Organizer

As you read, list five things a caregiver can focus on to make meals appealing to a young child. Use a chart like the one shown to help organize your information.

Academic Standards

English Language Arts

NCTE 4 Use written language to communicate effectively.

Mathematics

NCTM Measurement Understand measurable attributes of objects and the units, systems, and processes of measurement.

NCTE National Council of Teachers of English

NCTM National Council of Teachers of Mathematics

Social Studies

NCSSE IA Culture Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

NSES National Science Education Standards

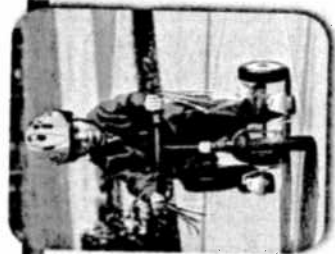
NCSSE National Council for the Social Studies

Figure 10.2

Physical Developmental Milestones—Ages 1–3

Children typically meet one milestone before moving on to the next. At what age will a toddler likely be able to push herself on a wheeled toy?

Age	Fine Motor Skills	Gross Motor Skills
12–18 Months	<ul style="list-style-type: none"> Turns several pages of a book at a time Picks up small objects with thumb and forefinger Moves objects from hand to hand 	<ul style="list-style-type: none"> May walk alone or while holding a caregiver's hand Sits down without help Slides down stairs backwards, one step at a time
18–24 Months	<ul style="list-style-type: none"> Stacks from two to four blocks Grasps crayons with a fist and scribbles 	<ul style="list-style-type: none"> Walks well Jumps in place Climbs up or down one stair Pulls toys with wheels
2–2½ Years	<ul style="list-style-type: none"> Stacks six blocks Turns one page of a book at a time Picks up objects from the floor without losing balance 	<ul style="list-style-type: none"> Walks with more coordination and confidence Jumps off the bottom step Pushes self on wheeled toys
2½–3 Years	<ul style="list-style-type: none"> Stacks eight blocks Screws lids on and off containers Draws circles and horizontal and vertical lines 	<ul style="list-style-type: none"> Alternates feet going up stairs but not going down Runs but may not be able to stop smoothly Throws a ball overhead but inaccurately
3–4 Years	<ul style="list-style-type: none"> Stacks nine or ten blocks Cuts with scissors Draws recognizable pictures 	<ul style="list-style-type: none"> Jumps up and down in place with both feet Catches a ball with arms straight Rides a tricycle



CULTURE MATTERS

Dexterity Among the Navajos

At first, researchers were puzzled when they discovered that many Navajo children's fine motor skills were better developed than those of their peers. The Navajo children also displayed above average ability in visual perception. Then the researchers learned that many Navajo children are taught traditional handicrafts, such as painting, weaving, and working with silver, at a young age. The researchers realized that the Navajo children had refined their small motor skills by practicing these traditional crafts, many of which use intricate patterns that are kept in the mind and never written down.

Build Connections How would you recommend teachers present new information to Navajo children, based on what you have learned about them?

SS.1.C. Culture Apply an understanding of culture as an integrated whole that explains the functions and interactions of the arts, traditions, and behavior patterns.



Climbing skills follow a similar sequence if the child has stairs to climb. Climbing is not limited to stairs, however. Nothing is safe from the climbing toddler. Furniture, counters, shelves, and even people are conquered like mountains! This motion, of course, makes safety an important concern for caregivers. You will learn more about how to help make areas safer for children's exploration in Section 10.2.

Fine Motor Skills

One of the major developmental milestones that children reach at about age one is the ability to pick up small objects between their thumb and forefinger. This fine motor skill allows them to better grasp and lift small objects. This also increases the need to watch what they put in their mouth!

Between their first and second birthdays, children use fine motor skills as they learn to feed themselves and to drink from a cup. At first, young children often spill because they have poor hand-eye coordination. With practice, their success and neatness improve.

Toys offer children the chance to practice fine motor skills. One-year-olds usually enjoy playing with blocks, large beads, and stacking games. They might stack two or three blocks, only to knock them down and start over. They also like play phones, toys that roll, and musical toys.

Two-year-olds typically display greater dexterity. **Dexterity** is the skillful use of the hands and fingers. Two-year-olds can turn the pages of a book one at a time. They can turn on a faucet. They enjoy using crayons and typically color with such happy abandon that they leave marks running off the paper and on the table or floor. Another favorite activity of children in this age group is stacking blocks. They build small towers of blocks that usually topple after five or six blocks.

Three-year-olds show more success than younger children at tasks that require fine motor skills. They usually delight in taking things apart and putting them back together. Children this age have enough dexterity to draw circles, lines, and crosses.



Developing Through Exercise
 Exercise is necessary for gross motor development. How does physical activity promote the development of gross motor skills?

Development from One to Three

The three general patterns of physical development (from head to foot, from near to far, and from simple to complex) are evident in this age span. When you compare the skills of children at age one with those at

THE DEVELOPING BRAIN

Learning Abilities and Facts

Scientists have discovered that the learning of abilities, such as riding a bike, and the learning of facts, such as names and dates, are handled by different parts of the brain. Once a skill is learned, it forms a very durable memory. You never forget how to ride a bike. The same is not true of fact memories. Facts that are not used often slowly fade away until they are forgotten.

Science Inquiry Skills often become so automatic that you do not have to think about how to do them. What skills do you perform with little or no thought?

the end of their third year, you can see big changes. Hand skills, for instance, show a pattern of development from simple to complex. At thirteen months, a child can bang blocks together or may manage to build a short stack of blocks. By age four, the same child can manipulate the blocks skillfully to create much more complex structures, such as towers, houses, and roads.

Sensory Integration

As children grow, their senses develop. This gives them greater awareness of their environment. **Sensory integration** is the process by which the brain combines information taken in through the senses to make a whole. This process is how a child knows how wide to open the mouth to eat a bite of orange. It also tells the child the orange dripped when he feels the juice on his chin. Some children are unable to normally process all the information their senses take in. These children are said to have sensory dysfunction. They may react more strongly to some types of stimulation, such as noises or lights, and less strongly to other types. When this happens, a child may have learning and behavioral problems.

Developmental Milestones

It is not always predictable when children from ages one to three will acquire various physical skills. Although they were born just two weeks apart, Blake and his cousin Damon have not mastered physical skills at the same pace. That is not surprising since some children learn skills earlier or later than average. These variations can be caused by differences in a child's physical size, health and diet, interests, temperament and opportunities for physical play.

Child development experts have studied the range of ages at which children acquire certain important skills and have determined average ages. These developmental milestones for physical development of one-, two-, and three-year-olds are shown in **Figure 10.2** on page 298. These are used to compare the average abilities of children of different ages. They also help caregivers plan developmentally appropriate activities. **Developmentally appropriate** describes toys, activities, and tasks that are suitable for a child at a specific age. For example, an 18-month-old can stack two blocks. That means activities that involve large building blocks would be developmentally appropriate for 18-month-olds.

Motor Skills

During this period, both gross and fine motor skills improve dramatically. Keep in mind that not all children develop physical skills at the same rate.

Gross Motor Skills

Physical exercise promotes the development of gross motor skills. Gross motor skills involve the use and control of the large muscles of the back, legs, shoulders, and arms. As children exercise, they slowly build the confidence, strength, and coordination that helps them run, jump, and kick a ball.

Walking is a significant gross motor milestone for children. It gives them a feeling of pride and much more mobility for exploration. Most children begin to walk at about one year of age. At first, children walk by holding on to furniture for stability. This is called **crutching**.

When they first let go of the furniture, they are wobbly and uncertain. Their toes are pointed outward, their feet are spread apart, and their arms are held out for balance. After a few shaky steps, they collapse into a sitting position. This is normal. With practice, children improve in steadiness, balance, and body control.

Learning Through PLAY

Changes in Play

How children play changes as they grow and develop. By the time they are one, children begin to discover what objects are used for. A one-year-old understands that a telephone is used for speaking to another person. However, by the time they are three, the role of imagination has begun to play a part in children's play. A telephone may no longer be a phone but could be used as a remote for turning on a pretend television. A two-year-old will play with small plates and silverware. However, by the age of three, the same child might use her

imagination to pretend that a piece of paper is a plate and a crayon is a spoon. During this time period, children go from just being curious about objects to using their imagination with objects.

Think About It Your neighbor's three-year-old son is sitting in a box "driving" to the store. Your neighbor is concerned because her son has a toy car to play in. How can you assure your neighbor that her son is normal?

Figure 10.1

Average Heights and Weights: Ages 1-3

Growth charts help monitor a child's growth. Should parents be overly concerned if their child does not fit within these ranges? Why or why not?

AGE	BOYS		GIRLS	
	Height / Inches	Weight / Pounds	Height / Inches	Weight / Pounds
One year	29 to 30½	21 to 24½	28¼ to 29¾	19½ to 22½
Two years	33½ to 35¼	26 to 30	32¾ to 34¾	24½ to 28½
Three years	36¾ to 38¾	29¾ to 34	36¼ to 38½	28¾ to 33¾

Height and Weight

Children from ages one to three gain less than half the average monthly weight they did during the first year of life. Growth in height also slows by about half. Figure 10.1 shows the average heights and weights for boys and girls from ages one to three.

Heredity and environment influence the rate at which children grow in height and weight. These influences are more noticeable among children ages one to three than among infants. After their first birthdays, children begin to show greater variation, or difference, in size. Some are much larger than average, while others are smaller. These size differences often continue through life. A tall two-year-old often grows to be a tall adult.

Proportion and Posture

Because of changes in physical proportion, or size, a child's posture generally improves between the ages one to three. Until age two, the circumference, or measurement around, of a child's head, abdomen, and chest are about the same. Between ages two and three, however, the chest becomes larger around than

the head and abdomen. During this time, the arms, legs, and torso get longer. These changes in proportion help improve the child's balance and motor skills.

By the age of two, a child's posture is straighter but the child still does not stand completely erect. The typical toddler still has a protruding abdomen. The head is still bent forward somewhat. The toddler's knees and elbows are also slightly bent. By their third birthday, children stand straighter because their spines are stronger.

Teeth

A child's teeth emerge at different rates, but there are averages. One-year-olds typically have about eight teeth. During the second year of life, eight more teeth usually come in. For most children, the last four back teeth emerge early in the third year, giving them a complete set of 20 primary, or baby, teeth. These teeth will eventually fall out and be replaced by adult, or permanent, teeth.

There are several factors that influence the health of a child's teeth. These include diet, heredity, and dental care. Healthy teeth are important for eating and for preventing infection and pain.

Diet

Diet greatly influences the quality of a child's teeth. Teeth are formed before birth. This means the mother's diet during pregnancy affects the quality of her baby's teeth. The child's diet during the first two years is also important because adult teeth are forming under the primary teeth. Dairy products, which are rich in calcium and phosphorus, are especially important to good dental health. The vitamin D in milk also helps in the development of strong and healthy teeth and bones. Children should drink water that contains fluoride. Most tap water contains fluoride but most bottled waters do not. You can check with your dentist to be sure that a child is getting enough fluoride.

A poor diet can cause tooth decay. To promote good dental health, sweets should be limited in a child's diet. Gum-like candy, raisins, and fruit snacks that stick to the teeth are a particular problem. In addition to regular brushing, children should brush their teeth after eating sugary cereals. If left between the teeth, they can promote dental decay. Do not put a child to bed with a bottle unless it contains only water. When sweet liquids, such as juice or milk, are left in the mouth too long, they can cause tooth decay. In babies, it can lead to a condition called baby bottle decay, which destroys young children's teeth.

Heredity

Heredity appears to play a role in tooth quality. Dentists have identified a protective mechanism that discourages decay. Some children inherit this trait from their parents.

Dentist

Most doctors recommend taking children to a dentist at about the age of 18 months. This will help them become comfortable with dental visits from an early age and begin preventive care long before the permanent teeth come in.

Some family dentists will see toddlers. Others may refer you to a pediatric dentist. Toddlers can be challenging for a dentist due to their energy and temperaments. Pediatric dentists, just like pediatric doctors, are specially trained to deal with young children. They



Dental Development

During the second year of life, eight teeth usually come in, giving the two-year-old a set of sixteen teeth. How many total primary teeth will there be?

often have books and toys in the waiting room to entertain the children. Once in the exam room, many dentists will ask the child to sit on a parent's lap for the exam. This gives them an added sense of security.

Reading Check

Explain How does diet influence the quality of a child's teeth?

Expert Advice...

"The toddler stage is very important in a child's life. It is the time between infancy and childhood when a child learns and grows in many ways. Everything that happens to the toddler is meaningful. With each stage or skill the child masters, a new stage begins. This growth is unique to each child."

— Cathy Malley, child development educator, University of Connecticut

Section 10.1

Reading Guide

Growth and Development from One to Three

Before You Read
Predict: Look at the photos in this section and read their captions. Write one or two sentences predicting what the section will be about.

Read to Learn

Key Concepts

- Identify five changes in a child's physical growth from ages one to three.
- Explain how developmental milestones are used.

Main Idea

Children ages one-year-old to three-years-old grow, change, and develop in many ways. Motor skills improve noticeably.

Content Vocabulary

- ◇ toddler
- ◇ preschooler
- ◇ sensory integration
- ◇ developmentally appropriate
- ◇ dexterity

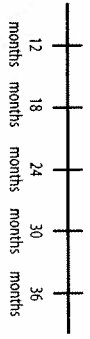
Academic Vocabulary

You will find these words in your reading and on your tests. Use the glossary to look up their definitions if necessary.

- variation
- proportion

Graphic Organizer

As you read, write down the gross motor skills for children one- to three-years-old. Use a time line like the one shown to illustrate your information.



Graphic Organizer Go to this book's Online Learning Center at glencoe.com to print out this graphic organizer.

Academic Standards

English Language Arts

L.4 Use written language to communicate effectively.

Science

1 Develop understanding of the biological evolution; and behavior of organisms.

Social Studies

1 Apply an understanding of culture as an integrated whole that explains the functions and interactions of the arts, traditions, and behavior patterns.

NCTE National Council of Teachers of English
NCTM National Council of Teachers of Mathematics

NSES National Science Education Standards
KCSS National Council for the Social Studies

Growth from One to Three

The growth and development of a child from infancy to the preschool years is dramatic. A one-year-old still moves with some uncertainty, needs help dressing, and eats messily. A three-year-old can run and jump, get dressed alone, and eat fairly neatly with a fork and spoon.

A number of different influences impact the way children develop. Heredity plays a major role in child development. Physical traits such as body size, eye color, and even risk of disease can be passed on through genes. However, genes are not the only factor for growth and physical development. They act as a basic road map for physical development while other factors fill in the gaps. These other factors include nutrition, health, and life experiences.

Watching a child's growth during the toddler years can be amazing and informative. At this stage, changes in a child's physical growth are evidenced mainly by height, weight, body proportion, posture, and teeth. Motor development and ability progress as a child's physical development progresses.

Toddlers to Preschoolers

After the fast pace of the first year of life, physical growth slows somewhat. Children's skills improve dramatically between their first and fourth birthdays though. At about the age of one, most children begin to walk a few unsteady steps. The term **toddler** refers to one- and two-year-olds. By age three, children are typically far from toddling. Three-year-olds not only walk steadily but they also hop, skip, and run. Most of their other physical skills have advanced as well. A **preschooler** is a child from age three to about age five, when most children start going to school.

To build their physical skills, young children need plenty of space and room to move around. They need time each day for active play so they can exercise their muscles and use their stored-up energy. Although their attention span is longer than that of infants, they still want to change games and activities often. Each day brings new learning. Young children should have safe opportunities to explore, ask questions, use their imagination, and practice their growing motor skills.



Parental Influence
 A child could have the same color eyes or hair as a parent. These physical traits are passed on by genes. What other factors influence a toddler's growth and development?