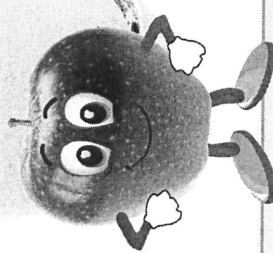


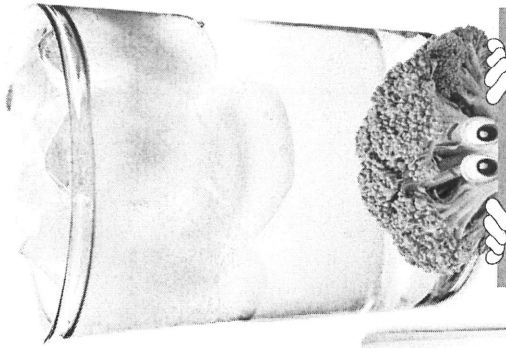
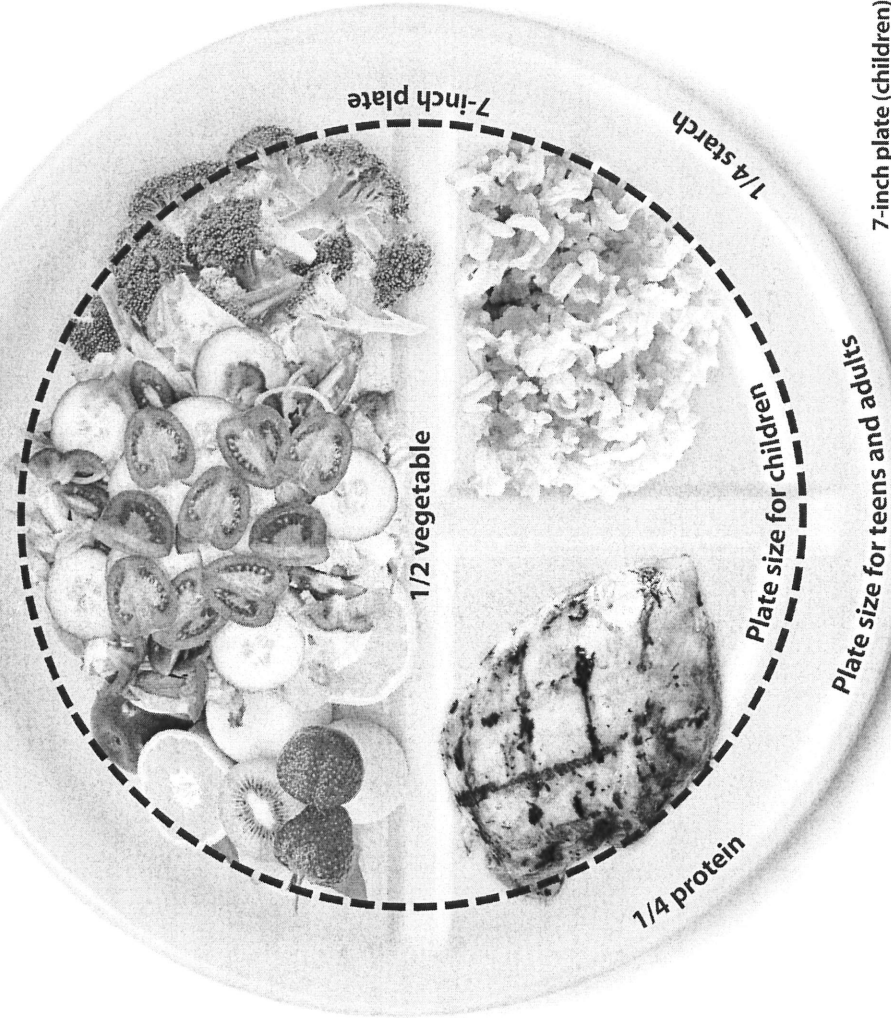
My Plate Planner

A Healthy Meal Tastes Great



The plate method is a simple way to learn healthy portion sizes. Just split the plate into 3 parts, the largest part for vegetables. Note to adults planning meals for smaller children: Remember to use a smaller plate or serve smaller portions if you don't have different plate sizes.

NYC
Health



Your hand can help you measure the right amount of food to eat. Use your hand to measure out portions

	Palm of Hand Amount of Lean Meat
	A Fist Amount of Rice, Cooked Pasta, or Cereal
	A Thumb Amount of Cheese
	Thumb Tip Amount of Peanut Butter

Note to adults preparing meals for children: Use your child's hand to measure portion sizes.



Car Seat Recommendations for Children



- Select a car seat based on your child's age and size, and choose a seat that fits in your vehicle and use it every time.
- Always refer to your specific car seat manufacturer's instructions; read the vehicle owner's manual on how to install the car seat using the seat belt or LATCH system; and check height and weight limits.
- To maximize safety, keep your child in the car seat for as long as possible, as long as the child fits within the manufacturer's height and weight requirements.
- Keep your child in the back seat at least through age 12.



Birth – 12 months



Your child under age 1 should always ride in a rear-facing car seat.

There are different types of rear-facing car seats: Infant-only seats can only be used rear-facing. Convertible and 3-in-1 car seats typically have higher height and weight limits for the rear-facing position, allowing you to keep your child rear-facing for a longer period of time.



1 – 3 years



Keep your child rear-facing as long as possible. It's the best way to keep him or her safe. Your child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the rear-facing car seat, your child is ready to travel in a forward-facing car seat with a harness.



4 – 7 years



Keep your child in a forward-facing car seat with a harness until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it's time to travel in a booster seat, but still in the back seat.



8 – 12 years



Keep your child in a booster seat until he or she is big enough to fit in a seat belt properly. For a seat belt to fit properly the lap belt must lie snugly across the upper thighs, not the stomach. The shoulder belt should lie snug across the shoulder and chest and not cross the neck or face. Remember: your child should still ride in the back seat because it's safer there.

AGE

DESCRIPTION (RESTRAINT TYPE)



A REAR-FACING CAR SEAT is the best seat for your young child to use. It has a harness and in a crash, cradles and moves with your child to reduce the stress to the child's fragile neck and spinal cord.



A FORWARD-FACING CAR SEAT has a harness and tether that limits your child's forward movement during a crash.



A BOOSTER SEAT positions the seat belt so that it fits properly over the stronger parts of your child's body.



A SEAT BELT should lie across the upper thighs and be snug across the shoulder and chest to restrain the child safely in a crash. It should not rest on the stomach area or across the neck.



www.facebook.com/childpassengersafety



<http://twitter.com/childseatsafety>

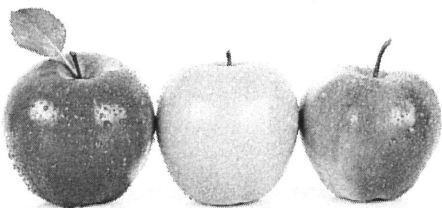
March 21, 2011



Building Healthful Food Habits

Every family is different. These are ideas that some families have found helpful. What if anything might work for you?

- Be a positive role model. Your actions may speak louder than your words.
- Create a healthful food environment for the entire family so a child is not treated differently based on their weight.
- Stock your kitchen with healthy choices such as lean meats, low fat dairy product, whole grains, fruits and vegetables.
- Have healthful snacks available for your family. Consider whole grain crackers, string cheese, low-fat yogurt (low sugar) and apples.
- Engage your child in food planning and shopping. Think about the possible benefit of setting guidelines before you shop and involve them in making healthy food selections. For example, have them pick out fruit and vegetables for the week's lunches.
- Involve your child in making meals, snacks and packing school lunches. Children are more likely to try foods they help prepare.
- Help your child tune into feelings of hunger and fullness. "Is your tummy telling you it is still hungry or has it had enough?"
- Enjoy food together. Make meals a pleasant time to share events of the day not for lecturing or criticizing.
- Make meals a media free zone.
- Try not to label food "good/bad" or healthy/unhealthy" since this makes specific food seem more or less appealing.
- Try not to use food as a punishment or reward.



Activities for Children 36 - 48 Months Old



Make a book "about me" for your child. Save family pictures, leaves, magazine pictures of a favorite food, and drawings your child makes. Put them in a photo album, or glue onto sheets of paper and staple together to make a book.	Make a bird feeder using peanut butter and bird seed. Help your child find a pine cone or a piece of wood to spread peanut butter on. Roll in or sprinkle with seeds and hang in a tree or outside a window. While your child watches the birds, ask her about the number, size, and color of the different birds that visit.	Grow a plant. Choose seeds that sprout quickly (beans or peas), and together with your child place the seeds in a paper cup, filling almost to the top with dirt. Place the seeds 1/2 inch under the soil. Put the cup on a sunny windowsill and encourage your child to water and watch the plant grow.	Before bedtime, look at a magazine or children's book together. Ask your child to point to pictures as you name them, such as "Where is the truck?" Be silly and ask him to point with an elbow or foot. Ask him to show you something that is round or something that goes fast.	Play a matching game. Make two sets of 10 or more pictures. You can use pictures from two copies of the same magazine or a deck of playing cards. Lay the pictures face up and ask your child to find two that are the same. Start with two picture sets and gradually add more.
While cooking or eating dinner, play the "more or less" game with your child. Ask who has more potatoes and who has less. Try this using same-size glasses or cups, filled with juice or milk.	Cut out some large paper circles and show them to your child. Talk with your child about things in her world that are "round" (a ball, the moon). Cut the circle in half, and ask her if she can make it round again. Next, cut the circle into three pieces, and so forth.	During bath time, play Simon Says to teach your child names of body parts. First, you can be "Simon" and help your child wash the part of his body that "Simon says." Let your child have a turn to be "Simon," too. Be sure to name each body part as it is washed and give your child a chance to wash himself.	Talk about the number 3. Read stories that have 3 in them (The Three Billy Goats Gruff, Three Little Pigs, The Three Bears). Encourage your child to count to 3 using similar objects (rocks, cards, blocks). Talk about being 3 years old. After your child gets the idea, move up to the numbers 4, 5, and so forth as long as your child is interested.	Put out several objects that are familiar to your child (brush, coat, banana, spoon, book). Ask your child to show you which one you can eat or which one you wear outside. Help your child put the objects in groups that go together, such as "things that we eat" and "things that we wear."
When your child is getting dressed, encourage her to practice with buttons and zippers. Play a game of Peekaboo to show her how buttons go through the holes. Pretend the zipper is a choo-choo train going "up and down" the track.	Practice following directions. Play a silly game where you ask your child to do two or three fun or unusual things in a row. For example, ask him to "Touch your elbow and then run in a circle" or "Find a book and put it on your head."	Encourage your child's "sharing skills" by making a play corner in your home. Include only two children to start (a brother, sister, or friend) and have a few of the same type of toys available so that the children don't have to share all of the time. Puppets or blocks are good because they encourage playing together. If needed, use an egg or oven timer with a bell to allow the children equal time with the toys.	Listen for sounds. Find a cozy spot, and sit with your child. Listen and identify all of the sounds that you hear. Ask your child if it is a loud or soft sound. Try this activity inside and outside your home.	Make an adventure path outside. Use a garden hose, rope, or piece of chalk and make a "path" that goes under the bench, around the tree, and along the wall. Walk your child through the path first, using these words. After she can do it, make a new path or have your child make a path.
Find large pieces of paper or cardboard for your child to draw on. Using crayons, pencils, or markers, play a drawing game where you follow his lead by copying exactly what he draws. Next, encourage your child to copy your drawings, such as circles or straight lines.	When reading or telling a familiar story for bedtime, stop and leave out a word. Wait for your child to "fill in the blank."	Make a necklace you can eat by stringing Cheerios or Froot Loops on a piece of yarn or string. Wrap a short piece of tape around the end of the string to make a firm tip for stringing.	Listen and dance to music with your child. You can stop the music for a moment and play the "freeze" game, where everyone "freezes," or stands perfectly still, until you start the music again. Try to "freeze" in unusual positions for fun.	Make long scarves out of fabric scraps, old dresses, or old shirts by tearing or cutting long pieces. Use material that is lightweight. Hold on to the edge of the scarf, swirl around, run, and jump.

Helping Your Child Learn to Read



Does your child listen closely during story time? Does your child like to look through books and magazines? Does your child like learning the names of letters? If the answer is “yes” to any of these questions, your child may have already learned some important early reading skills and may be ready to learn some of the basics of reading. This brochure gives tips on how to make reading a family tradition and how to help your child develop a love of learning.

Reading tips

The following are a few tips to keep in mind as your child learns to read:

- Set aside time every day to read together. Many children like to have stories read to them at bedtime. This is a great way to wind down after a busy day and get ready for sleep.
- Leave books in your child's room for her to enjoy on her own. Make sure her room is reading-friendly with a comfortable bed or chair, bookshelf, and reading lamp.
- Read books that your child enjoys. After a while, your child may learn the words to her favorite book. When this happens, let your child complete the sentences or take turns reciting the words.
- Do not drill your child on letters, numbers, colors, shapes, or words. Instead, make a game out of it and find ways to encourage your child's curiosity and interests.

Start the process early

A child as young as 6 months of age can begin to enjoy books. The following are some age-by-age activities to help your young child learn language and begin to make the connection between words and meaning:

Birth to 1 year of age

- Play frequently with your baby. Talk, sing, recite rhymes, and do finger plays. This helps your baby learn spoken language and builds a strong foundation for reading.
- Talk with your baby, making eye contact. Allow time for your baby to respond before moving on to the next idea.
- Give your baby board books or soft books to look at, chew on, or bang on the table.
- Look at picture books with your baby and name the objects that he sees. Say things like “See the baby!” or “Look at the puppy!”
- Snuggle with your baby on your lap and read aloud to him. He may not understand the story, but he will love to hear the sound of your voice and the rhythm of the language.

1 to 3 years of age

- Read to your child every day. Allow your child to pick which books he wants, even if he picks the same one time and time again!
- Let your child “read” to you by naming objects in the book or making up a story.

- Make regular trips to the library with your child. Most children find it very exciting to get a library card. Make this moment something to celebrate.
- Continue to talk, sing, recite rhymes, and play with your child.

3 to 5 years of age

- By 3 to 5 years of age, most children are just beginning to learn the alphabet—singing their ABCs, knowing the letters of their names. Read alphabet books with your child and point out letters as you read.
- Help your child recognize whole words as well as letters. Learning and remembering what words look like are the first steps to learning to read. Point out common, everyday things like the letters on a stop sign or the logo on a favorite restaurant.
- As you read together, ask your child to make up his own story about what is happening in the book. Keep reading a part of your child's bedtime routine.
- Some educational television shows, videos, and computer programs can help your child learn to read. They can also make learning fun. But you need to be involved, too. If your child is watching *Mr. Rogers' Neighborhood* or *Sesame Street*, for example, sit and talk about what the program is trying to teach. Limit screen time to no more than 1 or 2 hours per day of educational, nonviolent programs.
- If possible, give your child a subscription to a children's magazine. Children love getting mail, and it is something they can read as well!
- Provide opportunities for your child to use written language for many purposes. Write shopping lists together. Compose letters to send to friends or relatives.

Reading aloud with your child

Reading books aloud is one of the best ways you can help your child learn to read. This can be fun for you, too. The more excitement you show when you read a book, the more your child will enjoy it. The most important thing to remember is to let your child set her own pace and have fun at whatever she is doing. Do the following when reading to your child:

- Run your finger under the words as you read to show your child that the print carries the story.
- Use funny voices and animal noises. Do not be afraid to ham it up! This will help your child get excited about the story.
- Stop to look at the pictures; ask your child to name things she sees in the pictures. Talk about how the pictures relate to the story.
- Invite your child to join in whenever there is a repeated phrase in the text.
- Show your child how events in the book are similar to events in your child's life.
- If your child asks a question, stop and answer it. The book may help your child express her thoughts and solve her own problems.
- Keep reading to your child even after she learns to read. A child can listen and understand more difficult stories than she can read on her own.

Listening to your child read aloud

Once your child begins to read, have him read out loud. This can help build your child's confidence in his ability to read and help him enjoy learning new skills. Take turns reading with your child to model more advanced reading skills.

If your child asks for help with a word, give it right away so that he does not lose the meaning of the story. Do not force your child to sound out the word. On the other hand, if your child wants to sound out a word, do not stop him.

If your child substitutes one word for another while reading, see if it makes sense. If your child uses the word "dog" instead of "pup," for example, the meaning is the same. Do not stop the reading to correct him. If your child uses a word that makes no sense (such as "road" for "read"), ask him to read the sentence again because you are not sure you understand what has just been read. Recognize your child's energy limits. Stop each session at or before the earliest signs of fatigue or frustration.

Most of all, make sure you give your child lots of praise! You are your child's first, and most important, teacher. The praise and support you give your child as he learns to read will help him enjoy reading and learning even more.

Learning to read in school

Most children learn to read by 6 or 7 years of age. Some children learn at 4 or 5 years of age. Even if a child has a head start, she may not stay ahead once school starts. The other students most likely will catch up during the second or third grade. Pushing your child to read before she is ready can get in the way of your child's interest in learning. Children who really enjoy learning are more likely to do well in school. This love of learning cannot be forced.

As your child begins elementary school, she will begin her formal reading education. There are many ways to teach children to read. One way emphasizes word recognition and teaches children to understand a whole word's meaning by how it is used. Learning which sounds the letters represent—phonics—is another way children learn to read. Phonics is used to help "decode" or sound out words. Focusing on the connections between the spoken and written word is another technique. Most teachers use a combination of methods to teach children how to read.

Reading is an important skill for children to learn. Most children learn to read without any major problems. Pushing a child to learn before she is ready can make learning to read frustrating. But reading together and playing games with books make reading fun. Parents need to be involved in their child's learning. Encouraging a child's love of learning will go a long way to ensuring success in school.

The American Academy of Pediatrics gratefully acknowledges the assistance of the Reach Out and Read program in the development of this brochure. Reach Out and Read is a pediatric early literacy program that makes literacy promotion and giving out books part of pediatric primary care. This program is endorsed by the American Academy of Pediatrics. For more information about Reach Out and Read, please contact the program at

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American Academy
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Dyslexia

Does your child reverse letters or numbers or see them upside down? Does he read very slowly, really struggle to decode words, or continually misspell fairly simple words?

Most children have these problems when they are first learning to read. However, if no improvements are made over several years, these problems may be a sign of *dyslexia*, a reading disorder. Today, dyslexia is easier to identify than other learning problems. Talk to your pediatrician if, by 7 years of age, your child often does the following:

- Confuses the order of letters in words
- Does not look carefully at all the letters in a word, guessing what the word is from the first letter
- Loses his place on a page while reading, sometimes in the middle of a line
- Reads word by word, struggling with almost every one of them
- Reads very slowly and tires easily from reading

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

From your doctor

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American Academy of Pediatrics, Updated 1/02