

Nevada Infant and Toddler Early Learning Guidelines



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History of the Nevada Early Learning Guidelines

In 2008 a steering committee of early childhood professionals began to work on Nevada's Infant and Toddler Early Learning Guidelines. They reviewed the work that had been accomplished by other states and then invited a list of stakeholders to become participants on work groups. The work groups were formed in Northern, Southern and Northeastern Nevada. The work groups focused on specific domains and they developed specific guidelines that should be included in Nevada's Early Learning Guidelines. The guidelines are aligned with the Nevada Pre-K Standards. The participants identified the following age groups: Birth to Four Months, Four to Eight Months, Eight to Twelve Months, Twelve to Eighteen Months, Eighteen to Twenty-Four Months, Twenty-Four to Thirty Months, Thirty Months to Three years and Three Years Old.

A select group from the steering committee collected the recommendations from the work groups and developed the draft of the Early Learning Guidelines. The draft was introduced to the Nevada Early Childhood Community during the 2009 Early Childhood State Conference in Northern Nevada. The participants and committee members made recommendations and suggestions. The steering committee completed the recommendations in 2010. A draft copy of the completed guidelines was reviewed by the steering committee and went to print in 2011.

The Nevada Infant and Toddler Early Learning Guidelines (ELG) have been developed for early childhood professionals as well as parents. This document was developed so that the adults who are caring for infants and toddlers can have a set of appropriate developmental guidelines that they can refer to for information and resources. The guidelines can be used as a frame of reference for children but it is important to remember that each child develops differently so the age ranges should be used as a suggestions. The activities that are recommended can be provided by the caregiver or parent to help support the learning. Infants and toddlers grow and develop rapidly so it is important to mention that different milestones can be occur at different times and stages in a child's development can change quickly. The use of these guidelines will support the use of best practice approaches in infant and toddler programs.

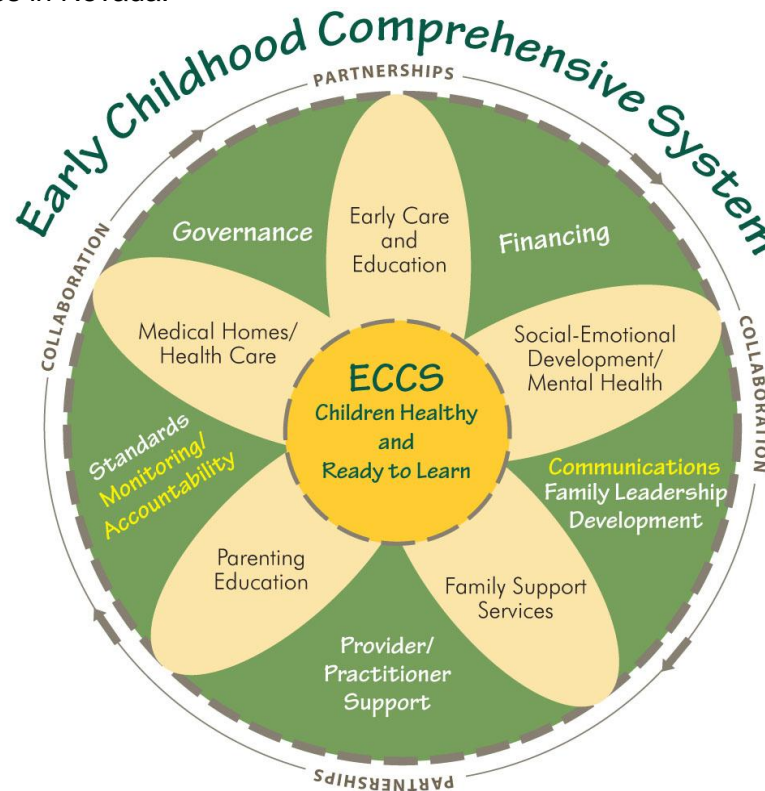


*ELG for infants and toddlers should be embedded into the state's professional development system, including both pre-service and in-service training.
~Zero to Three*

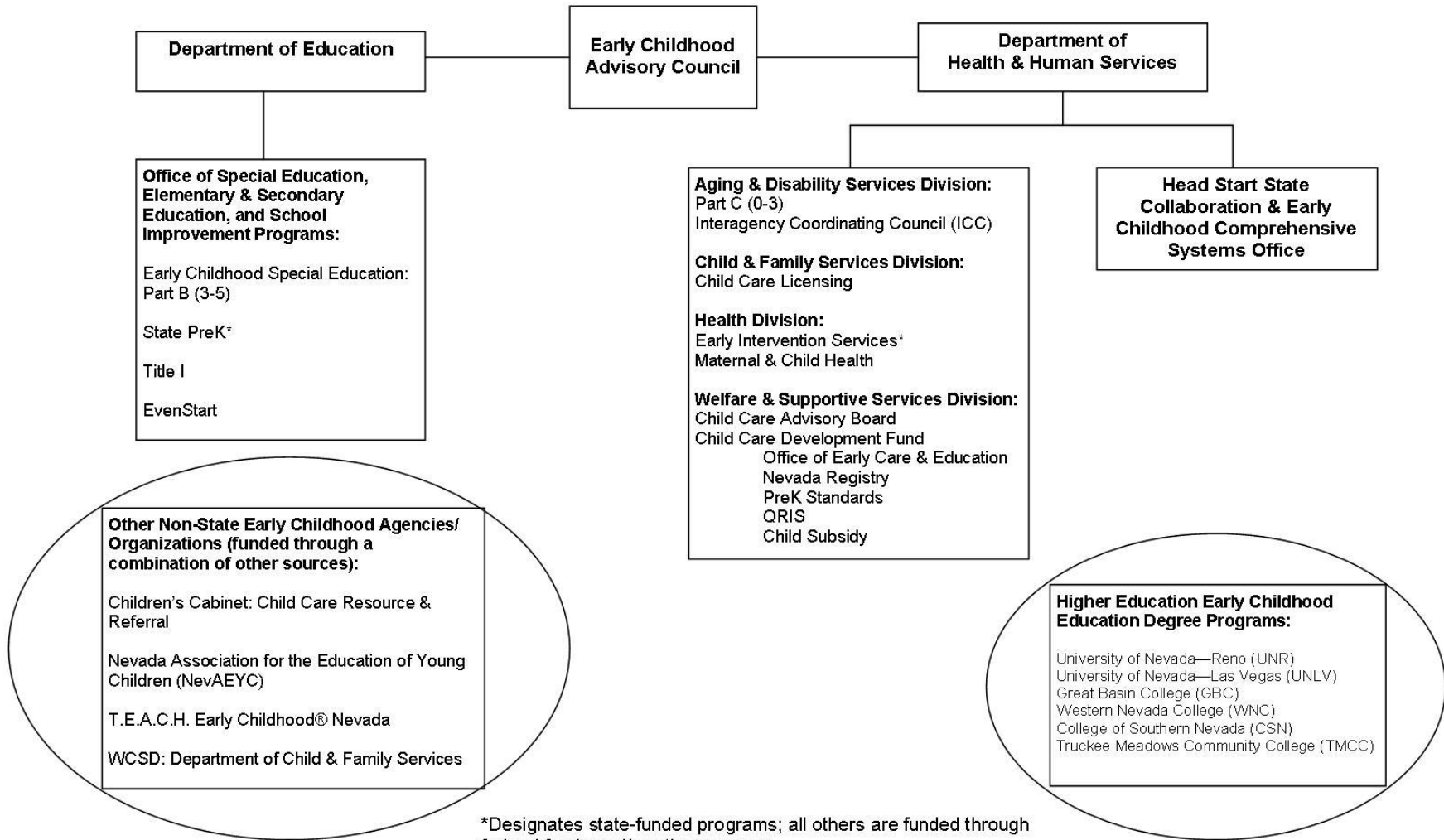
Nevada's Early Childhood Comprehensive System

Due to limited resources, early childhood programs have traditionally operated in "silos" across the country depending on the variety of funding streams. In 2007, Congress approved legislation requiring each state to create or designate a "state advisory council" to build a statewide system of early education and care for children. As information about the importance of high-quality early education and care has grown, so, too, have federal, state and local government investments in early childhood programs. Therefore, these silos have developed separately, with program-specific regulations, funding streams, delivery systems, eligibility requirements, professional development systems, and accountability measures. As programs grow in number and complexity, states and localities are challenged to create the greatest value for limited public dollars while expanding access and ensuring program quality to create the greatest benefit for young children (PreKNow, 2009).

Efforts to develop an Early Childhood Advisory Council (ECAC) in Nevada were funded in part by a grant from the National Governors Association submitted last spring by Governor Gibbons' D.C. office. In September 2009, Governor Gibbons signed an executive order establishing Nevada's Early Childhood Advisory Council and empowering the DHHS Director's Office as the appointing authority. Nevada's ECAC consists of 13 members, including required representatives from the Head Start Act. The graph below represents the components of a comprehensive early childhood system, while the graph on the following page identifies all of the different agencies, programs, and funding streams that must work together to best serve young children and families in Nevada.



Nevada Early Childhood System

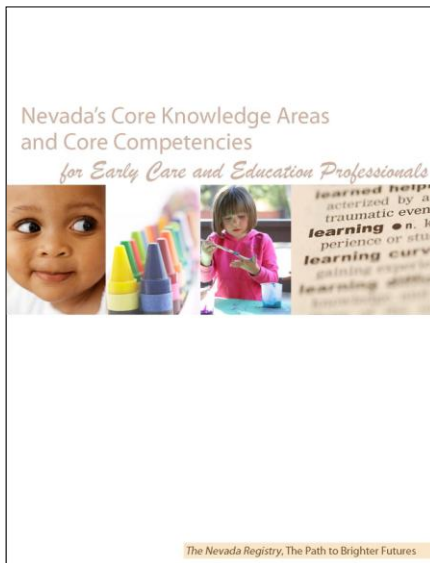


Professional Development System

The Nevada Registry serves as a clearinghouse of information for the early childhood workforce in Nevada, and is an integral part of the pathway helping to establish a professional development system in Nevada for the field of Early Care and Education (ECE). Serving as the sole approval entity for all informal, not-for-college-credit training offered in the state of Nevada, *The Nevada Registry* strives to raise the status of the ECE profession through support of professional growth and recognition, a standardized training approval system and the collection of valuable data on the ECE workforce.

The Nevada Registry has developed Core Knowledge Areas (CKA) and Competencies for ECE professionals as part of the growing professional development system in Nevada. The CKA and Competency levels support the framework of the Nevada Early Care and Education Professional Career Ladder and provide the foundation for the professional development system. They provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

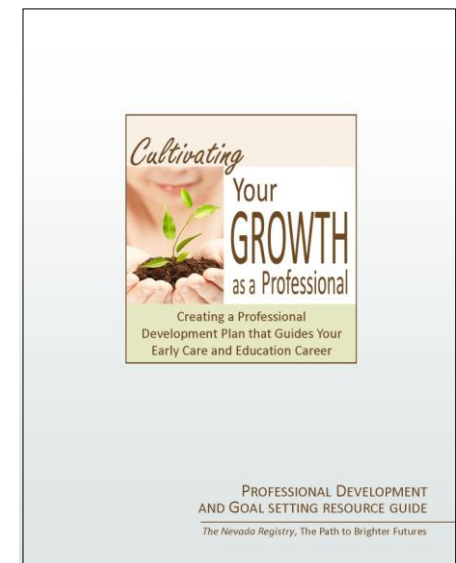
The CKA are also an important part of Nevada's training approval system, and are reflected in all training that is approved by *The Nevada Registry* this also includes Infant and Toddler Standards training. Knowledge of the Pre-K Content Standard and the Infant and Toddler Early Learning Guidelines are also embedded within the Core Competencies. While the guidelines and the standards act as a guide for **child outcomes**, the Core Competencies focus on the preferred **outcomes for the adults** who care for young children. Research has long-established that early childhood teachers who have more formal education will provide more high quality learning environments (Whitebook, 2003). Early childhood classrooms that support best practices will provide experiences for young children that will help them meet the goals set forth in the Nevada Pre-K Standards and the Infant and Toddler Early Learning Guidelines.



The Ladder to Success.

The following Career Ladder is tailored specifically to the field of Early Care and Education (ECE). There are 7 levels that represent various combinations of formal education, training and direct experience (up to 4000 hours). By following this path, you'll know exactly what you need to accomplish before advancing to the next level.

- Level 1**
 - 1.1 Meet Child Care Licensing requirements and a minimum of 1000 hrs. of direct experience
 - 1.2 All of 1.1 plus a high school diploma/GED
 - 1.3 All of 1.1, 1.2 and 1 ECE college credit or 15 hrs. approved training
- Level 2**
 - 2.1 Current CDA or 8 ECE college credits and 2000 hrs. direct experience, or high school diploma/GED, 120 hrs. of approved CKA training, and 2000 hrs. direct experience
 - 2.2 12 ECE college credits and 3000 hrs. direct experience
- Level 3**
 - 3.1 Apprenticeship Certificate or 20 ECE college credits and 4000 hrs. direct experience
 - 3.2 1-year ECE certificate or 30 college credits with 24 in ECE and 4000 hrs. direct experience
- Level 4**
 - 4.1 Associate's degree in ECE or Associate's degree in another field with 30 or more ECE college credits
 - 4.2 All of 4.1 and 4000 hrs. direct experience
- Level 5**
 - 5.1 Bachelor's degree in ECE or Bachelor's degree in another field with a state teaching licensing containing an ECE endorsement or a Bachelor's degree in another field with 30 or more ECE college credits
 - 5.2 All of 5.1 and 4000 hrs. direct experience
- Level 6**
 - 6.1 Master's degree in ECE or Master's degree in another field with a state teaching licensing containing an ECE endorsement or a Master's degree in another field with 30 or more ECE college credits
 - 6.2 All of 6.1 and 4000 hrs. direct experience
- Level 7**
 - 7.1 Doctorate in ECE or Doctorate in another field with a state teaching licensing containing an ECE endorsement or Doctorate in another field with 30 or more ECE college credits
 - 7.2 All of 7.1 and 4000 hrs. direct experience



Culture, Diversity and Language

Culture, diversity and language are important issues in early childhood programs. Providing a classroom that is rich in language and that embraces the culture of the program is key to helping children develop a positive culture identity (Derman-Sparks, Edwards, 2009). Young children begin to develop a greater understanding about themselves, their families and their communities in classrooms that foster this approach. Providing children with opportunities to learn about other cultures gives them experiences where they can learn about the similarities and the differences of about each other.

Modeling respect for each other, tolerance and acceptance of different points of view helps young children to understand and promote a true anti-bias classroom. Understanding and respecting others will help to develop a compassionate attitude.

Early childhood programs that model acceptance and respect of a child's native language will help them to feel more included in a classroom. A program that supports the use of a child's home language sends the message that their culture is important while exposing them to an enriched bilingual environment. Language barriers exist when we fail to provide support for children to be successful (Howes, 2009).



Early Learning Guidelines & Pre-Kindergarten Standards Alignment Crosswalk

This revision of the Nevada Pre-Kindergarten Standards has been revised to include the school readiness domains as identified in the previous paragraph above while also maintaining alignment with the Nevada K-12 Standards as indicated in the following table:

| Infant/Toddler (0-48 mo.) ELG Domains & Content Standards | Pre-Kindergarten (48-60 mo.) ELG Domains & Content Standards | K-12 |
|--|--|---|
| Cognition & General Knowledge <ul style="list-style-type: none"> Discovering the World Discover and Learn: Mathematical Exploration and Learning Discover and Learn: Scientific Exploration and Learning | Cognitive: Mathematics (M) <ul style="list-style-type: none"> Numbers, Number Sense & Computation Patterns, Functions, & Algebra Measurement Spatial Relationships, Geometry & Logic Data Analysis | Cognitive: Science <ul style="list-style-type: none"> Nature of Science (N) Earth & Space Science (ES) Physical Science (PS) Life Science (LS) |
| Language Development & Communication <ul style="list-style-type: none"> Communicating & Understanding Pre-Reading Pre-Writing | English Language Arts (ELA) <ul style="list-style-type: none"> Word Analysis (WA) Reading Strategies (RS) Literary Text (LT) Expository Text (ET) | <ul style="list-style-type: none"> Effective Writing (EW) Types of Writing (TW) Listening (L) Speaking (S) |
| Personal & Social/Emotional <ul style="list-style-type: none"> Developing Sense of Self and Others Emotional Expression Pro-Social Behaviors Self Regulation & Self Control Skills | Social Emotional (SE) <ul style="list-style-type: none"> Self-Confidence Self Direction Identification & Expression of Feelings Interaction with Other Children & Adults Pro-Social Behaviors Attending & Focusing Skills | Social Studies (SS) <ul style="list-style-type: none"> History (H) Geography (G) Economy (Ec) Civics (C) |
| Approaches to Learning: Creative Expression/ Experiences <ul style="list-style-type: none"> Creativity, Curiosity & Critical Thinking Visual & Sensory Arts Music/Movement Dramatic Play | Approaches to Learning: Creative Expression/ Experiences (CE) <ul style="list-style-type: none"> Creative Thinking (CT) Music/Movement: Singing, Playing instruments, Improvisation, Listening, Evaluation, Application to life, & Cross-Curricular (MM) Dramatic Play (DP) Visual Arts: Knowledge, Application, Content, Context, Interpretation & Cross-Curricular (VA) | |
| Physical Development & Health <ul style="list-style-type: none"> Coordinate Movements Gross Motor Coordination Fine Motor Control Health | Physical Development (PD) <ul style="list-style-type: none"> Development of Motor skills, Locomotor, Non-locomotor, Manipulative skills, Cardio-respiratory (health enhancing), Personal Responsibility, Positive Social Interaction, and Fine Motor Health Education (He) <ul style="list-style-type: none"> Health Promotion/Disease Prevention Health Enhancing Behaviors Interpersonal Communication to Enhance Health | |

K-12 Content Standards

Birth to Four Months

I. Domain: Social & Emotional Development

Experiencing, expressing, & managing emotions; developing relationships

| Guideline: | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|---|
| <i>Expresses feelings</i> | <ul style="list-style-type: none"> • Use facial expressions to let people know how they feel, such as smiling or grimacing • Use their body to show interest, such as wiggling or moving arms and legs • Use vocalizations to express both positive and negative emotion, such as cooing or crying | <ul style="list-style-type: none"> • Follow the lead of the baby and respond to the infant's expressions • Give hugs and other warm physical contact to help baby feel secure • Respect the baby's expressions of emotion and respond sensitively to them |
| <i>Interacts with adults and other children</i> | <ul style="list-style-type: none"> • Vocalize through crying, cooing and gurgling • Initiate interactions with adults by making eye contact • Know their caregivers and adults who respond to them socially • Smile when seeing or hearing their caregivers • Begin to show recognition of familiar children, through facial expressions, noises, or body language • Begin to show wariness or hesitancy when approached by an unfamiliar person | <ul style="list-style-type: none"> • Sensitively respond to the infant's attempts to initiate interactions • Initiate interaction through touch, eye contact, and speaking • Establish a primary caregiver for each infant • Place babies near each other, when awake • Let the baby interact with children of all ages in a supervised setting • Request that unfamiliar adults approach infants slowly and sensitively, responding to the infant's cues |
| <i>Begins to develop self-regulation</i> | <ul style="list-style-type: none"> • Calm themselves by closing eyes, sucking on fist, or turning their head away • Begin to follow regular patterns of eating and sleeping • Calm when adults intervene with swaddling, speaking softly, rocking, singing, or dimming lights • Indicate when they need rest | <ul style="list-style-type: none"> • Allow the baby the opportunity to soothe themselves • When they look away, respect this as a baby's attempt to decrease stimulation for a moment. Be present when they ready to interact again • Respond to the infant's distress by swaddling, rocking, dimming lights and providing calming sounds and music • Follow the infant's own schedule for eating, sleeping and play • Watch for cues that the baby is tired (gazing, rubbing eyes, fussing); initiate a sleep routine when these are present • Sing or hum to the baby |

II. Domain: Language Development

Communicating & understanding spoken language

| Guideline: | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|---|--|
| <i>Begins to develop skills involved in conversations with others</i> | <ul style="list-style-type: none">• Use vocal, body, and facial expressions to express self• Cry to communicate needs• Make a noise when hearing a voice• Imitate some facial expressions and movements• Imitate sounds | <ul style="list-style-type: none">• Talk to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition• Engage in “proto-conversations” with the baby: say something, wait for the baby to respond with a vocalization, and then respond back to them• Avoid talking too loudly or abruptly• Sing and hum familiar songs and rhymes |

Pre-Reading and Pre-Writing

| Guideline: | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|---|
| <i>Begins to develop skills that will lead to reading readiness</i> | <ul style="list-style-type: none">• Attend to a nursery rhyme, short book, or song• Show some attention to pictures, objects, and books• Listen closely to adults who are speaking to them | <ul style="list-style-type: none">• Use nursery rhymes, chants, and repetitive language• During routines, talk to the baby about what you are doing while you are doing it.• Read short books with engaging pictures to the baby• Have pictures in the infant’s sight that represent their family and culture• Talk to the infant about objects and pictures in the environment |

III. Cognitive Development

Discovering the world

| Guideline: | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|---|---|
| <i>Begins to explore her body and environment</i> | <ul style="list-style-type: none">• Play with their hands• Hold onto a small toy placed in their grasp• Discover and play with their toes• Turn their head to follow moving objects• Repeat simple actions such as grasping an object and letting it go | <ul style="list-style-type: none">• Provide a safe environment and appropriate objects for the baby to explore (rattles, balls, objects with different textures)• Provide comfortable floor space to provide space for exploration & freedom of movement• Avoid exposure screens such as television, computers, or videos/DVDs*¹ |

¹ The American Academy of Pediatrics recommends that children aged 2 and under not watch television or videos/DVDs.

IV. Domain: Physical Development

Coordinate Movements

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|---|
| <i>Uses repetition to move various body parts</i> | <ul style="list-style-type: none">• Grasp and release things that they touch accidentally• Begin to gain control over their eye, hand, and leg muscles and movements• Reach toward objects and swipe at dangling objects• Raise their head, arch their body, and flex their legs• Begin to try to roll over and sometimes kick themselves over• Push up by hands or forearms when on their stomach• Bring their hands to their mouth• Push down on their legs when placed on a firm surface | <ul style="list-style-type: none">• Give the baby lightweight rattles or soft, patterned toys that make soft noises• Provide a safe and comfortable floor space to allow freedom of movement• Encourage the baby to spend more time on the floor than in seats, swings, or other devices• Allow the baby to spend some time each day on the floor on their stomach• Securely attach an unbreakable mirror inside the crib and near the play area• Hang a mobile with contrasting colors above the crib• Support the baby's head when holding them• Never leave a baby unattended |

I. Social & Emotional Development

Developing a Sense of Self and Others

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|---|
| <i>Expresses feelings</i> | <ul style="list-style-type: none"> Express a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver | <ul style="list-style-type: none"> Respond to the baby's expressions of emotion sensitively Imitate the baby's expressions of emotion by smiling at a smiling infant, or furrowing your brow at a frustrated infant Label the emotion that you see the baby express. For example, "Ooo, you seem so frustrated that you can't reach that toy. Let me help you." |
| <i>Interacts with adults and other children</i> | <ul style="list-style-type: none"> Reach for, smile, laugh, babble, and coo to get the attention of a familiar person Gaze intently at the face of a familiar person talking to him Catch the eye of someone nearby, and smile Make loud noises, even from another room Make noises or wave arms and legs to get the attention of other children or adults Watch the play of other children Laugh at other children doing funny actions Explore the face, hair and hands of another child with his hands Look for comfort from a familiar adult if approached by a stranger | <ul style="list-style-type: none"> Respond to the baby, maintain eye contact, and return the smile, coo or gurgle Talk to the baby throughout the day, during familiar routines and during play time Use the baby's name frequently Initiate interactions with the baby Let other children play with the baby in a supervised setting Place babies near each other and allow them to explore each other gently Help the baby if he is feeling stressed by gradually introducing him to others Encourage unfamiliar adults to approach slowly and sit down on the floor when they first enter the room |
| <i>Begins to develop self-regulation</i> | <ul style="list-style-type: none"> Suck thumb or fingers Rock himself Coo or babble | <ul style="list-style-type: none"> If the baby seems over-stimulated, try modifying the environment by dimming the lights, or removing loud objects, toys, or clutter Allow the baby an opportunity to calm himself; respond if needed Talk to the baby about what you see him doing. For example, "I see you found your hand! That helps sometimes, doesn't it?" |

II. Language Development

Understand and Communicate

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|---|
| <i>Begins to develop skills involved in conversations with others</i> | <ul style="list-style-type: none">• Respond to their own name• Begin to respond to the word “no”• Tell how the speaker is feeling by the tone of his/her voice• Use various sounds and movements to communicate• Use their voice to express happiness or unhappiness• Babble using strings of consonant and vowel sounds• Babble using the sounds and rhythms of his native language• Actively imitate the sounds of speech | <ul style="list-style-type: none">• Respond to the baby’s vocalizations• Use repetitive words and phrases• Talk to the baby throughout the day, describing what each of you is doing. Follow their lead and use their sounds in real words, phrases and sentences• Speak to the baby in their native language, if possible |

Pre-Reading and Pre-Writing

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|---|--|
| <i>Begins to develop skills that will lead to reading readiness</i> | <ul style="list-style-type: none">• Respond to some of the vocabulary associated with picture books• Make sounds when they hears sounds• Pay attention to the sounds and repetitive or rhyming words in books• Look intently at the pictures in a book, and show a preference for some pictures• Attend and react to colorful pictures in books | <ul style="list-style-type: none">• Read repetitive and rhyming books to baby several times a day• Provide a variety of durable books accessible to the baby; point to the pictures using the same words to label what he sees• Sing and say nursery rhymes such as “This Little Piggy” when changing, putting down to a nap, riding in the car. and other times |

III. Cognitive Development

Discover and Learn

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|--|
| <p><i>Begin to develop skills that lead to Math concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Problem solving</i> ◆ <i>Reasoning</i> | <ul style="list-style-type: none"> • Follow moving objects easily with their eyes • Find an object that is partially hidden • Explore everything with hands and mouth • Try to reach objects just out of reach • Look at an object in their hand for a longer period of time • Imitate actions such as waving bye-bye • Look for an object that they have thrown from a high-chair • Turn his face away from his caregiver when they see a tissue in his/her hand • Laugh or show other signs of enjoyment when exploring the effects of their actions on objects | <ul style="list-style-type: none"> • Play hiding games with the baby • Make sure everything within baby's reach is safe to touch or put in their mouth • Allow the baby to explore safe objects with their mouth. In group care, wash toys often • Place objects just beyond his reach • Play repetitive games such as "pat-a-cake" and "how big is the baby?...sooooo big," holding their arms out wide • Use finger play, combining words and actions, for example: trace a circle on baby's hand as you say "round and round the garden, like a teddy bear", then walk your fingers up his outstretched arm while you say, "One step, two steps," and tickle them under the arm as you say, "tickle him under there!" • Avoid exposure to television, computers, and DVDs/videos |
| <p><i>Begin to develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> | <ul style="list-style-type: none"> • Bang on their tray with a spoon to hear the sounds it makes • Push a button on a toy to make it play music • Put small blocks into a bowl, dump them out and do it again • Hit the buttons on their busy box to make different things happen • Pull a string to bring a toy closer | <ul style="list-style-type: none"> • Give the baby various materials to explore, including containers and small blocks, large wooden beads, or other hard objects that will make noise when dropped into a container • Provide pull toys, especially ones that make a noise when they move |

IV. Physical Development

Coordinate Movements

| Content Standard | For example the baby may: | The Supportive Practitioner/caregiver can: |
|--|--|--|
| <p><i>Physical and large motor development</i></p> | <p>Change the Position of his body by:</p> <ul style="list-style-type: none"> • Pushing up on their arms and lifting their head and chest, arching their back when on their stomach • Lifting both arms and legs and rock on their stomach | <ul style="list-style-type: none"> • Help the baby practice sitting up, when supervised, supporting their back appropriately • Give the baby safe places to move around in |

| | | |
|-------------------------------|---|--|
| | <ul style="list-style-type: none"> • Rolling over from back to stomach and stomach to back • Starting to move either forward or backwards, pulling or pushing with their arms • Getting up on their hands and knees, rocking back and forth • Pulling to a stand, while holding onto something | <p>and explore, while being supervised</p> <ul style="list-style-type: none"> • Put baby on their stomach and extend their arms in front of them, then hold a toy in front of their face and try to get them to hold their head up and look at you and the toy • Give the baby toys just out of reach and encourage them to reach for the toys |
| <i>Fine motor development</i> | <p>Use his hands in more coordinated movements:</p> <ul style="list-style-type: none"> • Reaching for objects with one hand • Moving objects from hand to hand • “Raking” objects to himself with one hand • Picking up a thawed frozen pea with a raking grasp • Grabbing feet and toes and bringing them to their mouth • Holding objects in both hands and banging them together • Waving bye-bye or imitating hand clapping • Trying to turn the pages of a favorite board book | <ul style="list-style-type: none"> • Give the baby small pieces of soft finger foods to feed themselves. • Give the baby a variety of toys to explore that are easily grasped • Give the baby board books or those made of cloth or vinyl to explore with you and alone |

Five to Eight Months

I. Personal and Social Development

Developing a Sense of Self and Others

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|---|
| <i>Expresses feelings</i> | <ul style="list-style-type: none"> Express a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver | <ul style="list-style-type: none"> Respond to the baby's expressions of emotion sensitively Imitate the baby's expressions of emotion by smiling at a smiling infant, or furrowing your brow at a frustrated infant Label the emotion that you see the baby express. For example, "Ooo, you seem so frustrated that you can't reach that toy. Let me help you." |
| <i>Interacts with adults and other children</i> | <ul style="list-style-type: none"> Reach for, smile, laugh, babble, and coo to get the attention of a familiar person Gaze intently at the face of a familiar person talking to him Catch the eye of someone nearby, and smile Make loud noises, even from another room Make noises or wave arms and legs to get the attention of other children or adults Watch the play of other children Laugh at other children doing funny actions Explore the face, hair and hands of another child with his hands Look for comfort from a familiar adult if approached by a stranger | <ul style="list-style-type: none"> Respond to the baby, maintain eye contact, and return the smile, coo or gurgle Talk to the baby throughout the day, during familiar routines and during play time Use the baby's name frequently Initiate interactions with the baby Let other children play with the baby in a supervised setting Place babies near each other and allow them to explore each other gently Help the baby if he is feeling stressed by gradually introducing him to others Encourage unfamiliar adults to approach slowly and sit down on the floor when they first enter the room |
| <i>Begins to develop self regulation</i> | <ul style="list-style-type: none"> Suck thumb or fingers Rock himself Coo or babble | <ul style="list-style-type: none"> If the baby seems over-stimulated, try modifying the environment by dimming the lights, or removing loud objects, toys, or clutter Allow the baby an opportunity to calm himself; respond if needed Talk to the baby about what you see him doing. For example, "I see you found your hand! That helps sometimes, doesn't it?" |

II. Language Development

Understand and Communicate

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|---|
| <i>Begins to develop skills involved in conversations with others</i> | <ul style="list-style-type: none">• Respond to his own name• Begin to respond to the word “no”• Tell how the speaker is feeling by the tone of his/her voice• Use various sounds and movements to communicate• Use his voice to express happiness or unhappiness• Babble using strings of consonant and vowel sounds• Babble using the sounds and rhythms of his native language• Actively imitate the sounds of speech | <ul style="list-style-type: none">• Respond to the baby’s vocalizations• Use repetitive words and phrases• Talk to the baby throughout the day, describing what each of you is doing. Follow his lead and use his sounds in real words, phrases and sentences• Speak to the baby in his native language, if possible |

Pre-Reading and Pre-Writing

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|---|--|
| <i>Begins to develop skills that will lead to reading readiness</i> | <ul style="list-style-type: none">• Respond to some of the vocabulary associated with picture books• Make sounds when he hears sounds• Pay attention to the sounds and repetitive or rhyming words in books• Look intently at the pictures in a book, and show a preference for some pictures• Attend and react to colorful pictures in books | <ul style="list-style-type: none">• Read repetitive and rhyming books to baby several times a day• Provide a variety of durable books accessible to the baby; point to the pictures using the same words to label what he sees• Sing and say nursery rhymes such as “This Little Piggy” when changing, putting down to a nap, riding in the car. and other times |

III. Cognitive Development

Discover and Learn

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Begin to develop skills that lead to Math concepts such as:</i></p> <ul style="list-style-type: none"> • <i>Problem solving</i> • <i>Reasoning</i> | <ul style="list-style-type: none"> • Follow moving objects easily with his eyes • Find an object that is partially hidden • Explore everything with hands and mouth • Try to reach objects just out of reach • Look at an object in his hand for a longer period of time • Imitate actions such as waving bye-bye • Look for an object that he has thrown from the high chair • Turn his face away from his caregiver when he sees a tissue in his/her hand • Laugh or show other signs of enjoyment when exploring the effects of his actions on objects | <ul style="list-style-type: none"> • Play hiding games with the baby • Make sure everything within baby's reach is safe to touch or put in his mouth • Allow the baby to explore safe objects with his mouth. In group care, wash toys often • Place objects just beyond his reach • Play repetitive games such as "pat-a-cake" and "how big is the baby?...soooo big," holding his arms out wide • Use finger play, combining words and actions, for example: trace a circle on baby's hand as you say "round and round the garden, like a teddy bear", then walk your fingers up his outstretched arm while you say, "one step, two steps," and tickle him under the arm as you say, "tickle him under there!" • Avoid exposure to television, computers, and DVDs/videos • |
| <p><i>Begin to develop skills that lead to Science Concepts such as:</i></p> <ul style="list-style-type: none"> • <i>Cause and effect</i> • <i>Daily routines</i> | <ul style="list-style-type: none"> • Bang on his tray with a spoon to hear the sounds it makes • Push a button on a toy to make it play music • Put small blocks into a bowl, dump them out and do it again • Hit the buttons on his busy box to make different things happen • Pull a string to bring a toy closer | <ul style="list-style-type: none"> • Give the baby various materials to explore, including containers and small blocks, large wooden beads, or other hard objects that will make noise when dropped into a container • Provide pull toys, especially ones that make a noise when they move |

IV. Physical Development

| Coordinate Movements | | |
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| Content Standard | For example the baby may: | The Supportive Practitioner/caregiver can: |
| <p><i>Physical and Large Motor Development</i></p> | <p>Change the Position of his body by:</p> <ul style="list-style-type: none"> • Pushing up on his arms and lift head and chest, arching his back when on his stomach • Lifting both arms and legs and rock on his stomach • Rolling over from back to stomach and stomach to back • Starting to move either forward or backwards, pulling or | <ul style="list-style-type: none"> • Help the baby practice sitting up, when supervised, supporting his back appropriately • Give the baby safe places to move around in and explore, while being supervised • Put baby on his stomach and extend his |

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| | <p>pushing with his arms</p> <ul style="list-style-type: none"> • Getting up on his hands and knees, rocking back and forth • Pulling to a stand, while holding onto something | <p>arms in front of him, then hold a toy in front of his face and try to get him to hold his head up and look at you and the toy</p> <ul style="list-style-type: none"> • Give the baby toys just out of reach and encourage him to reach for them |
| <p><i>Fine Motor Development</i></p> | <p>Use his hands in more coordinated movements:</p> <ul style="list-style-type: none"> • Reaching for objects with one hand • Moving objects from hand to hand • “Raking” objects to himself with one hand • Picking up a thawed frozen pea with a raking grasp • Grabbing feet and toes and bringing them to his mouth • Holding objects in both hands and banging them together • Waving bye-bye or imitating hand clapping • Trying to turn the pages of a favorite board book | <ul style="list-style-type: none"> • Give the baby small pieces of soft finger foods to feed himself. • Give the baby a variety of toys to explore that are easily grasped • Give the baby board books or those made of cloth or vinyl to explore with you and alone |

Nine to Twelve Months

I. Social & Emotional Development

Developing a Sense of Self and Others

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
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| <i>Expresses and identifies feelings</i> | <ul style="list-style-type: none"> • Show happiness or distress in a variety of ways • Respond to other children or adults when they show emotions • Look to caregivers for their emotional reactions before responding to a new person or object | <ul style="list-style-type: none"> • Identify the infant's feelings • Express his/her own feelings • Identify the feelings of other children • Greet new people warmly; the baby will look to your reactions |
| <i>Interacts with adults and other children</i> | <ul style="list-style-type: none"> • Show a stronger preference for the adults who are their consistent caregivers • Test caregivers to see their reactions in different situations • Imitate other people in their play • Repeat sounds and gestures • Show strong separation anxiety when a caregiver is out of sight • Show fear in some situations | <ul style="list-style-type: none"> • Be consistent in your responses • Communicate with other caregivers to encourage consistent responses • Provide opportunities for the baby to play with other children in a supervised setting • Introduce the baby to a new caregiver gradually, spending a few extra minutes to let them play and adjust • When leaving, reassure the baby that you will be back later |
| <i>Begins to develop self-regulation</i> | <ul style="list-style-type: none"> • Be able to entertain themselves for brief periods of time • Look to consistent caregivers for their reactions to new situations, people, or objects before responding • Be able to calm themselves when mildly distressed | <ul style="list-style-type: none"> • Provide engaging materials that interest the infant • Continue to give the baby opportunities to explore the environment and calm themselves when mildly distressed • Be aware of your own reactions to new situations, people, or objects (babies are taking their cues on how to respond from you) |
| <i>Begins to develop self-confidence and independence</i> | <ul style="list-style-type: none"> • Enjoy using their fingers to feed themselves • Help to dress themselves, extending an arm or leg • Want to wash their own face after eating • Enjoy pulling off their own socks and shoes | <ul style="list-style-type: none"> • Let the baby use her fingers to feed themselves as part of a meal • Involve the baby in putting on their coat to go outside • Give them a wash cloth to wash their face • Demonstrate self-help skills for the baby, partially pulling off a sock and letting them finish |

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| <i>Begin to develop pro-social behaviors</i> | <ul style="list-style-type: none"> • Initiate play such as social games (e.g., Peek-a-boo) • Respond differently to familiar and unfamiliar infants and toddlers • Observe and imitate simple actions of others such as “bye-bye” | <ul style="list-style-type: none"> • Follow and lead infant in social games • Facilitate infants’ interactions and play • Repeat actions such as bye, bye, hello, etc. |
| <i>Develops attending and focusing skills</i> | <ul style="list-style-type: none"> • Attend to a task for several minutes with an engaging toy or activity • Engage in turn taking with a familiar adult | <ul style="list-style-type: none"> • Provide developmentally appropriate materials that engage the infant • Interact with the infant to extend play |

II. Language Development

Understand and Communicate

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|--|---|---|
| <i>Begin to develop skills involved in communicating with others</i> | <ul style="list-style-type: none"> • Respond to simple requests • Respond to one step directions with familiar words • Point to the cat in a book when you say, “Where is the cat?” • Start to understand and use conventions of communication • Use simple gestures such as pointing, shaking their head for “no,” or waving “bye bye” • Use inflection, with varying pitch and intonation when babbling • Use exclamations, such as “oh oh” when dropping something • Say approximations of “mama” and “dada” • Try to imitate words • Listen to simple stories, rhymes and songs • Understand many more words than they can produce | <ul style="list-style-type: none"> • Talk to the baby as much as possible, facing the baby when talking • Ask open-ended questions • Ask simple choice questions (Do you want truck or the car?) • Describe infant’s actions to them • Use several new words every day • Change pitch, tone and inflections when talking, singing or reading to the baby • Use hand gestures and facial expressions along with speech • Show excitement when the baby attempts to use words • Respond to the baby’s non verbal communication by using descriptive words • Repeat infant’s initial attempts at forming words and extend to make complete sentences • Acknowledge and encourage the baby’s attempt to communicate with gestures; for example, talking about the objects that they point to |

Pre-Reading and Pre-Writing

| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
|---|--|--|
| <i>Begins to develop skills that lead to reading readiness:</i> | <ul style="list-style-type: none"> • Begin to imitate animal and non speech sounds • Repeat simple sound syllables, (ba, ba, ba) | <ul style="list-style-type: none"> • Continue to build a routine of reading to baby several times a day, using books with |

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| <ul style="list-style-type: none"> ◆ <i>Different sounds of language</i> ◆ <i>Development of vocabulary and comprehension</i> ◆ <i>Develops knowledge of book handling</i> | <ul style="list-style-type: none"> • String together different sounds (ba, pa, da) • Begin to use specific sounds to identify objects and people • Begin to participate in songs and rhymes • Respond to a simple gesture or request • Begin to identify familiar people • Recognizes familiar objects • Turns pages of cardboard book (not necessarily one at a time or left to right) • Identifies 1-2 familiar pictures • Looks at pictures in a book • Responds with sounds or body movements to indicate enjoyment | <p>simple words and pictures, rhyme and/or repetition</p> <ul style="list-style-type: none"> • Sing and say nursery rhymes such as “This Little Piggy” when changing, putting down to a nap, riding in the car and other times • Repeat and expand on the baby’s attempts at speech • Make a variety of books available and allow the baby to hold, touch and mouth books • Introduce new words • Provide an opportunity for the baby to complete a familiar song or rhyme • Repeatedly use corresponding gestures and words (bye bye, with hand waving); encourage baby’s use of these gestures |
| <p><i>Begins to develop skills that lead to writing</i></p> | <ul style="list-style-type: none"> • Mark with crayons or markers, scribbling spontaneously • Grasps a writing tool • Enjoys finger painting or painting with large brushes | <ul style="list-style-type: none"> • Provide large sheets of paper and large crayons or washable markers • Provide a variety of non-toxic materials and tools such as paint brushes, crayons, chalk, etc. |

III. Cognitive Development

Discover and Learn

| Content Standard | For example the baby may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Begin to develop skills that lead to math concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Problem solving</i> ◆ <i>Communication</i> ◆ <i>Reasoning</i> ◆ <i>Memory</i> | <p>Explore objects in various ways such as:</p> <ul style="list-style-type: none"> • Trying to put a square peg into a round space, and keep trying even when it doesn’t fit • Trying to put together nesting cups and take them apart again • Looking for an object that they have thrown or dropped from the high-chair • Putting their arms up when you ask, “How big is baby?” • Turning their face away from the caregiver when they see a washcloth in her hand • Holding out her hand for you to play “round and round the garden” • Pointing to pictures in books when you read to them | <ul style="list-style-type: none"> • Provide access to a safe area for exploration stocked with real objects found in a home environment (cups, spoons, empty containers) • Provide toys that can be used in various ways • Play repetitive games such as “pat-a-cake” and “how big is the baby?” “soooo big” holding their arms out wide • Use finger play, combining words and actions, for example: Trace a circle on baby’s hand as you say “round and round the garden, like a teddy bear”, then walk your fingers up their outstretched arm while |

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| | <ul style="list-style-type: none"> • Going to get the ball when you ask if they would like to play ball • Going to the counter where the cookies are kept when asked if they would like a cookie <ul style="list-style-type: none"> • Point to familiar objects when directed • Give an object on request | <p>you say, “One step, two steps,” and tickle them under the arm as you say, “tickle her under there!”</p> <ul style="list-style-type: none"> • Avoid exposure to television • Play hiding games with the baby • Look at simple picture books with the baby, naming and pointing to objects |
| <p><i>Begin to develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> ◆ <i>Imitation of gestures and use of objects</i> ◆ <i>Identify body parts</i> | <ul style="list-style-type: none"> • Explore a ball in a ball, turning it over and over • Look under the blanket for the toy they watched you hide • Shake, bang, throw, drop, push or pull everything they touches • Explore and uses body to make things move • Push favorite buttons on the busy box and make a face just before the dog pops out • Point to correct body part when it is named • Pretend to brush hair and teeth, drink from a cup and put a telephone to their ear • Imitate simple actions of an adult such as clapping • Imitate sound patterns when heard • Take and retain 2 objects offered (one in each hand) • Use whole body to explore environment • Indicate they want to be picked up through gestures or vocalizations to a familiar adult • Anticipate reactions in response to familiar play activities • Use all 5 senses to explore natural world • Respond to light and darkness and anticipate routines with both (for example, dark = nap) | <ul style="list-style-type: none"> • Provide appropriate objects that encourage exploration • Play with the baby looking in the mirror and naming face and body parts • Give the baby everyday objects to play with • Sing songs and do finger plays about body parts and daily routines • Give the baby a busy box and quiet time to explore it • Provide space the infant can explore with their whole body • Respond to baby’s success in making something happen |

IV. Physical Development

Coordinate Movements

| Content Standard | For example the baby may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Physical development:</i></p> <ul style="list-style-type: none"> ◆ <i>Large motor development</i> | <ul style="list-style-type: none"> • Balance and sit alone for long periods of time • Walk with someone holding both of her hands • Pull up on a table and “cruise” around it • Roll from lying on their stomach to sitting up • Move from a crawl to sitting and back again • Crawl easily, gaining speed from month to month | <ul style="list-style-type: none"> • Secure sturdy baby gates at the top and bottom of stairs • Never leave the baby unattended once they are mobile • Applaud the baby’s efforts at gross motor movement and celebrate her |

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| | <ul style="list-style-type: none"> • Climb onto low objects, such as a couch or table • Stand alone without help for a few seconds then minutes • Take their first few steps without help • Go from standing to sitting easily • Go between squatting position to standing • Begin to walk up and down steps with assistance • Crawl through a short tunnel • Imitate basic movements • Engage in a variety of physical activities such as crawling, walking, climbing, dancing or throwing • Engage in simple games with an adult such as bouncing or rolling a ball back and forth | <p>accomplishments</p> <ul style="list-style-type: none"> • Stay close behind the baby when they start to climb • Come to the baby's aid if they get stuck standing and show them how to bend their knees to get down • Provide safe areas for climbing and movement |
| <i>Fine motor development</i> | <ul style="list-style-type: none"> • Drop objects into a container and dump them out again • Roll and "catch" a rolling large rubber ball • Pick up a spoon by its handle • Pick up small bits of lint off the floor and give them to you • Start to hold a "sippy" cup and drink from it • Turn pages of board book • Take apart and put pieces together such as pop beads • Build simple block structures (2-3 blocks high) • Pick up small objects between thumb and forefinger • Make marks on paper | <ul style="list-style-type: none"> • Give the baby safe objects and containers, and show her how to fill and dump • Play catch sitting on the floor across from the baby and roll the ball back and forth |
| <i>Health</i> | <ul style="list-style-type: none"> • Recognize self in mirror • Express feelings • Indicate discomfort or need for assistance • Indicate desires for food or drink | <ul style="list-style-type: none"> • Reflect the infant's feelings by recognizing verbal and nonverbal cues and verbalizing the emotions you see • Respond to infant's needs and reflect the need verbally, such as, "You are really thirsty or hungry", etc. • Encourage the baby to use gestures to communicate basic needs, such as "more" or "drink" |
| V. Creative Expression | | |
| Creativity & Critical Thinking | | |
| Guideline | For example the baby may: | The Supportive Practitioner/caregiver can: |
| <i>Begins to develop creative thinking</i> | <ul style="list-style-type: none"> • Experience the environment through senses | <ul style="list-style-type: none"> • Provide a variety of materials that are |

- ◆ *Explores the arts*
- ◆ *Appreciates music*
- ◆ *Participates in creative movement*
- ◆ *Begins to participate in dramatic play*

- Look to familiar faces for attention and help
- Consistently reach for toys and objects or point to ask for an out-of-reach toy
- Show pleasure in new accomplishments
- Persist in new learning situations
- Recognize some basic shapes and objects
- Respond to a variety of songs, music and finger plays
- Make sound with objects available
- Enjoy listening to music
- Make a physical response to musical sounds (for example, bouncing body or flexing knees)
- Explore musical props
- Show awareness to changes in tempo
- Follow simple one-word directions and copy adult actions
- Put on or take off hats
- Put things in containers
- Attempt to move large zippers
- Shows interest in dramatic play materials such as setting the table
- Enjoy water play
- Use phone or other dramatic play materials to begin to pretend play
- Point to a body part when named
- Take off simple shoes & socks

- accessible to the infant
- Be available to the infant if he indicates a need for help
- Provide somewhat challenging experiences so that infants are able to try out new skills
- Use music, singing and finger plays as an integral part of your curriculum
- Have a variety of props and instruments the infants can use
- Expose the baby to different tempos and different types of music
- Have simple dramatic play props available (such as hats) for the baby to explore
- Play “point to the body part” games by asking the baby, “Where is your nose? Where are your feet?”

Thirteen to Eighteen Months

I. Social & Emotional Development

Developing a Sense of Self and Others

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <i>Expresses feelings and develops self-recognition</i> | <ul style="list-style-type: none"> • Say “mine” or reach toward an object when they want something • Cry when frustrated or doesn’t get what they wants • Try to do things on their own, such as feeding themselves • By 18 months, recognize their reflection in the mirror • Say their own name • By 18 months, express the emotions of embarrassment and jealousy | <ul style="list-style-type: none"> • Assist child in understanding what is theirs and what isn’t • Let the toddler help with chores even though it takes longer • Let the toddler do for themselves what they are able to do, such as pulling off shoes and socks, putting away toys • If the task is too difficult or dangerous for the toddler, offer assistance and alternatives |
| <i>Interacts with adults and other children:</i> | <ul style="list-style-type: none"> • Become more interactive with peers and other adults • Primarily play alongside, but not with others, often competing for toys • Venture out when a trusted adult is near • Look to a caregiver for reassurance when exploring, for example, a word, a smile or a gesture • Experiment with and explore new materials when the caregiver is near • Stop playing when a trusted adult leaves the playground and start again when she returns • Show with words or gestures that they want a trusted adult to be near them • Cry and refuse to eat if it isn’t what they want • Refuse to come when called • Hit, kick or bite other children if they don’t get what they want • Be overly shy with anyone other than familiar people • Cry when they see something unfamiliar such as a man with a beard or a clown • Cry briefly when a parent or trusted caregiver leaves, , gradually calming with help | <ul style="list-style-type: none"> • Encourage the toddler to engage with others • Give the toddler a consistent caregiver • Give reassurance but let them explore and venture away from you a bit • Be alert to the toddler’s need for reassurance and give it in a matter of fact way, encouraging his independence • Try to avoid conflicts over food at mealtimes • Give choices between nutritious foods • Provide choices, but refrain from giving in to a tantrum • Remove the child from a conflict situation, and talk about what happened • Allow the toddler to move at his own pace with unfamiliar adults • Give support and time for the toddler to get to know someone new • Give a hug and try to distract the toddler with a fun activity when a parent or trusted caregiver leaves • Give hugs and reassurance that a parent or trusted caregiver will be back |
| <i>Begins to develop self-regulation</i> | <ul style="list-style-type: none"> • Stop hitting another child when their caregiver says their name | <ul style="list-style-type: none"> • Intervene when the toddler is doing something dangerous or inappropriate (for |

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| | <ul style="list-style-type: none"> • Come when their name is called • Say “no no” as they throw Cheerios on the floor • Stop stomping their feet in a puddle when asked • May be able to wait for a few moments after asking for something, but quickly becomes impatient • May use special objects (for example, a stuffed toy or blanket) to soothe themselves at naptime or in times of mild distress | <p>example, removing the toddler from a situation and redirecting their attention)</p> <ul style="list-style-type: none"> • Set clear and firm limits and enforce them consistently, without shaming the child • Encourage friendly interactions with others by verbally acknowledging when toddlers are touching each other gently and using positive phrases such as, “let’s use gentle hands with our friends” when they are not • Encourage the toddler’s actions with phrases such as, “good job for listening” |
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II. Language Development

Communicating and understanding

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Begins to develop listening and speaking skills:</i></p> <ul style="list-style-type: none"> ◆ <i>Understands the meaning of words and gestures</i> ◆ <i>Uses conventions of speech</i> ◆ <i>Listens to stories, directions and conversations</i> ◆ <i>Communicates using sounds, words and gestures</i> | <ul style="list-style-type: none"> • Continue to understand more words than they are able to say • Go to the climber when asked if they want to play on the climber • Follow a simple direction such as “Kick the ball” or “Wash your hands” • Use simple gestures such as pointing to objects, shaking their head for “no,” or waving “bye bye” • Use inflection when babbling • Use exclamations, such as “uh oh!” when dropping something • Say “mama” and “dada” • Try to imitate words • Listen to simple stories, rhymes and songs • Respond to simple yes and no questions • Use single words such as “no” or “bye” • Try to say long words by stringing sounds together • Learn new words daily | <ul style="list-style-type: none"> • Talk to the toddler in clear, simplified language • Get down on the floor and play with the toddler • Correct behavior face to face on the child’s level • Ask questions and extend the toddler’s vocabulary by naming objects that the toddler is looking at or pointing to and describing objects and actions • Speak to the toddler using more adult language and less “baby talk” • Repeat and extend the toddler’s words and phrases using correct conventions of speech • Sing and say nursery rhymes such as “this little piggy” when changing, putting down to a nap, riding in the car and other times • Frequently name environmental sounds through play • Show your delight when the toddler starts to use words |

Pre-reading and Pre-writing

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Begins to develop skills that will</i></p> | <ul style="list-style-type: none"> • Enjoy, and occasionally join in “singing” simple songs | <ul style="list-style-type: none"> • Use intonation when reading |

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| <p><i>lead to reading readiness:</i></p> <ul style="list-style-type: none"> ◆ Recognizes and reacts to sounds ◆ Increases vocabulary ◆ Increases comprehension ◆ Develops book handling skills | <ul style="list-style-type: none"> • Move rhythmically to familiar songs • Begin to identify familiar environmental sounds, (animals and emergency vehicles) • Point or make sounds when looking at books • Turn pages of a book one at a time | <ul style="list-style-type: none"> • Frequently read repetitive text • Have a variety of durable books available including homemade books and photo albums • Read to the toddler several times each day • Repeatedly sing familiar songs • Frequently say rhymes and finger plays • Talk to the toddler using consistent language • Frequently repeat nursery rhymes • Read repetitive books multiple times • Re-read favorite stories when asked • Ask the toddler to say the repetitive phrases in books with you • Ask simple questions about obvious detail • Describe pictures to the toddler when you read to him |
| <p><i>Begins to develop skills that will lead to writing</i></p> | <ul style="list-style-type: none"> • Scribble spontaneously • Explore using different writing materials | <ul style="list-style-type: none"> • Give the toddler drawing, painting, and writing materials to explore • Praise and display the toddler's drawings, paintings, and writing • Label pictures that the toddler tells you about and write their name on their work |

III. Cognitive Development

Discovering the world

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Explores and experiments with objects in the environment</i></p> | <ul style="list-style-type: none"> • Push and pull a wagon, watching the wheels turn as they try different tactics to move it • Touch a bug that they find on the playground and squeal when it moves away quickly • Push, poke, squeeze, pat and sniff the play-dough as they explores how it feels and smells • Stack and knock down big blocks • Experiment with different ways of using a toy or object | <ul style="list-style-type: none"> • Provide materials, equipment and experiences for sensory exploration (for example, toys with wheels, musical instruments, play dough and sand and water). • Ask guiding questions to extend their experiences, such as, "How does the bug feel?" • Show a sense of wonder and provide time and opportunities to explore the natural world alongside the toddler |
| <p><i>Begins to develop skills that lead to Math concepts such as:</i></p> | <ul style="list-style-type: none"> • Imitate the actions of an adult such as turning a steering wheel in a play car | <ul style="list-style-type: none"> • Describe to the toddler his actions and extend through conversation, for example, "I |

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| <ul style="list-style-type: none"> ◆ <i>Problems Solving</i> ◆ <i>Communication</i> ◆ <i>Reasoning</i> ◆ <i>Memory</i> | <ul style="list-style-type: none"> • Recognize his image in the mirror or in a photograph • Remember the usual sequence of events and go to get his toothbrush after getting into pajamas | <p>see you are driving the car. Where are you going?”</p> <ul style="list-style-type: none"> • Maintain consistent routines • Avoid exposure to television |
| <p><i>Begins to develop skills that lead to Science Concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> ◆ <i>Imitations of gestures and use of objects</i> ◆ <i>Identify body parts</i> | <ul style="list-style-type: none"> • Choose a favorite book from the shelf and turn the pages more carefully, perhaps moving the pages from left to right, with the book turned right-side-up • Put round shapes into the round holes more accurately • Bounce a ball and try to catch it after watching an older child do it | <ul style="list-style-type: none"> • Give the toddler access to and choices about books and toys • Talk about the shapes, colors and attributes of toys as you play with the toddler |

IV. Physical Development

Coordinate Movements

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Large Motor Development:</i></p> <ul style="list-style-type: none"> ◆ <i>Moves constantly, showing increasing large muscle control</i> | <ul style="list-style-type: none"> • Walk more than they crawl • Stop and start movements with more control • Sit in a chair independently • Go from sitting to standing more easily • Climb the stairs on their hands and knees or stand and hold onto a railing, putting both feet on each step • Crawl up into a chair and turn around to sit • Go from a squat to standing with ease • Pull a toy behind him as they walk, or push a toy in front of them • Carry a large toy or several smaller ones while walking • Begin to run • Kick a ball forward | <ul style="list-style-type: none"> • Give the toddler push and pull toys and balls to play with • Provide many opportunities for the toddler to practice movement in a safe environment • Play outside often where the toddler can run, play with a ball, and climb |
| <p><i>Continues to refine Fine Motor Development:</i></p> <ul style="list-style-type: none"> ◆ <i>Begins to develop manipulative skills</i> | <ul style="list-style-type: none"> • Put together several nesting cups, or stacking rings on a ring tree • Drop wooden beads into a bottle, dump them out and start again • Build a tower of four or more blocks | <ul style="list-style-type: none"> • Give the toddler board books and other opportunities to practice page turning • Give the toddler shape sorting cubes, smaller objects and containers, and blocks of various sizes |

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| | <ul style="list-style-type: none"> • Scribble, if given a crayon and paper • Start to use one hand more often than the other • Take apart, then put together large links or pop beads • Hold an object in one hand and do something to it with the other hand • Hold a cup and drink, sometimes spilling • Feed themselves applesauce or yogurt with a spoon | <ul style="list-style-type: none"> • Give the toddler large links or pop beads to put together and take apart • Give the toddler opportunities to feed themselves, even if there are spills • Give toddler opportunities to scribble, encouraging and praising the toddler's efforts |
| V. Creative Expression | | |
| Creativity & Critical Thinking | | |
| Guideline | For example the toddler might: | The Supportive Practitioner/caregiver can: |
| <p><i>Begins to develop creative thinking:</i></p> <ul style="list-style-type: none"> ◆ <i>Explores the arts</i> ◆ <i>Appreciates music</i> ◆ <i>Participates in creative movement</i> ◆ <i>Begins to participate in Dramatic Play</i> | <ul style="list-style-type: none"> • Gather information about environment through senses • Ask for help through gestures or words • Use toys and objects in an intentional way • Show pleasure in new accomplishments' • Apply persistence to learning about new objects • Recognize some basic shapes and objects • Respond to a variety of songs, music and finger plays • Experiment with objects that make sounds • Demonstrate enjoyment in music • Move to musical sounds • Explore musical props • Show awareness to changes in tempo • Follow simple one word directions and copy adult actions • Select dress-up clothes and attempt to put them on • Put things in containers • Work with zippers and large snaps • Imitate others in dramatic play • Explore objects in water play • Use dramatic play props in pretend play • Point to body parts • Take off shoes & socks | <ul style="list-style-type: none"> • Provide a variety of materials that are accessible to the toddler • Be available to the toddler if they indicate a need for help • Provide mildly challenging experiences so that toddlers are able to try out new skills • Use music, singing and finger plays as an integral part of your curriculum • Have a variety of props and instruments toddlers can use • Identify different tempos and different types of music • Provide a wide variety of music • Have a dramatic play area that has accessible items for dramatic play |

Nineteen to Twenty Four Months

I. Social & Emotional Development

Developing a sense of self and others

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <i>Expresses feelings</i> | <ul style="list-style-type: none"> • Demonstrate appropriate affection and interaction with extended family members and playmates • Engages others by expressing feelings, needs or wants verbally and/or non-verbally • Attempts to comfort others, often with objects that she finds comforting • Angrily refuse help with putting on their coat, then cry and ask for help if they can't do it themselves • Show awareness of differences between themselves and others • Cry, yell, hit, kick their feet and refuse to stop doing something when they are angry • By 24 months, begin to express the emotions of guilt, shame, and pride | <ul style="list-style-type: none"> • Understand and encourage their autonomy but help when needed • Say “yes” instead of “no” whenever possible, providing choices that are both acceptable to you • Celebrate their culture and the cultures of others • Help the child to attempt to solve the problem themselves • Reinforce the child’s positive behavior • Model appropriate behavior • Coach the child to resolve conflicts using words |
| <i>Continues to develop self-regulation</i> | <ul style="list-style-type: none"> • Cry and cling to a parent before s/he leaves, but calm down quickly when s/he has left • Play calmly near another child, but cry and hit if that child tries to use something they are playing with • Take a toy from another child, and not return it when asked to by an adult • Begin to understand the concept of taking turns in a simple game • Begin to understand the concept of “his” and “mine” • Stop what they are doing and come when a caregiver calls their name and starts to move away • Separate from significant others with minimal distress • Initiate independent play • Participate in self-help routines with assistance • May use an object (such as a stuffed toy or blanket) to comfort themselves in times of mild distress | <ul style="list-style-type: none"> • Be confident, calm and understanding when leaving the crying child, reassuring her that you will be back later, and coming back when you say you will • Give comfort briefly, then redirect the child’s attention and confidently help them to move on • Practice sharing with the child, using the word and praising her for sharing with you or another child • Play simple games with the child where you practice taking turns • Expect the child to follow your directions and reward them with praise and extra fun time together, rather than material rewards • Give choices, both of which are acceptable to you • Stay calm and recognize that anger is a normal emotion |

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| | | <ul style="list-style-type: none"> • Acknowledge their feelings and encourage them to talk about how they feel, helping her to find the words they need • Let them know that hitting or any other hurting behavior will not be tolerated (for example, by removing them from a situation and using words that express your displeasure: "It's not ok to hit our friends. That hurts <child's name>. You may come back when you're ready to be gentle.") |
| <i>Interacts with adults and other children</i> | <ul style="list-style-type: none"> • Say please or thank you with modeling and repetition • Seek assistance from others to solve problems • Respond to first name • Start across the playground to where other children are, but return to the caregiver several times before playing there • Sit in the sandbox playing alongside several other children, but get up frequently to show the caregiver what they are making • Look up at the caregiver for a wave while playing with toys in a new room full of children • Stop playing and come to the caregiver when a new adult enters the room • Go over to watch an adult making cookies, but not want to talk or help • Say "hi" to store personnel, from the safety of their shopping cart seat • Hold the caregiver's hand (or hide behind a caregiver) as a new person asks them about their toy • Begin to engage in pretend play with realistic objects | <ul style="list-style-type: none"> • Be matter of fact about responding to the child's need to check in, confident that they will venture forth when they are ready • Provide consistent routines • Understand, and share with other adults, that caution with unfamiliar adults is normal • Be reassuring • Express the child's feelings in words • Gently encourage the child to respond to unfamiliar adults, but speak for them if they declines, without shaming the child |
| <i>Begins to develop a sense of self confidence</i> | <ul style="list-style-type: none"> • Display preference for one option over another when given a choice • Use facial expressions, gestures and verbalizations to acknowledge her actions and accomplishments with peers and adults • Re-engage when faced with frustration, failure or disappointment in self-directed activities with adult support • Ask for help, if needed, in verbal and nonverbal ways | <ul style="list-style-type: none"> • Give toddlers acceptable choices so that they have experience making simple decisions on their own. • Provide opportunities for the child to help with simple tasks such as wiping down the table after lunch or putting her own trash into the trashcan. • Ask the child for help so that they begin to develop a deeper sense of self. |

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| | <ul style="list-style-type: none"> • Come to the caregiver and point to where the ball has rolled under the shelf, saying, “ball” • Bring their coat with the sleeve inside out to a caregiver for help | <ul style="list-style-type: none"> • Encourage the child to solve a problem. • Provide two choices and let the child pick the type of clothing that they want to wear. |
| <i>Begins to develop pro-social behaviors</i> | <ul style="list-style-type: none"> • Play by themselves; initiates own play • Hug another child who is sad because his mom just left • Imitate adult behavior in play such as cooking, sweeping, etc. • Participate with adult in a joint task (for example, cleaning up) • Begin to have an awareness of unacceptable behavior • Watch the children on the slide intently for several minutes before asking to try going down • Play near several other children, talking to them only when they want a toy that they have • Go to their hook to hang up their coat when they come in from outside without a reminder • Get down from a standing position on a chair when you remind them that chairs are for sitting, because they might fall | <ul style="list-style-type: none"> • Expect the child to follow routines that you establish • Encourage toddlers to play together and solve problems together • Establish a few simple rules and remind the child about these rules • Make sure each rule has a good reason behind it. If it doesn't, reconsider the rule. • Talk to the child about the reasons behind the rules • Enforce rules consistently using rewards and praise for responsible behavior, and mild consequences that fit the situation • Model pro-social behaviors such as speaking kindly to others, using gentle hands, and respecting individual children |
| <i>Begin to develop attending & focusing skills</i> | <ul style="list-style-type: none"> • Attend to a task of interest for several minutes • Engage in verbal and/or non-verbal turn taking with adult support • Begin to develop some tolerance for delay | <ul style="list-style-type: none"> • Have specific places for toys and books, and encourage the child to put things away where they belong when they have finished playing with them. • Help the toddler to put items back where they belong after play |

II. Language Development

Understand and Communicate

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <i>Continue to develop listening and speaking skills</i> | <ul style="list-style-type: none"> • Answer a simple question with a nod of their head • Go to get the towel, bring it back and clean up the spill when asked by their caregiver • Understand the names of several body parts and point to them when asked • Go to wash their hands when a caregiver says, “Get ready for lunch” | <ul style="list-style-type: none"> • Ask simple questions, and give directions with just one or two familiar steps • Positively acknowledge and praise the child when they follow directions • Carry on conversations with toddlers individually • Provide a variety of ways to tell stories and |

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| | <ul style="list-style-type: none"> • Show attention to another speaker for brief periods of time • Spontaneously repeat familiar words from a story • Follows a one step direction • Maintain conversation topic with adult support • Participate verbally in songs and books with key words or phrases • Use words to request wants and needs • Participate in brief communication exchanges using verbalizations and/or gestures • Answer simple questions • Communicate about favorite items or toys to others • Imitate adult behavior in play • Explore and display interest in a variety of people, places and things • Begin to label objects, and put words together to make simple sentences • Put a few words together into a sentence, leaving out small connecting words (for example, “Talk Daddy?” or “Go bye-bye now?”) • Ask simple questions such as, “What that?” • Ask for what they want using increasingly specific words • Repeat some of the funny sounding words they hear in conversations • Participate in simple group discussions | <p>re-tell stories</p> <ul style="list-style-type: none"> • Provide interesting materials and activities that provoke conversation • Have short, optional circle times where children can interact • Introduce new words in conversation • Read books and ask questions about the book • Sing songs and rhymes • Accept the child’s level of verbalization, not comparing them to other children, and keeping in mind that language development is highly variable • Have frequent conversations, using simple adult language • Encourage the use of social words in context, such as “please”, and “thank you” • Identify pictures with the child • Use positive reinforcement when the child uses appropriate language • Include each child in group discussions • Participate and guide children in pretend play |
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Pre-Reading and Pre-writing

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Begins to develop skills that will lead to reading readiness:</i></p> <ul style="list-style-type: none"> ◆ Recognizes and reacts to sounds ◆ Increases vocabulary ◆ Increases comprehension ◆ Shows interest in book reading | <ul style="list-style-type: none"> • Enjoy simple songs and occasionally join in • Move rhythmically to familiar songs • Identify familiar sounds such as animal sounds and emergency vehicles • Enjoy being read to if allowed to participate • Enjoy stories with riddles, guessing and suspense • Turn pages in a book • Recognize familiar pictures • Fill in words in a familiar book • Match shapes • Show attention in rhyme games or songs | <ul style="list-style-type: none"> • Frequently sing familiar songs • Frequently say rhymes and finger plays • Frequently name environmental sounds through play • Use varying intonations when reading • Read to children individually and in small groups • Begin to read more books with simple stories • Repeatedly read good quality children’s literature, especially those with repetitive text and rhyming words. |

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| | <ul style="list-style-type: none"> • Bring a book to a caregiver to have read • Identify basic pictures by naming or pointing • Respond to basic “wh” questions (what, where etc) • Identify a favorite book by its cover • Repeat familiar phrases from a book or rhyme • Identify pictures of characters from favorite book • Participate in motor imitation • Point to elements in a picture • Show interest in books and other written materials • Show preference for a favorite page in a book by searching for it • Follow simple directions • Perform an action shown in a book • Answer simple questions based on a story • Show empathy for situations shown in a book • Verbally label pictures in a familiar book | <ul style="list-style-type: none"> • Have photo albums with pictures of the child available for examining • Have other written materials available • Respond to a child who shows interest in a book by reading aloud • Ask simple questions while reading • Talk about events and characters in story books • Name pictures and describe actions when looking at books |
| <i>Continue to develop pre-writing skills</i> | <ul style="list-style-type: none"> • Scribble spontaneously • Explore using different writing materials • Intentionally make a mark on a piece of paper • Indicate when a drawing is finished or complete • Draw vertical and horizontal strokes when shown how to do so by an adult • Hold a writing instrument with fingers and scribble | <ul style="list-style-type: none"> • Provide a variety of drawing and writing materials, and opportunities for open exploration of these • Model drawing and writing • Label the pictures that the child draws with your writing • Display children’s drawings and writings, with names attached |

III. Cognition Development

Mathematical Exploration and Learning

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <i>Begin to develop math skills such as:</i> <ul style="list-style-type: none"> ◆ <i>Identify body parts</i> ◆ <i>Problem solving</i> ◆ <i>Communication</i> ◆ <i>Reasoning</i> ◆ <i>Memory</i> | <ul style="list-style-type: none"> • Build a tower with the red blocks only, leaving the blue and yellow ones to the side • Pick out and eat only the whole animal crackers • Nest several cups together accurately and discover how to hide a smaller cup under a larger one • Turn one piece of a puzzle to fit it into a space the right way • Pick up 2 items with similar attributes upon request • Give 2 objects upon request, and verify by counting (“1, 2”) • Manipulate a number inset puzzle with the numbers 0-5 | <ul style="list-style-type: none"> • Praise the toddler’s efforts to sort, and point out what she has done • Let the toddler struggle to solve size and position problems for themselves, stepping in and talking about what you are doing if they show frustration • Sing favorite songs and say nursery rhymes often • Read favorite books many times • Read and discuss factual books as well as fiction |

- Differentiate their own items vs. others' items
- Imitate patterns such as clapping, tapping, signing
- Point to a set of objects that contains more than another set
- Anticipate daily routines associated with day or night
- Place 1-3 shapes in a form board
- Demonstrate an understanding of 1-3 prepositions such as up, down, in, out
- Match object with a picture of that object
- Sing songs and say nursery rhymes after hearing them many times
- Help their caregiver retell a favorite story after hearing it many times
- Repeat actions at a later time that they have observed before

Scientific Exploration and Learning

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Begin to develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Identify body part</i> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> ◆ <i>Imitation of gestures and use of objects</i> ◆ <i>Identification of body parts</i> | <ul style="list-style-type: none"> • Put a doll on the roof of the dollhouse and watch it slide off over and over again • Fill a bucket with sand and watch as it pours over the side when it is full • Explore and attempt different ways to make objects move • Splash in water • Explore objects using advanced schemas • React physically to differences in water/food temperatures • Integrate use of 5 senses to explore natural world • Demonstrate own need for food and water • Show awareness of other children/animals and respond accordingly • Recognize familiar faces • Respond to indoor and outdoor world conditions such as sunshine and wind • Notice changes in the environment of the classroom or home • Demonstrate use of objects • Increase attention span when exploring something | <ul style="list-style-type: none"> • Play with the child and provide toys that can be used in pretend play • Provide sand or water, rice, etc. and something to fill, dump and pour • Get down on the child's level to explore and talk about the natural world • Let the toddler try to solve problems for herself before jumping in to tell her how to do something • Provide a variety of materials and activities • Go on walks to explore the natural world in person (for example, collecting leaves, small rocks, looking at bugs, exploring the snow, etc.) |

interesting, especially with an interested adult

IV. Physical Development

Coordinate Movements

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Physical Development:</i></p> <ul style="list-style-type: none"> ◆ <i>Large motor development</i> | <ul style="list-style-type: none"> • Enjoy pulling or pushing a toy that makes noise as they walk with it • Climb up the ladder on a low to medium-sized slide and slide down • Turn backwards and sit on the rocking chair • Go up the stairs putting both feet on each step • Throw a ball and put hands together to try to catch it • Kick a ball forward • Go over, under, around & through objects on an obstacle course • Engage in physical activities such as dancing, climbing, running, throwing, hopping, etc. • Begin to participate in group physical activities, such as “ring around the rosey” • Engage in simple games with an adult or another child • Show interest in differences in people • Participate in multi-cultural activities | <ul style="list-style-type: none"> • Give the toddler outside times each day and let them experiment with climbing, ball throwing and catching, pulling and pushing toys and riding simple riding toys • Play with the child outside (simple physical games, throwing and catching a ball, kicking a ball back and forth, hopping together, etc.) • Take the child on walks, where there are different physical challenges than in the back yard or playground (such as walking on a short wall, navigating through a grouping of large rocks, etc.) |
| <p><i>Fine Motor Development</i></p> | <ul style="list-style-type: none"> • String beads on a string or some fish tank tubing • Pour water through a funnel, then a sieve and back and forth from cup to cup in the bathtub or sensory bin • Use hands for simple finger plays such as “The Itsy Bitsy Spider” • Attempt to put together pop beads after pulling them apart, sometimes succeeding • Put the correct shapes through the holes in a shape sorter • Pull off their own clothes at bedtime • Drink from a cup with few spills | <ul style="list-style-type: none"> • Provide a funnel, sieve and many cups of various sizes for water and sand play • Give the child a safe hammering toy • Sing songs with hand motions, or do simple finger plays with the toddler • Provide appropriate materials such as pop beads, pegboards, string or chenille sticks and large beads, shape sorter and puzzles • Encourage the toddler to do as many things for themselves as they can • Let the toddler help with simple chores after |

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| | <ul style="list-style-type: none"> • Use a spoon for eating most of the time • Attempt to brush their own hair and teeth • Attempt to put on their own shirt and help you with their pants by picking up one leg at a time • Attempt to help put away the toys, putting the blocks with the blocks, and the cars and trucks in another basket | you have shown them how to do them |
| <i>Develop skills that lead to good health practices</i> | <ul style="list-style-type: none"> • Identify 3-4 body parts • Identify foods vs. non-foods • Respond to “no”; may stop ongoing action when told “no” • Communicate basic needs through speech • Seek adult assistance when injured | <ul style="list-style-type: none"> • Ask the toddler to identify increasingly difficult body parts (for example, “where is your ankle? Wrist? Shoulder? Etc.) • Encourage child’s attempts to communicate basic needs through speech |
| V. Creative Expression | | |
| Creativity and critical thinking | | |
| Guideline | For example the child may: | The Supportive Practitioner/caregiver can: |
| <i>Begins to develop creative thinking:</i> <ul style="list-style-type: none"> ◆ <i>Explores the arts</i> ◆ <i>Appreciates music</i> ◆ <i>Participates in creative movement</i> ◆ <i>Beings to participate in dramatic play</i> | <ul style="list-style-type: none"> • Observe and imitate others’ successful behavior in solving simple problems • Use facial expression, body movements and vocalization to make social contact and express needs and emotions • Practices independence while staying connected to caregiver • Expresses ownership and desire to control self • Shows enjoyment in interaction with others • Recognizes own accomplishments • Engage in behavior to investigate consequences • Ask for help from other sources when faced with challenges • Match objects; recognize patterns • Initiate social contact and expresses emotion toward familiar persons, pets or possessions • Shows enjoyment of books and stories. Looks at picture books with interest. Imitates sounds in a book; selects a book and gives to an adult to read • Make musical sounds along with simple chants and songs | <ul style="list-style-type: none"> • Provide activities that promote problem solving opportunities i.e., puzzles, sorting, and simple games. Giving them many opportunities to engage in open-ended and free choice activities. • Provide many opportunities for children to explore and experiment with non-toxic materials, play dough and other materials that will promote creative expression. • Make music and singing activities an integral part of the curriculum. Dance and sing with the children on a daily basis. • Attend child friendly performances. • Recreate the children’s favorite stories. • Visit children’s museums and age appropriate exhibits. • Play different types of music for the children to listen to everyday. • Have simple musical instruments available for the children to play with. • Play simple movement games with the |

- Recognize and respond to a variety of simple songs, finger plays showing preference and asking for repetition
- Experiment with rhythm instruments individually or with others
- Accompany simple music with rhythm instruments or clapping
- Enjoy a variety of types of music
- Use musical experiences as a way to explore emerging language skills and cognitive concepts
- Experiment with a variety of props such as scarves, ribbons and hoops (with or without music)
- Respond rhythmically to music tempos
- Copy adults' actions and play simple pretend games
- Put on and take off easy clothing; copies grownup work
- Understands the use of different clothes
- Push a wheel toy and roll a ball
- Pour from a pitcher
- Enjoy water play
- Tell clothing of different people
- Do simple make believe
- Dress with help

children

- Make simple puppets for the children to play with.
- Provide simple costumes for the children to wear and play with.
- Provide dramatic play props, furniture, and clothing for the children to engage in pretend role play.

Twenty Four to Thirty Months

I. Social & Emotional Development

Developing a sense of self and others

| Guideline | For example the child may: | The Supportive Practitioner/caregiver can: |
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| <i>Expresses feelings</i> | <ul style="list-style-type: none"> Express more complex emotions such as guilt, shame, embarrassment, and pride. For example: <ul style="list-style-type: none"> Showing signs of guilt or shame and emotional distress when he causes damage to objects or harms another person Showing signs of embarrassment when they realize they are the focus of attention Showing signs of pride at an accomplishment | <ul style="list-style-type: none"> Recognize that self-conscious emotions are the result of the child's cognitive ability to compare his actions with the standards or expectations of others Help the child work through negative self-conscious emotions (for example, by explaining to them that everyone makes mistakes) Remain empathetic to the child as they experiences these new emotions Point out the child's specific accomplishments with encouraging words Label the emotion that you see the child expressing (for example, "Wow! You look so proud of your block tower. Look at how many blocks you stacked up!") |
| <i>Continues to develop self-regulation</i> | <ul style="list-style-type: none"> Show more awareness of expectations both at childcare and at home Begin to understand the expectations of others and comply with these expectations on their own (for example, by picking up toys after they have finished playing with them) Start to be interested in toilet training Comfort themselves quickly after being dropped off at childcare and a few initial tears Use a special object (blanket, stuffed animal) to comfort themselves when distressed Be able to wait slightly longer for things they want Occasionally engage in a fit of temper Express strong negative emotions about any change in their routine | <ul style="list-style-type: none"> Be clear and consistent about limits and expectations Help the child to develop committed compliance by praising their attempts to meet your expectations (for example, noting when they spontaneously helps to clean up) Communicate with parents about childcare expectations and how they may be alike or different from home Communicate with parents about toilet training strategies and signs of readiness Recognize that the child will still need assistance working through intense emotions; a consistent, empathetic response will help them to develop self-regulation skills Provide privacy and time, under adult supervision, for the child to gain control Support the child's attempts to use the toilet |

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| | | <ul style="list-style-type: none"> with encouragement, praise and accessibility • Provide predictable routines for the child's sense of security and comfort • Keep routines consistent and communicate changes in advance • Model appropriate self-regulation of emotions, and help children to calm down and talk through conflicts with their peers |
| <p><i>Interacts with adults and other children</i></p> | <ul style="list-style-type: none"> • Ask for help if needed, and say "no" to peers • Withdraw from activities for a short time • Be more interested in unfamiliar adults • Move toward a familiar caregiver (or check in with eye contact) before accepting a ball from a new person • Let Grandma help them with their shoes, even though they haven't seen her for a while • Rush to answer the door when the postal worker knocks, but act shy when she speaks to them • Not speak to an unfamiliar adult when he is spoken to • Show more awareness of other children • Ask for help when another child takes something that belongs to them • Help another child to pick up the beads after he dumped them out of the container • Feel and express remorse after accidentally knocking another child down in a rush to the door to go out • Comfort another child who may be upset | <ul style="list-style-type: none"> • Continue to consistently enforce a small number of limits and routines • Model appropriate coping and problem solving skills • Allow the child to attempt to solve their own conflicts (if no one is getting hurt) before stepping in • Coach the child with words to resolve conflicts; help to mediate conflicts between two children • Minimize the time that children wait during routines • Encourage the child to speak for themselves, but if they are unwilling, speak for them • Understand, and share with other adults, that caution with unfamiliar adults is normal • Refrain from pushing or shaming the child when meeting unfamiliar adults • Make pro-social comments such as what a good thing it is to be kind to others • Help the child to identify his feelings and verbalize them • Model empathetic behavior, such as comforting a child who is sad • Use puppets and stories to teach kindness to others |
| <p><i>Begins to develop a sense of self confidence</i></p> | <ul style="list-style-type: none"> • Need reassurance about his attempts to try something new • Put on his own coat, but get it upside down and refuse help to fix it | <ul style="list-style-type: none"> • Praise their efforts, even if they are unsuccessful in what they are trying to do • Be ready to help, but not too quickly. Encourage them to try for themselves first |

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| | <ul style="list-style-type: none"> • Get on a new riding toy and refuse to get off when asked to come to breakfast • Put together a puzzle with several pieces, not wanting help and then asking for it when they have trouble • Climb to the top of the climber and then call for their caregiver to watch before they slides down • Get up from the lunch table after a few bites, following mom as she leaves the room, then return when they know what she is doing | <ul style="list-style-type: none"> • Ask for his opinions when you are doing something “for” your toddler that they think they can’t do for themselves • Describe the steps you are taking in performing a new task. • Ask them to help you in some way (for example, wiping down the table or putting items in the recycling bin) • Let the child know when you are leaving, where you are going, and that you will be back • Encourage, and allow sufficient time for independent activities • Allow the child to do more things on their own, such as climb to the top of a climber in the company of an attentive adult |
| <p><i>Begins to develop pro-social behaviors</i></p> <ul style="list-style-type: none"> ◆ <i>Have beginning understanding of consequences when following routines and recreating familiar events</i> | <ul style="list-style-type: none"> • Use imagination, memory and reasoning to plan and make things happen • Have short periods of play with other children, but mostly play beside them • Need adult help to resolve conflicts with peers • Pretend to feed a baby doll • Put on dress-up clothes, and pretend to be a dad or mom • Tell their caregiver that they are going to be a firefighter or a nurse • Use the toy mixer the way they have seen dad do it • Bring a play dough cake with pretend candles to their caregiver • Participate in creating class rules, understanding the reasons behind the basic rules • Accept the consequences of their actions, and say, “I’m sorry” when prompted | <ul style="list-style-type: none"> • Engage in simple pretend scenarios with a few children, helping them to take on roles • Model for the child words to help them resolve conflicts, such as, “May I have a turn?” • Encourage and model cooperative play • Look for opportunities to encourage pretend play scenarios by joining in the play • Ask the child about their plan before they go to play • Provide costumes and props for pretend play and role playing • Point out and describe cause and effect in daily routines • Remind the child about the rules that have been established with their input • Talk to the child about the reasons behind the rules • Enforce rules consistently using rewards and praise for responsible behavior, and consequences that are appropriate for the situation |

II. Language Development

Understand and Communicate

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <i>Continue to develop listening and speaking skills</i> | <ul style="list-style-type: none">• Understand and respond to questions• Get their coat, and put it on when asked by a teacher• Answer when asked, “Do you want a cracker or a cookie?”• Ask another child to sit next to them• Understand and use some positional words• Demonstrate active listening skills• Retell and relate what has been heard• Begin to ask questions• Enter into a conversation that lasts for several turns• Want to talk when the family is talking in the car, but is not on the topic• Ask questions about concepts they don’t understand• Try to initiate conversations with others about objects• Repeat what has just been said, or make up a story to be part of the conversation• Take cues from others (laughs when others laugh)• Indicate an understanding of grammar by putting words in the correct order (for example, “Eat cookie” rather than “cookie eat”)• Indicate an understanding of grammar by using the correct rule but with irregular words (for example, adding an “s” to make something plural like “foots” or adding an “-ed” to make the past tense like “goed”)• Use words to tell about objects and actions of self and others• Recite familiar nursery rhymes, songs, or short stories• Sing simple songs with the teacher and later sing parts of them to himself• While reading a book, ask questions about the story as well as name objects• Use more descriptive language to tell you what they want• Use action words to describe what they are doing• Put together three or four word sentences | <ul style="list-style-type: none">• Ask simple questions and give two-step directions, checking for comprehension• Begin to build multi-step tasks into daily routines• Listen to and answer the child’s questions• Model the directions for a task before expecting them to be followed• Use, practice and play games like Simon says, involving positional words, such as behind, in front of, beside and under• Sing songs for children to follow along with, such as the hokey pokey• Remember to not talk about the child as if they aren’t there• Include the child in the conversation as often as possible with peers and adults• Remember that children are listening to adult conversations• Ask open ended questions to encourage and extend the conversation• Repeat what the child says, and extend it• When the child uses a word such as “foots,” repeat the utterance with the correct word inserted (For example, “My foots hurt!” “Oh no! Your feet hurt? Why do you think they hurt?”)• Sing with the child, and continue to recite nursery rhymes• Engage in conversation throughout the day, using clear adult language• Ask, “What is he doing?” when looking at pictures with the toddler• Describe your actions out loud as you do them• Encourage the child to use words |

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| | <ul style="list-style-type: none"> • Use the words I, we, he, and she in sentences • Speak clearly enough to be understood by familiar caregivers without mumbling or running sounds together | <ul style="list-style-type: none"> • Listen and restate using clear language when speaking to children • Use the child's primary language when possible |
| Pre-Reading/Pre-Writing | | |
| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
| <p><i>Begins to develop skills that will lead to reading readiness:</i></p> <ul style="list-style-type: none"> ◆ <i>Identify body parts</i> ◆ <i>Recognizes and reacts to sounds</i> ◆ <i>Increases vocabulary</i> ◆ <i>Increases comprehension</i> ◆ <i>Show interest in book reading</i> ◆ <i>Recognize symbols have corresponding meaning</i> | <ul style="list-style-type: none"> • Sing simple songs that they have heard many times with a group or on their own • Say a simple rhyme that they have heard frequently, with a group or alone • Know that their name starts with an M sound, like mom • Identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running • Draw attention to parts of words such as syllables by moving to the beat • Know that the McDonalds sign means that a McDonalds is near • Find his favorite cereal by the picture or color on the box • Use the stop sign in play with his car set • Put toys away in bins or shelves with pictures • Turn the pages of a favorite book from left to right, holding the book upright • Ask for the same favorite book over and over again • Listen to engaging stories • Recite a familiar nursery rhyme, poem or finger play with expression • Use words to describe the purpose and function of objects, such as go, stop and play • Learn the names of objects new to him • Repeat words heard in the environment • Name an increasing number of objects in the books • Listen to fiction and non-fiction books • Ask and answer questions about the story while his caregiver is reading • Answer questions about the story, such as, "Who was in | <ul style="list-style-type: none"> • Sing the same simple songs repeatedly • Say rhymes and finger plays frequently with the child • Play listening games that include animal or environmental sounds • Point out the symbols that naturally occur in the environment, and symbols that designate some of his favorite places, foods or toys • Label the places where toys belong with simple signs that also have pictures • Read with the child several times each day • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading • Reread a child's favorite book over and over again and introduce different books, including those with rhyme and repetition • Make books using pictures from real life sequences or familiar routines • Have a variety of age appropriate books from which children can select independently • Use concept and positional words in daily conversation • Model fluent reading • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words in real contexts (for example, when visiting a farm, talk about different animals such as a llama or baby calf) |
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| | <p>the story?" "Where did he go?" "What did he do?" and "Why was he sad?"</p> | <ul style="list-style-type: none"> • Engage in conversation with the child on a regular basis • Name objects and describe actions • Give opportunities to respond, retell, and/or reenact stories (for example, with puppets) • Ask about connections between the book and the child's personal experiences (For example, "these guys went to the zoo. Have you ever been to the zoo?") • Provide and use a variety of fiction and non fiction books |
| <p><i>Continue to develop pre-writing skills:</i></p> <ul style="list-style-type: none"> ◆ <i>Use writing utensils for scribbles and drawings</i> | <ul style="list-style-type: none"> • Pretend to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil • Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it them • Paint some lines across paper with broad strokes and movements, using a few different colors, and tell the caregiver that it is a rainbow • Recognize that drawings, paintings, and writing are meaningful representations • Hold a crayon marker or pencil with a whole fist grasp, and scribble with a little more control compared to earlier ages | <ul style="list-style-type: none"> • Enter into pretend play with the child, modeling writing for real purposes • Ask the child to tell you about their drawing, and ask if you can write their words on the paper • Have plenty of large paper and large crayons, paintbrushes and pencils available • Display the child's writing and drawings with his name attached • Make paper and large crayons and pencils available to children throughout the day • Provide an easel and paints plus a variety of surfaces on which to paint and tools with which to paint • Provide opportunities for expressive writing and drawing throughout the day • Encourage appropriate use and care of materials (for example, putting materials back where they belong, washing paint brushes and placing them on a rack to dry, and treating materials with respect) |

III. Cognitive Development

Mathematical Exploration and Learning

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Begin to develop math skills such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Problem solving</i> ◆ <i>Communication</i> | <p>Show interest in concepts, such as matching and sorting according to color, shape and size:</p> <ul style="list-style-type: none"> • Name at least one color | <ul style="list-style-type: none"> • Play with the color names of objects as you pick the objects up to put them away. (For example, "I will pick up all of the green ones; you pick up the red ones". |

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| <ul style="list-style-type: none"> ◆ Reasoning ◆ Memory ◆ Quantity and number relationships | <ul style="list-style-type: none"> • Compare the color of his toy car to that of another child • Match the colors and shapes in a matching puzzle • Sing songs and say nursery rhymes after hearing them many times • Help their caregiver retell a favorite story after hearing it many times • Discuss important events that occurred in the past , such as meeting a new animal or going on vacation • Help to put away the toys, putting the blocks away with the blocks and the vehicles away together • Confuse similar colors • Try to get all of the big blocks to make their tower • Fill a balance scale with beads, making one side go down, then the other • Fill large and small containers with sand or water | <ul style="list-style-type: none"> • Give the toddler matching and sorting chores such as putting toys away with similar toys • Use comparative words in every day conversation (For example, “These blocks are smaller than those blocks”) • Sing favorite songs and say nursery rhymes often • Read a favorite book many times • Read and discuss factual books as well as fiction • Model and describe sorting methods • Count and use numbers when talking about objects, going on walks, and while completing everyday tasks • Use words such as more and less when talking about comparisons of quantity • Provide appropriate materials that allow children to experiment with numbers such as large beads, blocks, and a sand and water table |
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Scientific Exploration and Learning

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Begin to develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ Cause and effect ◆ Daily routines ◆ Imitation of gestures and use of objects ◆ Identification of body parts ◆ Observation of the world and nature | <ul style="list-style-type: none"> • Want to pick up and bring home interesting things they find on a walk • Use senses to observe and gather information • Use tools for investigation (such as a magnifying glass) • Get a stool and try to reach something put up on a high shelf • Try to put on their own coat, but get frustrated when their sleeve is inside out, and finally ask a teacher for help • Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead if pushing doesn't work • Use a spoon or other tool to dig in the garden | <ul style="list-style-type: none"> • Model a sense of exploration and wonder • Provide a variety of open-ended materials for exploration • Encourage exploration of the environment • Talk about what they are seeing hearing, and touching • Talk about trying new ways to do things yourself • Encourage use of items in a new way • Respect the child's creative use of materials • Take the child on walks to explore the natural world and collect interesting objects along the way |

IV. Physical Development

Coordinate Large and Small Muscles to Move and Play

| Guideline | For example the toddler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Large motor development: Perform more complex movements with his arms and legs</i></p> | <ul style="list-style-type: none"> • March around the room, walk on tiptoe and jump off the bottom of the slide or the last step of a staircase • Try to throw a ball to you • Jump in and out of a hula hoop • Walk on a wide balance beam sideways at first, but forward when you hold his hand • Use their whole body to develop spatial awareness • Move through a simple obstacle course after a teacher has modeled what to do • Walk around in a circle with other children, playing ring around the rosy • Move to music, including songs that direct movement • Climb stairs with alternating feet • Build more complex block structures | <ul style="list-style-type: none"> • Incorporate gross motor activities during transitions between quieter activities • Provide a variety of interesting activities and equipment such as balls, balance beams, and hoops • Provide space for movement • Provide both indoor and outdoor activities to promote large motor skills • Provide guidance and modeling for more purposeful movement • Use words such as up, down, over, under, around and through with the movements he is performing • Provide a variety of activities and materials that support awareness of space, such as scarves or streamers, hula hoops, and climbers |
| <p><i>Fine Motor Development:</i> ♦ <i>Use improved eye-hand coordination to explore and manipulate objects</i></p> | <ul style="list-style-type: none"> • Continue to use both hands together and show no strong preference for a dominant hand • Put together a puzzle with several pieces • Use their hands to pound, poke and build with the play dough • Continue to perform complex finger plays more accurately, such as “The Itsy Bitsy Spider” • Place large pegs in a peg board • Imitate circular, vertical, and horizontal strokes with a writing implement or paint brush | <ul style="list-style-type: none"> • Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk, and puppets • Do finger plays • Provide play dough without tools at first • Provide sand and water table activities • Provide snacks served family style and allow children to serve themselves using a large spoon • Provide a wide variety of writing implements for the child to use freely throughout the day |
| <p><i>Develop skills that lead to good Health practices</i></p> | <ul style="list-style-type: none"> • Feed themselves with a spoon | <ul style="list-style-type: none"> • Encourage the child’s independence and be patient with his efforts |

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| | <ul style="list-style-type: none"> • Drink from a cup using both hands, spilling little • Pour liquid from a large container into a smaller container, with spills • Try to brush their own teeth and comb their hair • Show interest in using the toilet, trying to wipe, and pulling up and down their own pants with some help • Wash their hands and use a towel to dry them • Take off his clothes • Identify 8 body parts • Demonstrate basic disease prevention skills when prompted • Follow home, school and community safety rules (hold hands crossing street, avoids hot surfaces etc.) | <ul style="list-style-type: none"> • Offer assistance if they become overly frustrated and truly cannot do it for themselves (for example, by unbuttoning the shirt button that is preventing them from being able to pull his shirt over their head) • Set up the environment so the child can reach items and put them away when finished • Provide stepstools and coat hooks • Praise the child's efforts to do things for himself |
| V. Creative Expression | | |
| Creativity & Critical Thinking | | |
| Guideline | <ul style="list-style-type: none"> • For example the toddler may: | <ul style="list-style-type: none"> • The Supportive Practitioner/caregiver can: |
| <p><i>Begins to develop creative thinking</i></p> <ul style="list-style-type: none"> ◆ <i>Explores the Arts</i> ◆ <i>Appreciates Music</i> ◆ <i>Participates in Creative Movement</i> ◆ <i>Begins to participate in Dramatic Play</i> | <ul style="list-style-type: none"> • Develop symbolic thought (For example, shown by engaging in more complex forms of pretend play) • Begin to connect symbols with concepts (For example, a stop sign with the octagon shape). • Begin to match and sort items into groups and learn where objects belong. • Demonstrate vocabulary growth and use more descriptive words. • Complete an assortment of simple puzzles • Enjoy different drawing and painting activities. • Begin to make drawings which represent things in their world • Play games and sing songs that promote different concepts such as light and dark, soft and hard, loud and quiet. • Repeat simple motions and gestures from favorite songs and finger plays. • Begin to engage in self-directed pretend play. • Begin to act out his favorite characters from story books. | <ul style="list-style-type: none"> • Promote problem solving skills by asking the child to predict what will happen next in a story. • Show and tell stories using photographs of familiar people. • Provide activities that include non-toxic paint, brushes and paper, clay, and play dough. Encourage children to explore and experiment with the materials with adult supervision. • Include music, drama, dance and art on a daily basis. Make them an integral part of the curriculum and the daily schedule. • Incorporate singing and movement activities throughout the daily schedule (for example, dance to the circle rug; sing everyone's name at circle time). • Provide accessible musical instrument for children to use. • Play a wide variety of appropriate music in the classroom everyday. |

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| | | <ul style="list-style-type: none">• Provide simple costumes for the dramatic play area and for reenactment of stories. |
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Thirty Months to Three Years

I. Social & Emotional Development

Developing a Sense of Self and Others

| Guideline | For example the child may: | The Supportive Practitioner/caregiver can: |
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| <i>Identifies and expresses feelings</i> | <ul style="list-style-type: none"> • Imitate appropriate expression of feelings, needs, wants • Identify the basic emotions of others • Protest when a friend grabs a toy away from them, but give the toy when the friend is helped by a teacher to ask for a turn with it • Raise their hand and say “I do!” with enthusiasm when their caregiver asks who wants to have a turn to hold the door open • Show alarm when the Gingerbread Boy is eaten at the end of the story, but agree that cookies are for eating • Show great excitement about finding a ladybug on the playground • Continue to express a wide range of emotions, including pride, shame, embarrassment, and guilt | <ul style="list-style-type: none"> • Acknowledge the child’s feelings and model empathy • Accept and welcome the child’s imaginary friend, listening for clues about the child’s feelings and needs • Sit with the child, rub their back, and provide a soothing environment • Ask open ended questions • Make time for one to one conversations regularly • Share in the child’s excitement about trying new skills and activities • Encourage them to help others • Recognize that children this age may be more fearful |
| <i>Continues to develop self-regulation</i> | <ul style="list-style-type: none"> • Have difficulty taking turns on their own, but willingly do it when a teacher helps her to talk about it with another child • Share one of the several dolls that they have with a friend who has none • Pay attention during large group activities for slightly longer periods of time • Demonstrate positive coping strategies such as using her words or asking for help • Have difficulty transitioning from one activity to another • Separate easily from parents/caregivers in familiar surroundings • Follow routines and familiar activities with adult/teacher direction • Demonstrate more self help skills • Continue to use a special object to soothe themselves during times of distress | <ul style="list-style-type: none"> • Praise and encourage the child when they use their words or shows other signs of self control • Have duplicate materials available to minimize fighting over prized objects • Minimize the time that children wait during routines • Be clear and consistent about limits and expectations • Communicate with parents about childcare expectations and how they may be alike or different from home • Coach the child with words to use to resolve conflicts with peers • Give a warning before transitioning to a new activity • Make sure the consequences for inappropriate behaviors fit the situation |

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| <p><i>Interacts with adults and other children</i></p> | <ul style="list-style-type: none"> • Demonstrate appropriate affection/interaction with family members and selected friends • Say please and thank you with prompting and modeling • Continue to need reassurance from their caregiver after mom has left for a few minutes, but be easily calmed and distracted • Repeat words they have heard adults use to tell another child to stop running (for example, "Use walking feet!") • Imitate both courteous words and expletives that they have heard from adults in their pretend play • Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves • Empathize with the feelings of other children • Continue to have a hard time sharing, but look to an adult for help • Have a concerned look on their face when another child falls and gets hurt on the playground • Engage in play with others for longer periods of time and in more complex scenarios | <ul style="list-style-type: none"> • Give reassurance to the child as they transition into the classroom and show them the activities available to them • Provide a consistent routine for arrival time that helps the child make a smooth transition • Encourage the child when they use words appropriately • When inappropriate words are used, stay calm and remain matter-of-fact in your explanation that those words are not ok to use in this classroom. • Model empathy for others' feelings • Provide large blocks of free play time so that children have the opportunity to engage deeply in their play alone and with others • Encourage children to work together to complete activities or tasks • Encourage cooperation by asking children to use their peers for assistance rather than always going to an adult (for example, "Sally is really good at opening juice box straws. Let's ask her if she'll help you.") |
| <p><i>Continues to develop a sense of self confidence</i></p> | <ul style="list-style-type: none"> • Ask a new caregiver to help her complete the puzzle she has selected • Ask the custodian what she is doing when she comes in to fix the broken sink faucet • Show the greeter in the store her new shoes from the safety of the shopping cart • Make independent choices from diverse interest centers or activities with teacher support • Acknowledge actions and accomplishments verbally and nonverbally with minimal adult prompting • Re-engage in a task or activity after experiencing disappointment, frustration or failure with adult help | <ul style="list-style-type: none"> • Talk with the child about new situations before and after they happen if possible • Allow the child to interact with new people while supervising • Encourage the child to discuss their accomplishments |
| <p><i>Continues to develop pro-social behaviors</i></p> | <ul style="list-style-type: none"> • Talk to another child as they play together • Watch other children play with a ball, then join in doing | <ul style="list-style-type: none"> • Provide ample time and materials for children to play together |

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| | <p>the same actions</p> <ul style="list-style-type: none"> • Look for their special friend to play with at center time • Choose to participate in group activities • Help another child to pick up the blocks after he dumped them out of the container • Feel and express remorse after accidentally knocking another child down in a rush to get out the door • Give a hug to another child • Ask for help when another child takes something that belongs to her • Play near and watch other children in play • Join in play with other children • Demonstrate some skills in problem solving with adult support • Follow classroom rules with consistent teacher support | <ul style="list-style-type: none"> • Encourage and model cooperative play • Coach the child to use words to resolve conflicts about sharing and taking turns • Show the child the face of the child who is sad because of her behavior and express how she appears to be feeling • Use puppets and stories to teach pro-social behavior |
| <p><i>Begins to develop attending and focusing skills</i></p> | <ul style="list-style-type: none"> • Attend to a task of interest for longer periods of time • Move onto a new activity with minimal stress when prepared for the transition • Increase tolerance for brief delays of gratification | <ul style="list-style-type: none"> • Schedule large blocks of time for children to freely choose their activities • Provide a wide variety of open-ended materials that promote sustained engagement (such as blocks, an increasing variety of open-ended art materials, and the like) • Encourage the child to persist with a task that is somewhat challenging by providing just enough support or prompting without taking over • Help the child stay engaged with an activity for longer periods of time by supporting or extending it or by providing a new challenge for them (For example, “You’ve built a big tower with the blocks. I wonder if you could build a house for this little dog?” or “I wonder if you could draw this tower now?”) • Prepare the child for transitions by giving a warning before the transition occurs |

II. Language Development

Communicating and Understanding

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| Guideline | For example the child may: | The Supportive Practitioner/caregiver can: |
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Continue to develop skills in listening and speaking

- Listen to spoken language or song for enjoyment
- Comment on familiar aspects of a story or common event
- Follow 2-step directions (For example, put your shoes on and then get your coat.)
- Converse in short sentences using a variety of nouns and verbs
- Engage in and maintain a conversation topic with adult support
- Relate personal experiences verbally using sentences with adult prompting
- Give simple commands to get needs met
- Use 3 different sentence types (requesting, questions, negation)
- Ask and answer simple questions using short phrases
- Share information on what he/she is currently doing
- Imitate familiar roles
- Use the same tone of voice they hear mom using when talking to their little brother
- Repeat adult questions that they have heard the teacher ask to start discussions, such as “What do you think will happen next?”
- Expand vocabulary with many more connecting and describing words
- Use many words to express their feelings, tell about their ideas, and respond to the ideas of others
- Use personal pronouns such as he, she, we and they more easily and appropriately
- Continue to use some familiar “shorthand” expressions such as “we go” or “all gone”
- Tell about what is happening in a book using action words
- Ask “why” and other questions frequently to keep a conversation going

- Give simple, clear instructions, with no more than two steps
- Give the child real responsibilities that matter, such as feeding the fish, setting up for the day or for snack, or putting away laundry or silverware at home
- Give a few minutes warning before a transition
- Provide a predictable schedule, and consistent routines
- Provide graphic organizers for schedule and class jobs
- Frequently use words that describe the relative positions of objects and people, such as next to, behind, under, and over
- Model good listening skills
- Ask the child to retell what they have just heard
- Ask the child about their real life experiences
- Correct grammar without drawing attention to it, for example, by rephrasing the child’s sentence with proper grammar, emphasizing the correct word(s).
- Ask about the actions the child sees being performed in a book
- Repeat what the child says, and extend it
- Ask open ended questions to extend the conversation
- Include the child in as many conversations as possible
- Remember that the child is listening to adult conversations
- Give children many opportunities to have conversations with each other

Pre-reading and Pre-writing

| Guideline | For example the child may: | The Supportive Practitioner/caregiver can: |
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| <i>Continues to develop skills that will lead to reading readiness:</i> | <ul style="list-style-type: none"> • Sing simple songs that they have heard many times with a group or on their own | <ul style="list-style-type: none"> • Sing the same simple songs over and over |

- ◆ *Increases vocabulary*
- ◆ *Increases comprehension*
- ◆ *Shows interest in book reading*

- Say a simple rhyme that they have heard many times, with a group or alone
- Know that her name starts with a G sound, like green
- Identify farm animals by the sounds they make
- Identify environmental sounds such as a doorbell, fire engine, or water running
- Draw attention to parts of words such as syllables by moving to the beat
- Begin to understand that written words stand for a certain meaning
- Know that the McDonalds sign means that a McDonalds is near
- Find their favorite cereal by the picture or color on the box
- Put toys away in correctly labeled bins or shelves
- Precisely turn the pages of a book one at a time, and from left to right
- Ask for the same favorite book over and over again
- Recite a familiar nursery rhyme, poem or finger play with expression
- Want you to read the story the way they have heard it many times before, not leaving any parts out (and know when you skip a page or paragraph)
- Choose to look at a favorite book at rest time, retelling parts of the story softly to herself
- Recognize some common symbols
- Identify basic shapes
- Repeat portions of a story that they have heard
- Respond to basic “wh” questions (what, where, why)
- Know when a book is upside down and/or backwards and can correct it
- Use elements in pictures to tell, in simple phrases, what is happening
- Talk about what they see in pictures
- Participate in rhythm and rhyme games and songs
- Tell 1-2 events from personal experience
- Respond to a basic question about a picture
- Attend to pictorial directions but need teacher direction

- Frequently say rhymes and perform finger plays with the child
- Point out the sound at the beginning of their first name and other words starting with the same sound
- Play listening games that include animal or environmental sounds
- Point out the symbols that naturally occur in the environment, and symbols that designate some of her favorite places, foods, or toys
- Label the places where toys belong with simple signs with pictures
- Point out letters as they are encountered in real situations, especially those in their name
- Read with the child several times each day
- Reread a child’s favorite book over and over again and introduce different books, including those with rhyme and repetition
- Connect examples from stories to real life
- Make books from real life sequences, such as buying postcards (or taking your own photos) and making them into a book after a visit to the zoo
- Have a variety of age appropriate books for children to select
- Point out reading conventions as you read books, such as starting at the top and moving down and reading from left to right
- Discuss new words and their meanings daily as they are encountered in books and conversations
- Use descriptive and specific language
- Engage in conversation on a regular basis
- Give opportunities to respond, retell, reenact stories from popular books
- Provide a variety of non-fiction and fiction materials
- Follow up on children’s interests with more books, pictures, and magazines about a

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| | <ul style="list-style-type: none"> • Listen to fiction and non-fiction materials • Ask and answer questions about the story while the caregiver is reading • Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” • Tell you what will happen next in a story that has been read before • Answer questions about the story that has just been read | given topic |
| <i>Continues to develop writing skills</i> | <ul style="list-style-type: none"> • Use crayons on a large piece of paper and scribble, telling the caretaker that it is her • Take the caretaker’s pen and scribble, saying that they are writing • Find a card with their name on it on a table with several others • Point to the rule sign about using “listening ears” when asked what we do at circle time • Hold smaller writing implements (skinny markers, normal-sized crayons, etc.) with their fingers rather than their entire fist to scribble with more control • Respond to simple questions for adult recording on paper • Respond to questions about drawing • Copy a horizontal line, vertical line and circle with a model • Imitate simple shapes and lines | <ul style="list-style-type: none"> • Allow the child to see you writing with a purpose on a daily basis (for example, a message on the white board). • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about their drawing, and if they would like you to write what it says on their paper • Have plenty of different kinds of paper, crayons, paintbrushes, pencils, and other writing implements freely available • Post signs at the children’s eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make signs for the classroom with the children’s help. • Provide an easel and paints plus a variety of surfaces on which to paint and tools with which to paint • Display the child’s writing and drawings in the classroom • Model the correct grasp of a pencil and help the child to use a correct grasp |

III. Cognitive Development

Mathematical Exploration and Learning

| Guideline | For example the child may: | The Supportive Practitioner/caregiver can: |
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| <i>Continue to develop math skills such as:</i> ♦ <i>Problem solving</i> | <ul style="list-style-type: none"> • Hold up two fingers when asked how old they are • Ask a teacher to help them see if there is room in the | <ul style="list-style-type: none"> • Set up the environment so that mathematical problem solving happens daily |

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| <ul style="list-style-type: none"> ◆ <i>Communication</i> ◆ <i>Reasoning</i> ◆ <i>Memory</i> | <p>play dough center and count the children with the teacher, deciding that there is room for her</p> <ul style="list-style-type: none"> • Complain to mom that their sister has more cookies than they do • Tell a friend that they are bigger, so they should go first up the climber • Match and sort objects according to color, size, shape or use when playing or putting away toys • Take two crackers out of the snack basket when it is passed, after hearing the teacher say, "Take two crackers" • Name at least one color • Compare the color of their toy car to that of another child • Easily match the colors and shapes in a matching puzzle • Help to put away the silverware, matching the large spoons with the other large spoons • Fill a balance scale with beads, making one side go down, then the other • Sort 3 to 5 objects by color • Recognize and read numerals 0 to 5 • Identify the number of objects in a set up to 3 and verify by counting 1,2,3 • Match the correct numeral 0-3 to the number of objects • Sort objects by similar attributes in familiar routines (big, little) • Sort a set of objects into more; then into less • Put objects in order by size when asked • Identify routines carried out during day or night. • Match and sort shapes • Demonstrate understanding of 3 to 5 prepositions: up, down, in, out, under, on top | <ul style="list-style-type: none"> • Note the color names of objects as you pick the objects up to put them away. "I will pick up all of the green ones; you pick up the red ones". • Give the child "matching chores" such as sorting socks and silverware • Use comparative words in play • Use number words when talking about objects • Use words such as more and less when talking about comparisons of quantity • Integrate mathematical concepts into clean-up time by asking the child to help you sort the toys, by counting the number of balls as they are thrown into the storage bin, etc. • Ask the child to help you set the table for snack time with enough napkins for everyone (Help the child count, then count with her as you set the table together.) |
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| Scientific Exploration and Learning | | |
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| Guideline | For example the preschooler may: | The Supportive Practitioner/caregiver can: |
| <p><i>Develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> | <ul style="list-style-type: none"> • Explore and use cognitive strategies to attempt to make objects move | <ul style="list-style-type: none"> • Ask the child to make a plan, but let her explore and change her mind |

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| <ul style="list-style-type: none"> ◆ <i>Daily routines</i> ◆ <i>Imitation of gestures and use of objects</i> ◆ <i>Identification of body parts</i> | <ul style="list-style-type: none"> • Use tools to explore properties water • Match simple properties (color, size, shape) • Respond verbally to differences in water/food temperature • Demonstrate verbal differences of humans and animal • Indicate own thirst or hunger and that of others • Show awareness of the functions of people/animals in their world • Know night and day and various expectations in routines • Show active interest in the environment • Identify familiar functions of their environment • Want to pick up and bring home interesting things they find on a walk • Use tools for investigation • Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom • Try to make a mound out of the sand as it comes out of a container instead of just filling and dumping the container of sand • Get a stool and try to reach something put up on a high shelf | <ul style="list-style-type: none"> • Get down on the child's level and extend their thinking by asking open ended questions to get them to talk about what they are doing and why • Model a sense of exploration and wonder • Provide a variety of open ended materials • Encourage exploration of the environment • Talk about what they are seeing, hearing, and touching • Encourage use of items in a new way • Respect the child's creative use of materials • Encourage the exploration of new or different natural items (like a collection of leaves, river rocks, pinecones, gourds, etc.) • Provide tools for investigating items in more detail (such as a variety of magnifying glasses, tweezers, and mirrors) • Go on nature walks where the child is encouraged to collect natural items, or notice interesting sounds, colors, or textures in the environment • Take advantage of the child's natural curiosity in the environment and reflect this wonder by joining the child in her investigations |
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IV. Physical Development

Combine Several Large Muscle Skills When Playing

| Guideline | For example the child may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Develop large motor skills</i></p> | <ul style="list-style-type: none"> • Pedal and turn the handle bars on a low three wheeled riding toy, going with the traffic around and around a track • Climb on the rocking horse and push their feet to make it go • Run, jump up with both feet, walk down stairs without assistance, walk on tiptoe, walk backward and sideways, crawl under an object, and twirl • Walk sideways and forward on a wide balance beam • Perform the motions to the "Chicken Dance" with a | <ul style="list-style-type: none"> • Provide different kinds of riding toys, and a safe, supervised, place to ride them • Provide opportunities for dancing, marching and moving around the room to music, as well as running and climbing outside • Use rhythm instruments, thigh slapping, and clapping to encourage children to keep a beat • Provide opportunities for the child to work with a set of high quality large blocks in the |

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| | <p>circle of friends</p> <ul style="list-style-type: none"> • Run across the playground, starting and stopping easily • Play rhythm sticks in time to music with a simple beat • Throw a ball overhand (with forearm extension) in the forward direction • Attempt to catch a large ball, but often miss • Climb stairs with alternating feet, without assistance • Kick a stationary ball in a forward motion • Follow simple movements to music • Build more complex large block structures | <p>classroom</p> <ul style="list-style-type: none"> • Provide large balls for the child to work on throwing, catching, and kicking skills |
| <i>Develop fine motor skills</i> | <ul style="list-style-type: none"> • Use smaller manipulatives such as stringing smaller beads or working with pattern blocks • Use one inch cubes and small blocks to build • String large beads on a shoelace with a knot at the bottom • Wind the jumping mouse with a pincer grasp on the small key • Arrange small counting objects in a line on the table • Use tweezers to pick up cotton balls and put them in a container • Put a hand inside a puppet and make it talk by moving her hand inside • Make more refined marks on paper • Pour liquids from a larger container into a smaller container with fewer spills | <ul style="list-style-type: none"> • Give the child regular access to finger paint, collage materials, play dough and tools, markers, crayons, pencils, paint, chalk, safety scissors, and paper • Provide access to manipulatives (beads, small blocks, counting objects, etc.) and allow children to experiment with them. • Continue to use finger plays and encourage the child to join you in making the motions |
| <i>Develop skills that lead to good health practices</i> | <ul style="list-style-type: none"> • Feed themselves using a fork or spoon, and hold a cup with one hand to drink • Help with simple chores such as setting the table with a napkin and plate for each person • Want to help bathing herself, but still needs assistance • Dress themselves with some assistance • Wash and dry their own hands | <ul style="list-style-type: none"> • Allow the child to do anything for themselves that they are able to do • Get them started with a difficult task, and let them finish it themselves |

V. Creative Expression

Creativity and creative expression

| Guideline | For example the child may: | The Supportive Practitioner/caregiver can: |
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| <i>Begins to develop creative thinking:</i> <ul style="list-style-type: none"> ◆ <i>Explores the Arts</i> ◆ <i>Appreciates Music</i> | <ul style="list-style-type: none"> • Predict what will happen next in a story book. • Listen, repeat, and experiment with words. • Begin to make representational drawings. | <ul style="list-style-type: none"> • Help to promote problem solving by asking the children to predict what will happen next in a story. |

- ◆ *Participates in Creative Movement*
- ◆ *Begins to participate in Dramatic Explore art materials*

- Use writing tools to create and experiment with.
- Match shapes, colors, patterns and objects together.
- Draw faces with more detail.
- Enjoy swirling and squishing the finger paint as they move it around on the paper
- Tear paper to make a collage
- Start to use tools with the play dough such as a rolling pin or a cookie cutter
- Paint at the easel, not wanting to stop until the paper is filled with color, with every white spot covered
- Enjoy participating in singing and movement activities

- Provide materials that promote and foster creative thinking skills such as puzzles, sorting, counting, classifying, construction, building blocks, and spatial awareness games.
- Take children to child friendly libraries, community performances, and introduce them to the arts community.
- Invite local artists to visit and share their expertise with the children.

Three Years

I. Social & Emotional Development

Developing a Sense of Self and Others

| Guideline | For example the preschooler may: | The Supportive Practitioner/caregiver can: |
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| <i>Identifies and expresses feelings</i> | <ul style="list-style-type: none">• Tell their caregiver what they like and don't like• Begin to solve conflicts using their words rather than hitting• Tell their caregiver how they feel after they have been noticed looking sad because of someone else's actions• Proudly show the finger play he learned in school to dad• Ask for help with putting paper on the easel• Express disappointment, but choose another center when their first choice is full• Express feelings, needs, or wants appropriately with adult guidance• Demonstrate awareness of the feelings of others | <ul style="list-style-type: none">• Encourage the child to use their words to express their needs, wants and feelings• Actively listen to the child, repeating and extending what they have said• Give the child choices whenever possible |

Continues to develop self-regulation

- Ask a teacher for help when another child grabs a ball away from them
- Proudly tell the teacher that they used the toilet all by themselves
- Remind other children of the rules (For example, “We go down the slide only”)
- Sit at circle time listening to a story for 5-10 minutes before needing to get up and do something more active
- Sometimes remember to raise their hand as they ask the teacher a question at circle time
- Use classroom materials respectfully
- Separate easily from parents/caregivers/significant adults
- Move through routines and activities with some adult teacher direction
- Demonstrate self help skills with some demonstration and direction
- Play independently for longer periods of time
- Join in play with other children, interacting and beginning to share and take turns
- Begin dramatic play by acting out whole scenes (playing house, pretending to be animals, etc)
- Jointly participate in goal setting and problem solving
- Follow classroom rules with minimal teacher assistance
- May continue to use a special object for comfort

- Limit circle time to 10 minutes, unless the group has indicated they are interested and capable of attending for a longer period of time.
- Remind children of the classroom rules, and be consistent in enforcing them
- Remind children to use their words or get help from an adult if they can’t resolve a conflict
- Let children know that they are in charge of their hands, bodies and voices, and need to make good choices
- Give a five minute warning and reminders to help with transitions
- Model and remind children about how to treat books, toys, materials, and pets with respect

Interacts with adults and other children

- Have an easier time separating from their parents
- Continue to push the large jeep after their caregiver has said, “Those stay still” but pause and move to another toy after hearing their name
- Go willingly with a neighbor family to the park even though mom is not going
- Demonstrate appropriate affection/interaction for teachers and friends
- Say please, thank you, and excuse me where appropriate and with reminders
- Seek input/help from others in problem solving
- Respond to first name and say both first and last name
- Play for longer periods of time with other children, instead of mostly beside them

- Encourage parents to prepare the child for leave-taking
- Have a consistent routine for arrival time
- Have clear rules with picture clues that have been created with the children, frequently discussed and posted
- Respect the child’s need for attention, and their attempts to please, listening sincerely
- Bring interesting objects to share with the child
- Understand the child’s caution, and give space and time to adjust

Continues to develop pro-social behaviors

- Look for a favorite friend to play with on the playground
- Offer to share the markers with another child who comes to the art center
- Show his play dough monster to the girl sitting next to them
- Decide with other children to play something specific and then execute this play
- Need adult help to resolve a conflict with a peer, and agree to take turns
- Work with a friend to find the flannel board pieces to go with the story they have just heard
- Begin to understand that their actions can cause feelings in other children
- Begin to use some simple techniques for preventing or resolving their own conflicts
- Share a toy car with a child who cries because he has none
- Express regret and ask the child if he is ok when they have accidentally knocked another child down in a rush up the steps of the climber
- Agree to let a friend help them feed the fish even though it is their job
- Show concern when another child has fallen and is crying
- Tell a friend that they want to be a daddy when they grow up and that only boys can be the daddies
- Pretend to be a firefighter and spray the Pretend Play Center with a play hose, telling everyone to get out
- Use the blocks as garages and houses that the cars and trucks drive to
- Have strong negative feelings about any change in the routine
- Try to follow the rules of a simple board game
- Participate in creating rules for the class
- Help to clean up, saying, "we are a team"

- Intervene when it seems apparent that the children can not resolve a conflict themselves and offer suggestions if they can't think of ways to cooperate
- Model cooperative play, entering in and helping to choose roles in pretend play, for example
- Mediate and coach the child with appropriate words to use to resolve conflicts if he needs help
- Draw attention to the face and emotions of the other child if he has hurt someone
- Use puppets, role play and stories to teach empathy and appropriate conflict resolution skills
- Model respect for the feelings of others
- Provide ample time, a specific place, and props to encourage pretend play
- Set up more complex pretend play situations for the children to participate in
- Help a hesitant child to enter into play with a small group of other children
- Talk about and model caring for the classroom materials and the playground
- Provide predictable routines and communicate any changes in advance
- Point out and describe cause and effect in daily routines
- Refer to the few class rules often, and have consistent consequences for not following them

Continue to develop a sense of self confidence

- Make independent choices from diverse interest centers or activities
- Acknowledge own actions and accomplishments verbally
- Re-engage in a task or activity after experiencing disappointment, frustration, or failure

- Give support and encouragement as they try new skills, praising the effort rather than the success
- Give opportunities for exercising more independence in a supervised setting

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| | <ul style="list-style-type: none"> • Enthusiastically try new activities and delight when he learns something new • Wait patiently for a short time, knowing that they will get a turn • Laugh easily at any silly words or ideas • Follow the big boys around and try to enter into their conversations • Attempt to build a bridge out of the unit blocks after watching another child do it • Ask the caregiver to watch as they walk on a wide balance beam and jumps off • Choose to go to the block area rather than the art center • Use the box that a new car came in as a garage for it | <ul style="list-style-type: none"> • Allow some risk taking as long as the child will be safe • Encourage the child to try new tasks, or to work with you do them together at first |
| <i>Continue to develop attending and skills</i> | <ul style="list-style-type: none"> • Attend to a task for longer periods of time • Move on to a new activity with occasional or minimal distress • Use verbal and non-verbal conversational skills with modeling and prompting • Demonstrate ability to delay gratification to complete a larger task with adult guidance | <ul style="list-style-type: none"> • Provide time and ample opportunities for children to make choices and engage in play that interests them • Allot sufficient time for children to become truly engaged and invested in their work • Support children's engagement by commenting on their work, asking questions, and/or providing a new challenge to spur a deeper investigation • When possible, give the child an opportunity to save their work if it's time to clean up, and allow them to come back to their work at a later time or day if it is not complete or if they would like to continue to work on it. • Expect the child to be able to wait for short amounts of time before a request is satisfied. |

II. Language Development

Communicating and Understanding

| Guideline | For example the preschooler may: | The Supportive Practitioner/caregiver can: |
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| <i>Continue to develop skills in listening and speaking</i> | <ul style="list-style-type: none"> • Follow two-step directions, especially if they are part of a familiar routine or have been demonstrated | <ul style="list-style-type: none"> • Give simple, clear, two step directions • Establish daily routines which include |

Use more conventions of speech

Have more meaningful conversations with peers and adults

- Get their coats and start putting it on when told it is time to get ready to go outside
- Provide a wet paper towel to a hurt friend after being asked by their caregiver
- Take a napkin from the pile and pass the pile to the next person at the table after being asked to
- Listen more attentively to a story than to a group discussion
- Listen more easily in a one on one conversation than in a group setting
- Remember events from the past, as well as where objects have been put
- Stop pushing anxiously to see them, when they hear that the caterpillars will be there tomorrow and for “many days”
- Use and understand more directional words such as around, backward and forward
- Understand and start to use some positional words such as behind, in front of, next to, under, and over
- Name or point to many body parts
- Tell their name when asked
- Match the picture cards in a simple game of concentration
- Recognize their name in print and the first letter of their name out of context
- Not pronounce all of their words correctly, but be easily understood most of the time
- Use longer sentences and more grown up words
- Use plurals, pronouns and possessive words such as “my” and “his”
- Use contractions such as “won’t” and “can’t”
- Use words that describe the size and function of objects
- Use words that tell about time such as after and before
- Tell a story with many details about a trip they went on
- Take their turn in a group discussion
- Talk with the boy they are building with about a new toy they have at home
- Offer their own information in a group story about a visit by the firefighters
- Produce complete sentences using an expanded vocabulary

- doing two things in a row, such as, “Hang up your coat and find your name card”
- Have many one on one conversations with the child, and limit group discussion to brief periods
- Talk about what happened in the past, and prepare the child for future events by talking about what will happen
- Frequently use words and play games that tell the position of an object or person
- Play games that name body parts, such as Simon Says
- Use the child’s name in written form for many uses throughout the day
- Use correct speech and repeat a misspoken word or phrase by your preschooler correctly without drawing a lot of attention to it, unless he is in speech therapy and working on specific speech goals
- Have lengthy conversations with the child, listening to and repeating some of what the child has said
- Ask questions that call for answering with describing words, and provide some if necessary
- Enter into many conversations with the preschooler; ask them to join you in your conversations and play pretend together, both of you talking to the dolls
- Ask open ended questions such as “What did you do this morning” or “What will you do after school?”
- Write group stories after a field trip or a visit from interesting people
- visit from interesting people
- Model a sense of wonder by asking

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| | <ul style="list-style-type: none"> • Initiate and maintain conversations • Change tone of voice and sentence structure depending on the listener • Use past tense verbs and the –ing ending • Ask and answer simple “wh” questions • Answer questions about hypothetical events (What do you do when you are tired) • Name 3 items from a common category • Answer questions about stories • Speak with increasing clarity, ease, and accuracy • Use language to re[eat simple stories, songs, rhymes, or to relate experiences • Give simple 1 to 2 step directions | <p>questions about interesting things</p> <ul style="list-style-type: none"> • Model good listening skills • Ask about real life experiences |
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Pre- Reading and Pre-writing

| Guideline | For example the preschooler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Continues to develop skills that will lead to reading readiness:</i></p> <ul style="list-style-type: none"> ◆ <i>Recognizes and reacts to sounds</i> ◆ <i>Increases vocabulary</i> ◆ <i>Increases comprehension</i> ◆ <i>Shows interest in book reading</i> ◆ <i>Recognize that symbols have corresponding meaning</i> | <ul style="list-style-type: none"> • Start to recognize some environmental print • Identify some letters, especially those in their first name • Identify words that rhyme • Identify what is happening in a picture • Answer inferential questions about a story • Know the front of a book and how to turn the pages in correct order • Retell some elements of a story with the aid of pictures • Respond to questions about a story • Listen and respond to rhythm and rhyme • Follow with teacher assistance a simple pictorial direction • Sing simple songs that they have heard many times with a group or on their own • Say a simple rhyme that they have heard many times, with a group or alone • Begin to identify rhyming words when they hear them • Begin to supply the rhyming words in a familiar poem or song • Know that their name starts with an M sound, like mom • Draw attention to parts of words such as syllables by moving or clapping to the beat | <ul style="list-style-type: none"> • Sing the same songs over and over, and introduce new songs for the child to learn • Say rhymes and finger plays frequently with the child • Point out the sound at the beginning of their first name and other words starting with the same sound • Play listening games that include animal or environmental sounds • Play with words, changing the beginning or ending to make a word sound silly • Point out the symbols that naturally occur in the environment, and symbols that designate some of their favorite places, foods or toys • Label the places where toys belong with simple picture signs • Point out the letters that are in their name when seeing them in the environment • Use the child’s name in written form |

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| | <ul style="list-style-type: none"> • Know that the McDonalds sign means that a McDonalds is near • Find their favorite cereal by the picture or color on the box • Use the stop sign in play with the car set or point out stop signs in the natural environment • Put toys away in labeled bins or shelves • Find their name card on the carpet square and sit there • See a letter from their name on a sign and point it out to a familiar caregiver • Ask what a card says after receiving it in the mail • Sing the alphabet song • Ask for the same favorite book over and over again • Recite a familiar nursery rhyme, poem or finger play with expression • Ask to re-read a favorite story, remembering the funny ending and telling it as you start to read • Sing along with the Gingerbread Boy's song after hearing it several times • Retell a story they have heard a few times recently using some of the actual phrases such as "I'll huff and I'll puff and blow your house down!" • Use words to describe the purpose and function of objects • Learn the names of objects new to them • Use words learned through books in their own conversation • Discover the meaning of new words from the context or the pictures • Make up a story to go with the clothes they are wearing in the Pretend Play center | <ul style="list-style-type: none"> • many times during the day • Sing the alphabet song • Read with the child several times each day • Ask the child to point to the pictures that go with what you are reading • Reread a child's favorite book over and over again and introduce different versions, including books with rhyming and repetition • Connect examples from the story to real life • Make books from real life sequences of events • Have a variety of age appropriate books for children to select • Point out reading conventions such as reading front to back, top to bottom, left to right, sweeping back for the next line, and that the print tells the story, not the pictures • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words • Use exclamations to express emotion • Engage in conversation on a regular basis |
| <p><i>Continues to develop writing skills</i></p> | <ul style="list-style-type: none"> • Pretend to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil • Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it is them • Paint some broad strokes across the paper with a few different colors, and tell the caregiver that it is a rainbow • Begin to control scribbles, perhaps telling their caregiver | <ul style="list-style-type: none"> • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about their drawing, and if they would like you to write what they say on their paper • Have plenty of paper, crayons, markers, paintbrushes and pencils available |

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| | <p>what they say</p> <ul style="list-style-type: none"> • Show a friend their work on the wall, and “read” the teacher writing about it • Dictate a thank you note to go with their picture for the firefighters after their visit • Hold a crayon with a pincer grasp, although perhaps resting on the ring finger, or start to hold it correctly, and draw with increasing control • Begin to draw representations of people and objects • Experiment with writing tools and materials to communicate in pretend play • Draw simple pictures representing an experience • Dictate words or simple phrases to an adult recording on paper with adult prompting • Share drawings with others • Trace simple letters and shapes | <ul style="list-style-type: none"> • Include signs in the room on the children’s eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make these signs with the children’s help • Use sign up sheets, and sign in sheets for attendance • Display the child’s writing and drawings with their name attached • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with • Help the child to use a correct grasp when holding a pencil • Provide opportunities for the child to cut paper, which will enhance his fine motor control |
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III. Cognitive Development

Mathematical Exploration and Learning

| Guideline | For example the preschooler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Continue to develop math skills such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Problem solving</i> ◆ <i>Communication</i> ◆ <i>Reasoning</i> ◆ <i>Memory</i> | <ul style="list-style-type: none"> • Count out three crackers from the snack basket when it is passed to him • Tell on a friend who has come into the block center when it is already full • Tell the teacher that his cup is full of sand and theirs is empty • Build a tall tower and stand next to it to see if it is as tall as they are • Sort objects by color or shape • Name several colors • Compare the color of their toy car to that of another child • Easily match the colors and shapes in a matching puzzle • Help to put away the silverware, matching the large spoons with the other large spoons • Sort objects by similar attributes • Recognize and replicate simple patterns | <ul style="list-style-type: none"> • Use size, shape and color words as they come up naturally rather than in structured lessons • Model using mathematical thinking to solve real problems, such as, “are there enough cookies for everyone to have another one?” • Use comparative words, and ask them to help you compare objects • Have specific, labeled places where materials belong to encourage sorting as the children clean up • Play with the color names of objects as you pick the objects up to put them away, such as, “I will pick up all of the green ones, you pick up the red ones”. • Use numbers when talking about the |

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| | <ul style="list-style-type: none"> • Use concrete objects to combine and separate groups up to 5 • Count to 10 • Recognize and read numerals 0-5 • Estimate the number of objects in a set to 5 and verify by counting • Match the number of objects to the correct numerals 0-5 • Compare sets of objects and determine which set has more or less • Compare objects by size to determine smaller and larger • Correctly identify circles and triangles • Find examples of shapes in the environment • Play a shape matching game • Draw and name a circle for his head • Make symmetrical designs with shape blocks | <p>quantity of objects</p> <ul style="list-style-type: none"> • Use words such as more, less and the same when talking about comparisons of quantity • Start to use words such as heavier, lighter; bigger, smaller; taller, shorter • Ask questions about comparisons during everyday activities • Provide measuring cups and spoons, and a balance scale for the child's experimentation • Measure the children a few times during the year • Provide small shape and pattern blocks • Use the names of shapes when cleaning up the blocks or other shape toys • Count with the child when pushing on the swing, taking cookies from the snack basket, or figuring out how many napkins needed for himself and a friend • Use the numeral when writing the snack menu to tell the children how many items they may take • Give the child matching chores such as sorting socks and silverware • Offer cooking activities regularly where the child helps you to measure and add ingredients |
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Scientific Exploration and Learning

| Guideline | For example the preschooler may: | The Supportive Practitioner/caregiver can: |
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| <p><i>Develop skills that lead to science concepts such as:</i></p> <ul style="list-style-type: none"> ◆ <i>Cause and effect</i> ◆ <i>Daily routines</i> ◆ <i>Imitation of gestures and use of objects</i> ◆ <i>Identification of parts of the body</i> | <ul style="list-style-type: none"> • Explore how objects move • Explore the properties of objects when placed in water • Appropriately respond to caregiver's description of hot/cold items • Identify differences between humans and animals • Use 5 senses to explore the natural world • Demonstrate the need for food./water/air | <ul style="list-style-type: none"> • Provide many opportunities for exploration and experimentation with the natural world and other science materials • Encourage the child to experiment and investigate to find out answers to questions (and provide the materials |

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| | <ul style="list-style-type: none"> • Be interested in animals and their offspring (for example, geese and goslings, cows and calves, etc.) • Explore and identify a variety of animals and plants • Identify different types of weather • Identify animals and their homes • Be a careful observer, asking questions about everything he sees • Enthusiastically check their seed cup to see if there have been any changes overnight since the first seed started to sprout • Put colored modeling clay in water and find out that it starts melting color all over their hands and arms, then paint up their arms and try different colors • Watch the fish and tell which one they like the best • Want to pick up and bring home interesting things they find on a walk • Use tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons, and sorting trays for investigation • Have an improved memory for details • Make and check predictions before and after an investigation | <p>for them to do so), rather than giving answers immediately</p> <ul style="list-style-type: none"> • Model a sense of exploration and wonder • Provide a variety of open-ended materials • Encourage supervised exploration of the environment, both inside and outside of the classroom • Ask the child to make and check predictions before and after an investigation • Talk about what they are seeing hearing, and touching • Encourage use of items in a new way • Respect the child's creative use of materials • Resist the urge to jump in and provide solutions to problems too quickly • Regularly take walks to explore the natural world and collect interesting objects for the classroom |
| | <ul style="list-style-type: none"> • Count how many boys are in the group they are playing with, but still get confused by the question of whether there are more children or boys in the group • Go to the table when the teacher says that everyone who has brown hair may go • Draw a picture of his dad with very long legs | <ul style="list-style-type: none"> • Discuss physical differences and preferences of individuals, as well as similarities • Let children describe their families and compare them with others |

IV. Physical Development

Coordinate Movements

| Guideline | For example the preschooler may: | The Supportive Practitioner/caregiver can: |
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| <i>Develop large motor skills</i> | <ul style="list-style-type: none"> • Catch a large ball that is thrown directly to them (but may turn head away) • Combine a sequence of several motor skills with control and balance • Balance on one foot for a few seconds • Follow simple routine movements to music, such as Hokey | <ul style="list-style-type: none"> • Provide daily, extended outdoor play opportunities with appropriate supervision • Encourage large muscle play by providing riding toys, climbers, a balance beam, swings, balls, obstacle |

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| | <p>Pokey, Head, Shoulders, Knees and Toes</p> <ul style="list-style-type: none"> • Climb the stairs on the climber with alternating feet, without holding on • Push their feet and bend their knees to make the see saw work • Walk forward on a wide balance beam • Hop across to the other side when playing Red Rover • Make the big wheel toy spin around fast by turning the handle bar far to one side and pedaling fast • Go over, under, around and through on a obstacle course • Begin to “pump” on the swings after someone has gotten them started • Stand and hop on their preferred foot at least 3 times • Begin to play games involving physical activity such as “Duck, Duck, Goose” • Participate in multi-cultural activities that enhance physical development (dance, games, activities etc.) • Begin to gallop (combining a walk with a leap, with the same foot leading each time) • Begin to rotate body when throwing an object • Begin to flex their lower leg when kicking a ball | <p>course, and hula hoops</p> <ul style="list-style-type: none"> • Play movement games such as the Hokey Pokey |
| <p><i>Develop fine motor skills</i></p> | <ul style="list-style-type: none"> • Begin to grasp a writing implement using fingers or a tripod grasp, but revert to a whole fist grasp at times • Stack the Lincoln Logs to make a house after observing it being done • Fill and dump several cups in the sand table using a shovel, then a smaller spoon • Make a snowman out of play dough after watching an older child make balls and put them together • Performs fine motor tasks using eye-hand coordination: stacking, lacing, stringing beads, reproducing basic patterns, completing a 6 piece puzzle, building with small-sized legos, and using peg boards • Demonstrate more muscle strength, dexterity, and control when manipulating items: scissors, writing utensils, paint brushes, play dough, buttons/snaps | <ul style="list-style-type: none"> • Provide time daily for small muscle play to develop the tripod grasp, and gain strength and control • Correct an awkward pencil grasp • Provide materials for small muscle play and practice such as: smaller blocks and beads, other manipulatives, play dough, paint brushes, markers, pencils and crayons, blunt scissors, and a variety of different kinds of paper • Provide puppets • Frequently do more complex finger plays • Provide small snack items to serve and eat • Encourage the child’s use of tweezers by making them available for use (for example, putting out tweezers, cotton |

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| <p><i>Develop skills that lead to good health practices</i></p> | <ul style="list-style-type: none"> • Sort socks, putting together the ones that match • Take care of their own toileting needs, but still need help sometimes with difficult clothing and/or wiping • Put on their own coat, hat and mittens, but need help with gloves and getting a zipper started • Brush their own teeth and hair, but may need the help of an adult to make sure he has been thorough • Dress himself • Wash and dry their own hands • Begin to recognize their own physical and family characteristics and those of others • Demonstrate personal hygiene skills (hand washing, independent toileting, with assistance for clothing) • Identify basic anatomy (eyes, nose, arms, legs) • Identify health foods versus junk foods • Identify some safety rules (fire safety, traffic/pedestrian safety, dangerous objects, etc) • Demonstrate basic disease prevention skills (cover mouth/nose, hand washing) • Recognize community helpers | <p>balls, and containers for filling)</p> <ul style="list-style-type: none"> • Let the child do for themselves anything that they are able to do • Praise the child's effort rather than the results • Remind the child of the health and safety rules, giving reasons behind them if appropriate • Help the child learn good hand-washing procedures (for example, singing a short song while washing hands with soap) |
| <p>V. Creative Expression</p> | | |
| <p>Creativity & creative expression</p> | | |
| <p>Guideline</p> | <ul style="list-style-type: none"> • For example the preschooler may: | <ul style="list-style-type: none"> • The Supportive Practitioner/caregiver can: |
| <p><i>Continues to develop creative thinking</i> <ul style="list-style-type: none"> ◆ <i>Visual arts</i> </p> | <ul style="list-style-type: none"> • Cooperates with others in implementing a plan to solve interpersonal problems • Asks questions, mainly those that begin with “why” • Coordinates eye and hand movements to reach a motor challenge • Select progressively more challenging tasks • Demonstrate an increasing ability to delay gratification • Persist in difficult tasks or new situations • Combine play objects in a variety of ways | <ul style="list-style-type: none"> • Provide materials that promote and foster creative thinking such as puzzles, sorting, counting, classifying, construction, building blocks, and spatial awareness games. • Encourage language skills by engaging children in rhyming songs and finger plays. • Provide movement and singing activities that encourage creative thinking opportunities. • Give children opportunities to |

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| | | <p>experiment with all sorts of age appropriate materials: Clay, play dough, oil pastels, a variety of different types of paint (watercolors, tempura, Bio-color), an assortment of different types of paper, markers, pencils, etc.</p> |
| <p><i>Music and movement</i></p> | <ul style="list-style-type: none"> • Make a variety of sounds with their voices • Sing a variety of songs • Participate in musical games • Listen and move to music from a variety of cultures • Experiment with a variety of instruments • Demonstrate understanding of basic elements of music such as loud and soft, fast, slow • Use music and songs as a way to practice language and math concepts • Move with music using a variety of props (hoops, scarves, ribbons, etc.) • Respond to changes in tempo (for example, by moving faster when the music speeds up and slower when it slows down) • Enjoy silly songs | <ul style="list-style-type: none"> • Encourage children to engage in music activities. • Sing or hum familiar tunes on a daily basis. Ask children to add or change lyrics to the familiar tunes. • Ask children to dance to their favorite music. Provide different types of appropriate music for the children to listen to. • Take children to appropriate child friendly performances and exhibits. • Provide a variety of instruments for children to use • Lead children in a march around the classroom to music, clapping along with the beat, and changing speed with changes in tempo • Introduce children to chants during circle time, where the children need to keep the beat by clapping or thigh slapping • Provide a variety of props to use with music activities (ribbons, scarves, hoops, etc.) • Use music as a way to change the mood of the classroom (for example, by playing calming music when the energy gets too high) |
| <p><i>Participates in more complex scenarios in dramatic play</i></p> | <ul style="list-style-type: none"> • Cooperate with a small group of friends in pretend play • Enjoy playing dress up • Use realistic props in pretend play • Copy adult work | <ul style="list-style-type: none"> • Provide a variety of props for children to use to act out roles and create imaginative play experiences. • Act out familiar stories with the |

- Enjoy water play
- Pretend about familiar experiences
- Cooperate with friends

- children.
 - Periodically change the dramatic play area to reflect children's interests or to engage them with different props (for example, turning the area into a grocery store by adding a cash register, pads of paper and pencils for grocery lists, and empty food containers)
 - Let the children act out the parts of their favorite songs. Provide simple props to make the experience more concrete
 - Provide large blocks of time for children to engage in detailed pretend play in small groups

Glossary of Terms

Acknowledge – To acknowledge, look at or speak to and show positive recognition or interest with facial expressions or words

Appropriate – Suitable for a particular person, condition, occasion, or place expected for the child's age and ability.

Attention Deficit Disorder – A condition with some or all of the following characteristics: high activity level, short attention span, inability to sit still or wait, impulsiveness, and distractibility

Autonomy – The sense of being self-directed

Cognition – The aspect of development dealing with thinking, problem solving, intelligence and language

Comprehension – The act of understanding, and making meaning out of what has been heard or read

Concept – Thought, notion or idea

Consequences – The naturally occurring results of an action

Consistent – Behavior which is always the same

Context – The words surrounding a word or group of words that help meaning to the word, also the circumstances surrounding an act or event

Cooing – Production of vowel sounds, often in response to a human face or voice, usually beginning around the second month of life

Criteria – A standard on which a judgment may be based

Demonstrate – To show clearly, or to explain with many examples

Empathy – Caring or concern

Empty calorie foods – Foods with little or no nutritional value and high sugar content

Environment – The area in which the baby/child is, inside or outside

Expose – To bring to light, or to give an experience to a child

Expressive language – Language that is spoken, rather than merely heard and understood

Extend – To make a longer sentence, or add a thought to what the child has said

Frequently – Quite often

Indicate – To show

Intervene – To step in to a situation to help

Interact – To have meaningful contact with another person

Initiate – To start or begin

Intonation – The rise and fall in pitch of the voice in speech

Label – To attach a word to a picture, either verbally or in writing

Minimize – To make as small as possible

Model – To show or give an example; or a copy of an object

Non-verbal – Without words

Phonemic Awareness – A special kind of phonological awareness involving the smallest units of oral language, phonemes or sounds

Phonological Awareness – Knowing that oral language has a structure that is separate from its meaning

Phonetic – Having to do with the systematic association between letters and the sounds in spelling words

Positive reinforcement – The practice of giving some type of reward for behavior that is desired

Prompted – Asked a question or given a reminder

Prosocial behavior – Behavior intended to enhance the welfare of another person

“Rake” – The physical stage when babies cannot grasp objects, but reach for them, and with a raking grasp move the object closer to them

Reassurance – Comfort, usually with words that the child understands

Receptive language – Accurately understanding the meaning of words or phrases spoken to them

Re-direct – To turn the child’s attention to something different from what they are attending to

Reinforce – To strengthen the response with some type of reward, physical, emotional or verbal

Repetitions – Doing the same activity over and over again

Repetitive Books – Books having the same words or phrases over and over again

Resources – The objects available for the child to use or play with

Rhymes – Words that sound alike at the end, such as cat and bat

Rhythms – A regular rise and fall in the sound of speech; or the repetitive beat of a song

Self-regulation – The ability to control one’s own behavior

Separation Anxiety – The stress experienced by a child when separated from his parent or primary caregiver

Show a preference – Like one object, song or story more than others

Stimulating – To excite or arouse the senses

Swaddling – To wrap a baby snugly to give comfort and security

Text – The written words that are read in a book

Transitioning – Moving and changing activities

Vocabulary – The collection of words that a child understands and/ or can speak

Wariness – The act of being very cautious or untrusting of unfamiliar people or situations

Resource List

The resources listed below are only a sampling of programs, services, books and internet sites that you may find helpful and is not intended to be a complete list.

Programs and Services

Child & Adult Care Food Program - provides recipes, resources, and information on preparing nutritious meals and food safety. www.nal.usda.gov/childcare

Consumer Product Safety Commission - committed to protecting consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard or can injure children. Phone: (800) 638-2772, www.cpsc.gov

Friends of the Family - sponsors seminars and workshops that feature experts in various aspects of family or infant development; provides a toll-free help-line service for child care providers; and operates a lending library for early childhood practitioners and those working with young families. Phone: (410) 659-7701, www.friendsofthefamily.org

Kennedy-Krieger Institute - provides evaluation, rehabilitation, educational services and cutting edge research on behalf of children with brain related disabilities, also provides professional training by renowned experts dedicated to increasing the number of qualified specialists in the United States and abroad. Phone: 443-923-9200, Toll Free: 800-873-3377, www.kennedykrieger.org

Maryland Cooperative Extension Service (MCE) - a statewide, non-formal education system within the college of Agriculture and Natural Resources and the University of Maryland Eastern Shore. MCE educational programs and problem-solving assistance are available to citizens and are based on the research and experience of land grant universities such as the University of Maryland, College Park. Phone: (301) 405-8339, www.agnr.umd.edu/MCE

Maryland Infant and Toddlers Program - a system of early intervention and supports, offered by public and private agencies throughout the state to young children with developmental delays and their families. Phone: 1-800-535-0182 (MD Relay for persons with hearing impairments 1-800-735-2258), www.msde.state.md.us/programs/infantsandtoddlers

Maryland State Department of Health and Mental Hygiene – provides a wide range of information and services for the citizens of Maryland, including immunizations, communicable diseases, nutrition, environmental issues, and maternal and child health. Children's Health Resource Line 1-800-638-8864, www.dhmh.state.md.us

Project ACT - assists individuals of all abilities and their families in achieving their personal goals and in reaching their maximum potential. Provides one-on-one, individually tailored services to people throughout Maryland and Washington D.C., Phone: 410-828-7700, 1-800-492-2523, www.abilitiesnetwork.org

Zero to Three - a national organization whose goal is to provide families, providers and communities with support and to promote the healthy development of babies and toddlers. Provides information, resources, and publications for both parents and providers. Phone: (202) 638-1144, www.zerotothree.org

Books:

Acredolo, L. & Goodwyn, S. *Baby Minds: Brain Building Games Your Baby Will Love*. New York: Bantam Books, 2000

Dombro, A.L., Colker, L.J., Trister Dodge, D. *The Creative Curriculum® for Infants & Toddlers, Rev. Edition*. Teaching Strategies, Inc., 1999

Herr, J. & Swim, T. *Creative Resources for Infants and Toddlers*. New York: Delmar-Thompson Learning, Inc., 2002

Isbell, R. *The Complete Learning Spaces Book for Infants and Toddlers*. Gryphon House, 2003

Schiller, P. *The Complete Resource Book for Toddlers and Twos*. Gryphon House, 2003

Silberg, J. *125 Brain Games for Babies: Simple Games to Promote Early Brain Development*. MJF Books, 2001

Silberg, J. & D'Argo, L. *125 Brain Games for Toddlers and Twos*. Gryphon House, 2000

Trister Dodge, D. & Heroman, C. *Building Your Baby's Brain*. Teaching Strategies, Inc., 1999

Web-based Information and Links:

www.collingsm.freeseve.co.uk - **My Collection of Nursery Rhymes** - a collection of over 500 nursery rhymes.

www.countdownMD.org - **Countdown to Kindergarten** - Provides information on the concept of school readiness, alerts parents to the existence of the kindergarten assessment and gives caregivers activity ideas build skills in the seven domains of learning.

www.edpsych.com - **Early Childhood Educator** - news, information, and articles for parents and early childhood professionals.

www.familyeducation.com - **Family Education Network** - a consumer network of learning and information resources, personalized to help parents, teachers, and students of all ages take control of their learning and make it part of their everyday lives.

www.healthyweightforkids.org - **Way to Go, Weigh to Grow** - a guide to healthy weight in infants, toddlers and preschoolers information and activities.

www.mdchildcare.org - **Maryland Committee for Children** - works with parents, child care providers, advocates, employers, and policymakers to expand and enhance the early childhood education and child care available to Maryland's children.

www.naeyc.org - **National Association of the Education of Young Children** - an organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade.

www.nccic.org - **National Child Care Information Center (NCCIC)** - a service of the Child Care Bureau, a national clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information.

www.preschoolrainbow.org/preschool-rhymes - **Gayle's Preschool Rainbow** - Activity Central - a variety of poems, rhymes and activities for young children.

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